

Literacy Boost: Baseline study for the community component

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Executive Summary

Save the Children Rwanda subcontracted Laterite Ltd., a Kigali-based research firm, to conduct a **baseline assessment of the community component of the Literacy Boost program**. The study was conducted in 2 cells for each of 9 randomly selected sectors in Gicumbi district. Research tools included 18 focus group discussions with P1-P3 students, 25 semi-structured interview with government officials and teachers, and 9 observational reports of available reading materials and resources in each of the selected sectors.

This study focuses on three main categories of research questions: (i) the availability of reading resources and opportunities outside the planned activities of the Literacy Boost project and the drivers of this availability; (ii.i) children's current reading practices and (ii.ii) their prevailing attitudes/perceptions of reading outside school; and (iii) the attitudes and perceptions of key stakeholders relating to the Literacy Boost intervention, including community members' beliefs about reading. Key findings are outlined below.

Availability of Reading Resources and Opportunities: All 9 of the sampled sectors provide some form reading resources and/or opportunities outside of the Literacy Boost planned activities. *Reading resources* are mainly supplied through public libraries, which are typically located in or near sector offices. All of the selected sectors have a public library that can be accessed for free, but less than half of these public libraries contain books targeted to primary school children other than schoolbooks. *Reading opportunities* outside of school mainly target adults through adult literacy classes at churches or local government offices; there are few such opportunities that target children.

Children's Reading Practices & Perceptions of Reading In and Out of School: Less than half of the interviewed children report that they spend time reading outside of school. When they do read, it is typically related to schoolwork. We find few differences when disaggregating these results by gender, age, or sector. They report that they have little free time available for reading outside of school. Children are more likely to associate positive feelings with reading than negative feelings. Often they attribute these feelings to a belief that reading will improve their performance at school and contribute to creating future opportunities for them.

Attitudes and Perceptions of Key Stakeholders: When asked about the prevailing attitudes towards reading in their communities, teachers and community leaders describe a culture in which literacy is highly valued for its practical uses in day-to-day tasks and in securing a better future for children. However, they report that many parents do not have the time or resources to support their children's efforts to learn to read. Most of them perceive the current low levels of reading for leisure in their communities to result from a combination of unavailability of reading materials and lack of interest.. When asked for their opinion on the planned activities in the Literacy Boost community component, a large majority of respondents are positive about the ideas of book banks, parent gatherings, and reading camps/buddies. However, some foresee challenges, mainly related to parental attendance.

Chapter 1: Introduction

The Literacy Boost program is an initiative of Save the Children aimed at strengthening 5 core reading skills and supports reading practices both inside and outside schools. The project is structured around 3 components – rigorous assessments, teacher training focused on the five core skills, and community action - to identify reading gaps and demonstrably improve children's reading skills. The project is funded by Comic Relief and will be implemented locally in partnership with Umuhuza, a Rwandan NGO.

Save the Children's program is premised on providing a continuum of services for children ages 0-9 focused on supporting learning outcomes and early grade literacy. In order to ensure that children have the skills, support and materials necessary to exercise their right to read, Save the Children focuses on 4 main pillars, of which Literacy Boost is one.

1. **Closing the gap in early years services:** through (i) a comprehensive family learning program which works with parents to support the physical, cognitive, social/emotional and expressive development of their children through age appropriate play and interaction; and (ii) *First Read*, a combination of book gifting and peer support designed to provide parents with skills, confidence and materials to aid the development of emergent literacy
2. **Improving the teaching of reading in early primary:** this is the core of the Literacy Boost program that focused on 3 main program elements: (i) using assessments to identify gaps and measure improvements in the five core reading skills; (ii) training teachers to teach national curriculum with an emphasis on core reading skills; and (iii) mobilizing communities to support children's reading.
3. **Developing a culture of literacy and reading:** by creating opportunities outside of the classroom for children, parents and communities to enjoy reading by giving parent's the knowledge and confidence to support their children's learning, provide regular, facilitated opportunities for children to read and increasing availability of books outside the school.
4. **Creating a rich literate environment:** by improving the availability, accessibility and use of appropriate, quality reading resources.

Save the Children Rwanda subcontracted Laterite Ltd., a Kigali-based research firm, to conduct a baseline assessment of the community component of the Literacy Boost program. The baseline assessment proposed by Laterite focuses on qualitative information and will enable Save the Children to assess the enabling environment, community practices and perceptions around reading. This baseline assessment was conducted in Gicumbi, one of the Literacy Boost target intervention districts in Rwanda.

Chapter 2: Methodology

2.1 Research Questions and Tools

Research Questions: This study focuses on three main categories of research questions: (i) the availability of reading resources and opportunities outside the planned activities of the Literacy Boost project and the drivers of this availability; (ii) children's current reading practices and their prevailing attitudes/perceptions of reading in and out of school; and (iii) the attitudes and perceptions of key stakeholders relating to the Literacy Boost intervention, including community members' beliefs about reading.

The indicators of interest for each of these three categories are summarized in the table below:

Table 2.1

Category	Indicators
Reading Resources and Opportunities	<ul style="list-style-type: none">• % Communities in the sample providing reading resources/opportunities outside of Literacy Boost planned activities• Type of reading resources available in each sector (outside of school and the Literacy Boost program) e.g. via the church, local library, <i>umudugudu</i> leader, etc.• Type of reading opportunities provided to children in each sector (outside school and the Literacy Boost program) e.g. via the church, local library, <i>umudugudu</i> leader, etc.• Drivers of the availability or lack of reading resources and opportunities
Children's reading practices outside of school	<ul style="list-style-type: none">• Children's reported time spent reading outside school• Children's reported available time that could be spent on reading• Children's reported exposure and access to different reading resources outside of school• Children's reported exposure to reading opportunities and story-telling outside of school
Children's prevailing attitudes/perceptions of reading	<ul style="list-style-type: none">• # of children reporting positive and negative feelings about reading or enjoyment of reading by age, gender, and location• Children's reported perceptions of the value/importance of reading
Attitudes and perceptions of key stakeholders	<ul style="list-style-type: none">• Stakeholders' (i.e. community leaders' and teachers') perceptions of the prevailing attitudes towards reading and literacy in their community• Stakeholders' (i.e. community leaders' and teachers') perceptions of the Literacy Boost program

Research tools: Laterite used three different research tools/instruments to collect data for these indicators:

1. *Focus-group discussions (FGDs) with 18 groups of 6-8 students in levels P1, P2, or P3.* A team of two (moderator-transcriber and translator) led 2-hour long FGDs in selected primary schools in Gicumbi, going into to as much detail as possible with the participants and encouraging them to exchange opinions and compare experiences. We asked participants about: (i) their current practices of reading and interactions with reading, including time spent reading and doing other activities outside of school; (ii) their access to reading resources and opportunities; (iii) their attitudes towards, feelings about, and enjoyment of reading; and (iv) their perceptions of the value and importance of reading outside of school.
2. *Observational reports of public libraries in 18 selected cells:* In order to determine the availability of reading opportunities and resources in Gicumbi (outside of school and the Literacy Boost program), we visited each of the 18 selected cells and met with local authorities to determine what reading resources are available. We visited the sites of publicly available reading resources and documented the quantity, type and availability of these resources in order to provide a sense the reading opportunities available to each of the communities.
3. *Semi-structured interviews of key stakeholders (i.e. community leaders and teachers) focusing on reasons behind of the availability or lack of reading resources/opportunities, attitudes/perceptions of the Literacy Boost program, and community members' prevailing attitudes and beliefs about reading:* A team of two (moderator-transcriber and translator) led 1-2 hour long one-on-one interviews with community leaders and teachers, going into as much detail as possible while putting the respondents' perceptions and thoughts into context. We asked respondents about: (i) the drivers of the availability or lack of reading resources and opportunities in their communities, including the challenges they face in increasing access; (ii) their perceptions of the value of reading outside of school; (iii) their perceptions of the prevailing attitudes in the community towards reading and literacy; and (iv) their perceptions of the Literacy Boost initiative.

2.2 Sampling Strategy

A randomized-control trial (RCT) has already been conducted to assess literacy levels in schools and homes as part of an impact evaluation of the Literacy Boost program. The Literacy Boost intervention was implemented in the 21 sectors of Gicumbi and therefore our baseline was conducted in the same area as the RCT. We have taken all the possible measures to minimize the risk of influencing the Control and Treatment group participants. For example, while the RCT surveys were mostly targeting teachers and parents (children were only assessed on their reading skills), our baseline study surveyed local authorities and children, which limited the contact with the individuals sampled for the RCT.

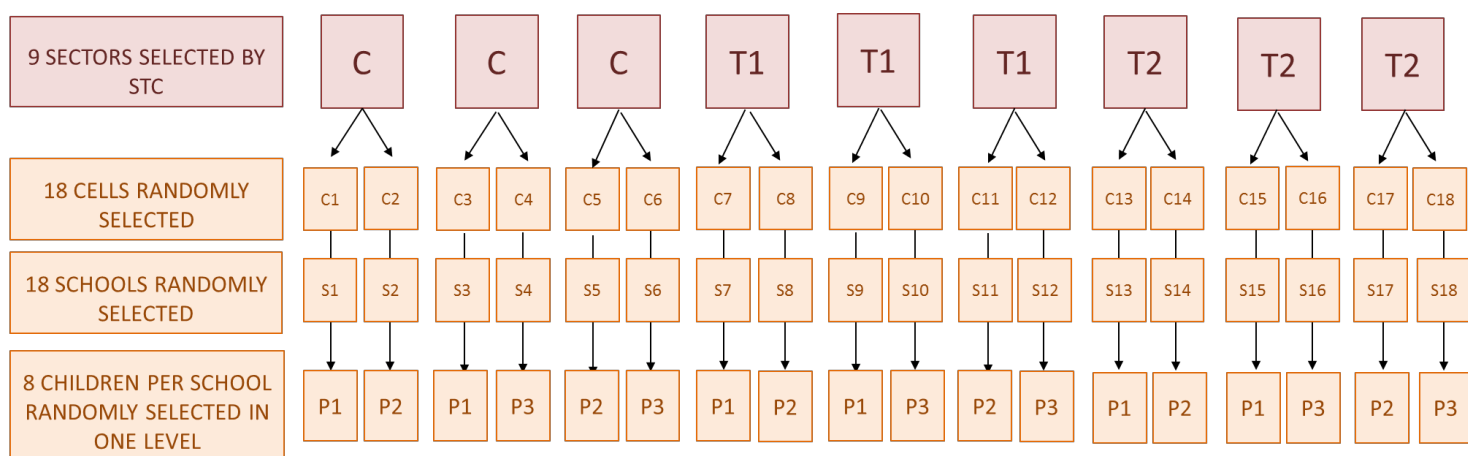
Sampling Frame: The sampling frame for our quantitative surveys included children in P1-P3 in Gicumbi. In consideration of the budget and logistical efficiency, we conducted surveys at the school level where we could interview many children at one time. Given a very high primary school enrolment rate, it would have been difficult to locate the children outside of the classroom during a weekday. Selecting at school level also helped avoid selection bias as we randomly selected the children from the classrooms.

Selection of Sectors, Cells and Schools: Save the Children selected 9 sectors for the baseline assessment as follows: 3 sectors from the control group, 3 sectors from the treatment 1 group and 3 sectors from the treatment 2 group. Subsequently, we randomly selected 2 cells per sector for a total of 18 cells. In each cell, we randomly selected one school.

Selection of Students: In each of the selected schools, we interviewed children from P1, P2, or P3. The school level of the students was chosen systematically so that our sample included an equal number of focus groups for each level. Students were randomly selected from the classroom of the relevant level with stratification by gender so that each focus group comprised of 50% boys and 50% girls.

The figure below summarizes the sampling strategy.

Figure 2.1



2.3 Literature Review and Research Tool Design

Before designing research tools for this study, we reviewed relevant literature and consulted with Save the Children to ensure that tools are: (i) child-friendly and ethically sound; (ii) relevant to the specific context of Gicumbi; and (iii) relevant to all of Save the Children's research questions. Neither Laterite nor Save the Children had access to previously tested qualitative tools to assess reading culture, so research tools were designed based on insights from other Literacy Boost evaluations and on literature on other community-based literacy initiatives (see Appendix III).

Together, Save the Children and Laterite reviewed research tool drafts on January 20th, 2014. The main outcomes of this meeting were: (i) research tools were shortened in order to reduce interview time, (ii) the type of stakeholders to be surveyed was broadened to include head teachers and Sector Education Officers, and (iii) Save the Children provided insights and resources to make research tools more child-friendly. These resources included picture props and activities based on Save the Children tools and the 'Kit of Tools for Participatory Research and Evaluation with Children, Young People, and Adults.' During a meeting in Gicumbi on January 21st, 2014, Save the Children and Umuhuza provided additional feedback. The main outcome of this meeting was the addition of questions to gauge children's perceptions of their parents' and teachers' attitudes towards reading.

Save the Children and Laterite also discussed ethical concerns and compliance with Save the Children's child protection policies. Save the Children shared consent forms with Laterite, to be translated into Kinyarwanda and used during data collection in Gicumbi (see Appendix II). During data collection, Laterite gave these consent forms to relevant teachers at each of the selected schools. Teachers were asked to review and sign the forms prior to the focus group discussions with students.

2.3.1 Focus Group Discussion Design

The aim of Focus Group Discussions (FGDs) is to collect opinions of a group of respondents, challenge them to assess and discuss whether they agree or disagree about certain answers, and to encourage them to partially direct the flow of conversation themselves. The order of themes and follow-up questions is not pre-determined. This allows respondents to guide conversation and volunteer ideas that might not have been probed for by pre-set questions. Further, researchers can alter the structure of the interview spontaneously, so not to disrupt the flow of conversation.

The finalized FGD guidelines were divided into five modules: (i) contextual factors, (ii) attitudes and perceptions of reading, (iii) reading practices in and out of school, (iv) access to reading resources outside school, and (v) available time for reading outside school. The first module assesses background information and allows us to contextualize responses and account for differences in socio-economic status, mother tongue, parental literacy, age and gender. The subsequent four modules probe for the key indicators related to children's reading practices outside of school and their attitudes/perceptions of reading.

Each module is comprised of several core questions and follow-up questions. We used additional follow-up questions when needed to test children's understanding, ensure correct interpretation of their answers and yield more nuanced information about the topic. To keep children engaged and keep the conversation flowing, we employed the following interview methods:

Table 2.2

Method	Description
Show-of-hands	We ask children to raise their hands if they agree with a statement. If the question is sensitive or if we suspect children might be biased by each other's answers, we ask them to keep their eyes closed.
Voting with your feet	We mark different parts of the room with pictures or items and explain what each location represents. Once the children understand the meaning of each location, we ask a question and tell them to walk to the part of the room that signifies their response. We mainly used this method for questions about their favourite ways to read (alone, together, etc.), and the best ways to acquire and improve reading skills (reading books, exchanging stories, going to class, reading with parents, etc.)
Voting with colours	We ask children to use a coloured pen or sticker to mark the emotions, drawings, or symbols that represent their responses. If there is enough time, we sometimes ask children to make their own drawings symbolizing their answers.

2.3.2 Semi-Structured Interview Design

Semi-structured interviews focus on certain key themes and allow researchers to ask follow-up questions to obtain rich qualitative data. As in FGDs, the order of themes and follow-up questions is not pre-determined.

The finalized SSI scripts contained 5 sections: (i) Cell/Sector Background information and Contextual Questions, (ii) Reading & Literacy Practices in Gicumbi, (iii) Attitudes and Beliefs about Reading, Literacy, and Acquiring Reading Skills and Materials; (iv) Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading resources; and (v) Perceptions of Literacy Boost. Interviews were tailored to type of stakeholder being interviewed. When interviewing teachers rather than community officials, we omitted irrelevant questions from sections (i) and (iv).

2.3.4 Observational Reports Design

We conducted observational reports of all public libraries, or *publicly available collections of reading resources that can be accessed for free or through paid membership*, in the selected cells. We recorded: (i) the location, opening hours, funding and rules of public libraries, (ii) the type of reading resources available (books, magazines, etc.), (iii) their topics, (iv) their language, and (vi) their physical condition (new, heavily used etc.). At each library – depending on availability and time constraints – we randomly selected between 10 and 50 reading resources and recorded: (vi) the topic and (v) the format (pictures only, text only etc.) of each item to assess the level of difficulty of available reading resources.

2.4 Piloting Research Tools

We tested the three research tools for applicability, quality and efficiency in Kigali prior to data collection. The pilot for the revised FGD tool took place at a public school in Kimihurura from January 23-24, 2014. We held two sessions with 3 boys and 3 girls each, in equal numbers from P1, P2, and P3 levels. Each FGD took about two hours. The use of emoticons, reading material props, pictures and game-like voting procedures helped to keep children engaged and motivated. Following the pilot, we dropped two questions about in-school behaviours to allow more time for follow-up questions.

We piloted the revised SSI research tool with the sector executive and Sector Education Officer of Kacyiru. The interviews took between 1-1.5 hours. We adapted the phrasing and ordering of key questions after the pilot to facilitate correct translation and improve conversation flow. We tested the observational report research tool with two programmed handheld tablets in Rwanda's National Library in Kigali. Following this trial, we added additional book categories and corrected programming errors.

A copy of the final frameworks used during FGDs and SSIs, as well as a list of questions that made up the observational report forms can be found in Appendix I.

2.5 Data Collection

From January 27th – January 31st, 2014, and a second time, from February 3rd – February 7th, 2014, a team of two analysts, two translators and two enumerators responsible for observational data reports visited the 18 selected cells selected. Table 2.2 provides a detailed schedule.

Table 2.3

Overview of Data Collection Schedule	
Week 1	
Mon: 27.01.2014	Rwamiko
Tue: 28.01.2014	Rubaya
Wed: 29.01.2014	Cyumba
Thu: 30.01.2014	Manyagiro
Fri: 31.01.2014	Rutare
Week 2	
Mon: 3.02.2014	Mutete
Tue: 4.02.2014	Rushaki
Wed: 5.02.2014	Kageyo

Thu: 6.02.2014	Shangasha (ORs & SSIs only) & Kageyo
Fri: 7.02.2014	Shangasha (FGDs only)

Focus Group Discussions: According to our sampling framework, 6-8 children in P1, P2 or P3 were randomly selected to participate in the interviews. In one instance, at Ngabira P.S. in Gitega cell, located in Rushaki, fourteen children instead of the usual 6-8 were selected in order to avoid leaving children unattended and to minimize cutting into teaching time. All other FGDs were comprised of 50% girls and 50% boys.

During FGDs, we adapted the use of props, pictures, and voting procedures to encourage participation after the first FGD in the field revealed that the children interviewed Gicumbi tended to be less readily engaged than our pilot population. The piloted set of emoticons also proved to be too complex – featuring too many emotions and nuances – to be useful, so it was simplified to include only the following emotions: happy, sad, scared, embarrassed/shy¹, bored, excited, and neutral.

Semi-Structured Interviews: As discussed with Save the Children, our initial sample of 18 cell/sector official was increased to include teachers and head teachers of several schools we surveyed. This increased our SSI sample to 25 interviews.

Observational Reports: While the initial plan was to conduct observational reports in each of the 18 selected cells, we found that there was typically only one public library per sector. Thus, our final sample included 9 rather than 18 observational reports.

2.6 Analysis

Systematic Content Analysis of SSI and FGD Transcripts

We used systematic content analysis to identify trends and patterns in SSIs and FGDs. First, we transcribed all interviews, preserving as much of the original wording as possible. Then, two researchers independently reviewed the transcripts, identifying recurring themes and assigning codes to each theme. We then calculated the level of agreement between the two researchers' codes. We looked at whether they used the same codes to describe the same SSI or FGD, i.e. whether they found the same themes in an interview. We also tested whether they tended to use the same code with the same frequency, i.e. whether they found themes to be similarly common. It is accepted in academic literature that 80% agreement between the two researchers represents a high level of agreement.² We found agreement scores of 87% for SSIs and of 85% for FGDs. Given this high level of "inter-rater reliability", we were able to use the assigned codes to draw out commonalities and trends from the SSIs and FGDs.

¹ These words are identical in Kinyarwanda.

² Marques, Joan F., and Chester McCall. 2005. "The Application of Interrater Reliability as a Solidification Instrument in a Phenomenological Study". *Qualitative Report*. 10 (3): 439-462.

Analysis of Observational Reports

To document the available reading resources in each selected cell/sector, we compiled tables documenting the number, type, language, and condition (new, lightly used, used, or heavily used) of reading resources available in each public library visited.

In each library, we also selected a random sample of 10-50 books for closer analysis. We classified these books by format and type. We distinguished between books featuring (a) pictures only, (b) cartoons, (c) 1-10 sentences accompanied by or interspersed with images on a typical page, (d) on average more than 10 sentences accompanied by or interspersed with images on a typical page, and (e) text only. Following this classification process, we photographed one page from each of these sampled books to demonstrate the text format and layout of the book.

Chi-Square Goodness-of-Fit Tests of Disaggregated FGD Responses

Our analysis of children's reading habits and perceptions is disaggregated by age, gender, and geographic location (sector). For this step, we developed a database containing demographic information for each FGD participant and dummy variables reflecting whether or not they expressed certain key ideas during their interview (e.g. association of positive feelings with reading, association of negative feelings with reading, etc.).³ We then used Chi-square goodness-of-fit tests to assess whether gender, age, or geographic location might be related to the frequency with which these key ideas are expressed. This test allows us to see whether different groups of respondents were more or less likely to express certain ideas during FGDs.

It is important to note that the data from focus group discussions consists of *volunteered responses*, meaning that participants shared information only when they wanted to. Thus, responses are likely to be biased: for example, respondents may be more inclined to share positive emotions or opinions with the group than to share negative emotions or opinions. In addition, we are working with a small sample of 148 respondents in total: this provides us with very low resolution to detect population-level differences between different sub-groups. When differences are detected, it is likely that this reflects a significant difference at the population level.

³ Note that this database includes 17 out of 18 focus group discussions for the gender and age disaggregation. This is because, for one focus group discussion, we did not record the gender and age of the respondent with their comments. The disaggregation by sector includes all 18 focus group discussions.

Chapter 3: Results

This chapter is organized according to our three main research questions. Each section opens with a table listing the relevant indicators for that research question. Then, each sub-section focuses on one indicator. Section 3.1 documents the available reading resources and opportunities in Gicumbi, as well as the key drivers of this availability. Next, Section 3.2 focuses on children's practices and perceptions of reading outside of school. Section 3.3 provides an account of the attitudes and perceptions of key stakeholders' regarding reading outside of school and the Literacy Boost intervention. Finally, Section 3.4 proposes entry-points for the community component of the Literacy Boost intervention to enhance the culture of reading outside of school in Gicumbi.

3.1 Available Reading Resources and Opportunities in Gicumbi and Key Drivers

We document four main indicators for the availability of reading resources and opportunities, listed in the table below. Throughout this section, we distinguish between reading *resources*, i.e. books and magazines etc., and reading *opportunities*, i.e. organized gatherings or events to provide time for children to read outside of the formal school day. This section draws on data from observational reports and semi-structured interviews with teachers and local government officials.

Table 3.1 Indicators on Reading Resources and Opportunities

Category	Indicators
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Reading Resources and Opportunities	<ul style="list-style-type: none"> • % Communities in the sample providing reading resources/opportunities outside of Literacy Boost planned activities • Type of reading resources available in each sector (outside of school and the Literacy Boost program) e.g. via the church, local library, <i>umudugudu</i> leader, etc. • Type of reading opportunities provided to children in each sector (outside school and the Literacy Boost program) e.g. via the church, local library, <i>umudugudu</i> leader, etc. • Drivers of the availability or lack of reading resources and opportunities
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3.1.1 Communities Providing Reading Resources and/or Opportunities

We found that 100% (9/9) of the sampled sectors provide some form reading resources and/or opportunities outside of the Literacy Boost planned activities. *Reading resources* are mainly supplied through public libraries, which are typically located in or near sector offices. It is not common to find publicly available reading resources at the cell level. *Reading opportunities* outside of school mainly target adults through adult literacy classes at churches or local government offices; there are few such opportunities that target children.

We elaborate on these reading resources and opportunities in sections 3.1.2 and 3.2.3.

3.1.2 Types of Reading Resources Provided

We define reading resources as *materials that can be read or to learn how to read such as books, newspapers, or magazines*. We define public libraries as *publicly available collections of reading resources that can be accessed for free or through paid membership*.

All of the selected sectors have a public library that can be accessed for free. Data collected during observational reports demonstrates that these libraries mainly contain books as opposed to other reading materials such as magazines or newspapers. The average library contains 1271 books, but several very large libraries in the dataset skew this figure. The median library only contains 225 books. **Details about the number and type of available reading resources are documented in the individual library profiles that follow.**

Less than half of the public libraries we visited contained books targeted to primary school children other than schoolbooks. In each of the 9 public libraries we visited, we documented the different topics covered by the collection. Table 3.2 shows the topics covered in each library's collection. The most commonly available books were in the category "other"; these are usually technical publications related to government or NGO/donor programs. Children's books, defined as *fiction books targeted to children in primary school*, were available in 4 of the 9 libraries. Primary schoolbooks were available in 7 of the 9 libraries.

Table 3.2 Books Available in Public Library by Topic

Topic	% Libraries with books on this topic	Rutare	Rubaya	Cyumba	Rwaniko	Manyagiro	Shangasha	Rushaki	Mutete	Kageyo
A "□" symbol indicates that books on this topic can be found in the library in this sector. A "■" symbol indicates that books on this topic cannot be found in the library in this sector.										
Other (usually Government)	89%	□	□	□	□	□	□	□	□	□
Art/culture	78%	□	□	■	□	□	□	□	□	□
Informative brochure/flyer	78%	□	□	□	□	□	□	□	□	□
Primary schoolbook	78%	□	□	□	□	□	□	□	□	□
Teenage fiction	78%	□	□	■	□	□	□	□	□	□
Science/Nature	67%	□	□	□	□	□	□	□	□	□
Health	67%	□	□	□	□	□	□	□	□	□
Children's books	44%	□	□	□	□	□	□	□	□	□
Atlas	33%	□	□	□	□	□	□	□	□	□
Newspaper	33%	□	□	□	□	□	□	□	□	□
Secondary schoolbook	22%	□	□	□	□	□	□	□	□	□
Dictionary	11%	□	□	□	□	□	□	□	□	□
Food/recipes	11%	□	□	□	□	□	□	□	□	□
Poems	11%	□	□	□	□	□	□	□	□	□

Individual Library Profiles

Library Profile: Rubaya Sector

In Rubaya, the public library is shared with the GS Rubaya school library. All books are stored in one building located on the campus of GS Rubaya. It is the largest of any of the sampled libraries, with about 7,742 items of which 7,651 are books. About 68% of its books are in English, 23% in French and only 9% in Kinyarwanda. More than two thirds of the materials were in very good condition, looking new or unused. The books covered a wide range of topics including science, philosophy, health, art and culture.

Rubaya, Muguramo -- G.S. Rubaya: Public Library	
Opening Hours	Mo-Fr, 8.00-17.00
Access	Free Sign-Up / Student Card
Funded by	MINEDUC, Gicumbi District

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books	
Books	7651	Kinyarwanda	695	10	80	-	new	65-80%
Magazines	11	English	5176	1	-	-	lightly used	1-15%
Newspapers	80	French	1780	-	-	-	used	1-15%
Other	-	Other	-	-	-	-	heavily used	1-15%

No. Of Other	-	No. of Other	-	-	-	-	-
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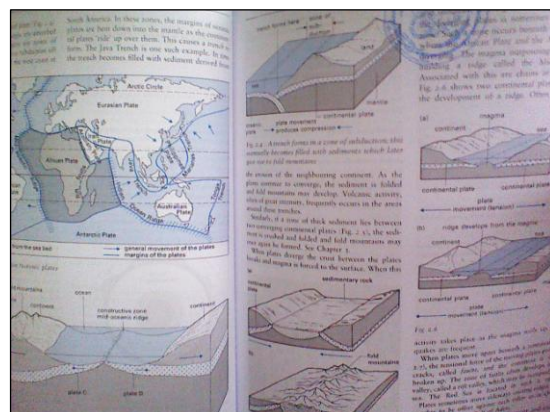
Topics featured	
art/culture atlas biography children's book dictionary	health informative brochure/flyer philosophy science/nature other

Random Sample

We closely examined a random sample of 45 books at this library. This sample contained a larger portion of books targeted at children and young adults than other library samples, including 9 primary school books, 8 secondary school books, 2 children's books and 7 'teenage fictions' books. Most of the primary school books contained pictures, but none of the secondary schoolbooks did. In total, about half of the books in the sample contained some pictures.



Representative page of a primary schoolbook found at GS Rubaya's library.



Example of the layout of a geography schoolbook sampled at Rubaya.

Library Profile: Kageyo Sector

Kageyo's public library is located at the sector office. It differs from other sampled libraries in that it has received book donations from World Vision, UNICEF and MINALOC, in addition to contributions from the district and central government. We found a total of 466 publications of which 286 were books and 55 newspapers. More than 60% of the publications were in Kinyarwanda, and about 35% were in English. The majority of books looked new or unused. The library includes books about art/culture and science as well as primary school books, books targeted at youth and children, and government/NGO publications.

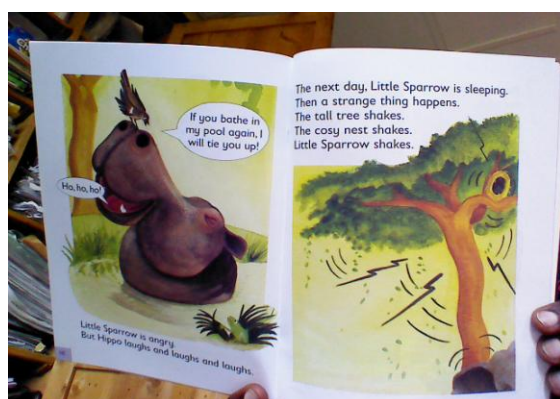
Kageyo, Muhondo -- Kageyo Sector Office	
Opening Hours	Mo-Fr: 7.00-17.00
Access	Free Registration
Funded by	Gicumbi District, World Vision, UNICEF, MINALOC

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Maga - zines	News- papers	Other	Condition	% of Books	
Books	286	Kinyarwanda	183	55	-	125	new	80-95%
Magazines	55	English	101	-	-	-	lightly used	1-15%
Newspapers	0	French	2	-	-	-	used	-
Other	Brochure s	Other	-	-	-	-	heavily used	-
No. Of Other	125	No. In Other	-	-	-	-		

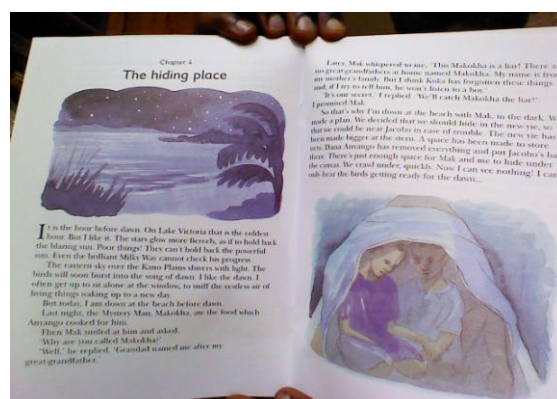
Topics featured	
art/culture children's book informative brochure/flyer	school textbook - primary level science/nature teenage fiction (novels, stories targeted at teenagers) other

Random Sample

Out of the 466 available publications, we closely examined 12. Four of these were primary schoolbooks: 1 contained pictures and 3 contained text only. We identified two children's books, both of which were in English. The other books in the sample included 3 teenage fiction books, 1 informative brochure, 1 book on science/nature, and 1 book classified as 'other.'



Like about half of the books, this children's book features illustrations. The text is in English.



Like all other sampled children's books, the text is in English. The story takes place at Lake Victoria.

Library Profile: Mutete Sector

The Gicumbi District library is located in Mutete sector, and it is the sector's only library. The library is only open for 2.5 hours per day from Monday to Friday. We found 267 publications: 148 books, 106 brochures, 12 magazines, and 1 newspaper. About

85% of the library's reading materials are in Kinyarwanda and about 12% are in French. The remaining 3% are in English. All of the books appear new or unused. Besides government publications and primary school books, the library also stocks newspapers, publications on health, art/culture, atlases, secondary schoolbooks, picture books, cartoons (often about health, agriculture or sanitation programmes) and novels targeted at youth.

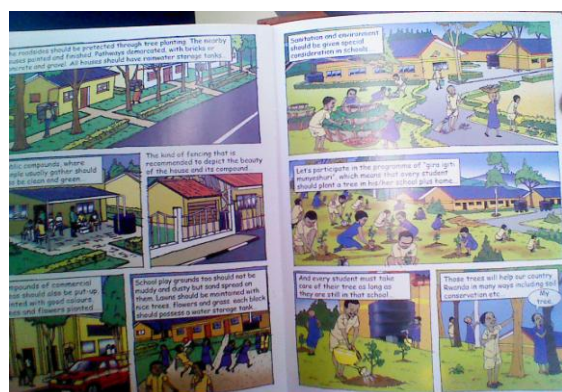
Mutete, Mutete - Gicumbi District Library	
Opening Hours	Mo-Fr: 15.00-17.30
Access	Free Registration
Funded by	Gicumbi District

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books	
Books	148	Kinyarwanda	107	12	1	106	new	100%
Magazines	12	English	15	-	-	-	lightly used	1-15%
Newspapers	1	French	26	-	-	-	used	1-15%
Brochures	Brochures	Other	-	-	-	-	heavily used	1-15%
No. Of Other	106	No. of Other	-	-	-	-		

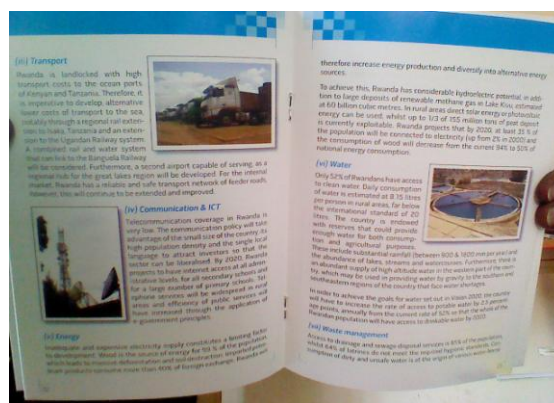
Topics featured	
art/culture atlas health informative brochure/flyer newspaper	school textbook - primary level school textbook - secondary level teenage fiction (novels, stories targeted at teenagers) other

Random Sample

Out of the 267 publications total, we closely examined a random sample of 12. Three of these were informative brochures or flyers, and 4 were classified as "other" (likely to be government publications.). About half of the sampled materials featured text and illustrations, while slightly fewer, around 42% comprised of text only. Pictured below are two texts that included illustrations, included one information brochure in the form of a cartoon.



Cartoon on how to improve the appeal of towns in Rwanda by planting trees. The text is in English.



Publication on Rwanda's infrastructure. The text is in English.

Library Profile: Rushaki Sector

The library in Rushaki, which is located just next to the sector office, mainly features government publications. On Fridays the library is only open half-day. It stocks around 496 publications in total, of which 225 are books. The remaining publications almost equally fall into the categories of magazines, newspapers or informative brochures.

Rushaki, Kamutora -- Library located in Karurama cell, next to Sector Office	
Opening Hours	Mo-Thur: 7.30-17.00 Fr: 7.30-13.00
Access	Free Registration
Funded by	Gicumbi District

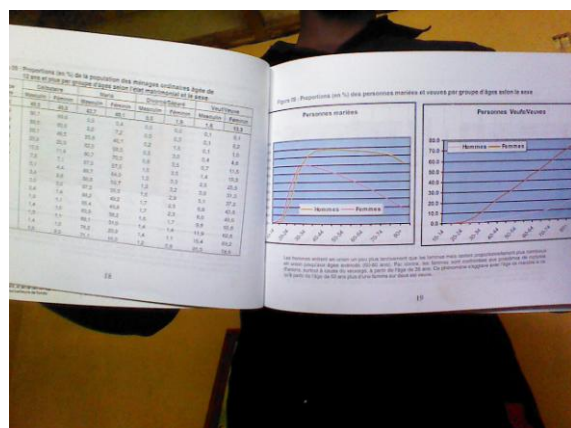
About 95% of the reading materials at Rushaki's public library are in Kinyarwanda. About a third of its newspapers are in French, while the rest are in Kinyarwanda. All of the materials were judged to appear new or unused. Compared to the other surveyed libraries, this library has a very limited range of topics. We found publications on health, primary level schoolbooks, informative brochures and publications that did not fit any of the other categories. Most of these items were government publications such as guidelines.

Quantity of Materials		Language of Materials				Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books
Books	225	Kinyarwanda 201	89	65	86	new	100%
Magazines	89	English 19	-	-	-	lightly used	-
Newspapers	96	French 5	-	31	-	used	-
Other	Brochures	Other -	-	-	-	heavily used	-
No. Of Other	86	No. of Other -	-	-	-		

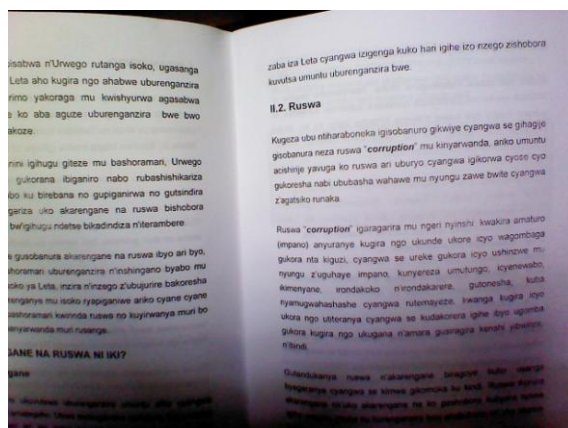
Topics featured
health informative brochure/flyer school textbook - primary level other

Random Sample

In our sample of 14 books, 11 of them were classified as "other" and are most likely government publications.



Government publication in French about Rwandan population statistics.



Government publication in Kinyarwanda on corruption.

Library Profile: Shangasha Sector

The library of Shangasha sector is located at the Cell Office of Bushara cell. Its opening hours are limited to three hours on all weekdays apart from Thursday, when the library opens for ten hours, from 7 am – 5 pm. The library currently stocks about 606 publications. About half of them are books, while the other half mainly consist of brochures and flyers. Around 89% of the materials are in Kinyarwanda.

Also, all but one newspaper we found were Kinyarwanda publications. The vast majority of books were perceived to look ‘unused’ or ‘new’.

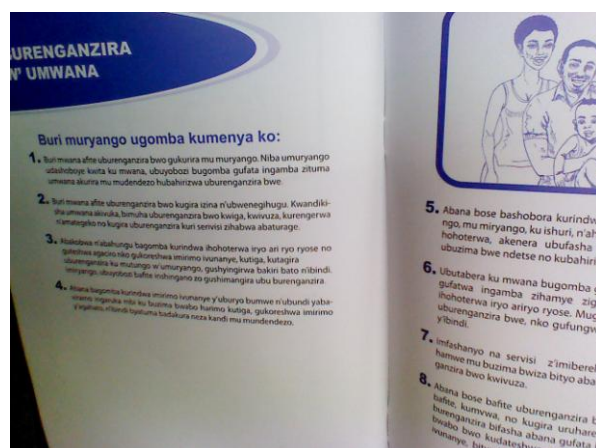
Shangasha, Bushara -- Bushara Cell Office Library	
Opening Hours	Mo, Tu, Wed, Fr: 14:00-17:00 Thurs: 7:00-17:00
Access	Free Registration
Funded by	Local Schools & Gicumbi District

Quantity of Materials		Language of Materials				Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books
Books	310	Kinyarwanda 248	-	24	269	new	80-95%
Magazines	1	English 60	1	-	-	lightly used	1-15%
Newspapers	26	French 2	-	1	-	used	-
Other	Brochures	Other -	-	-	-	heavily used	-
No. Of Other	269	No. of Other -	-	-	-		

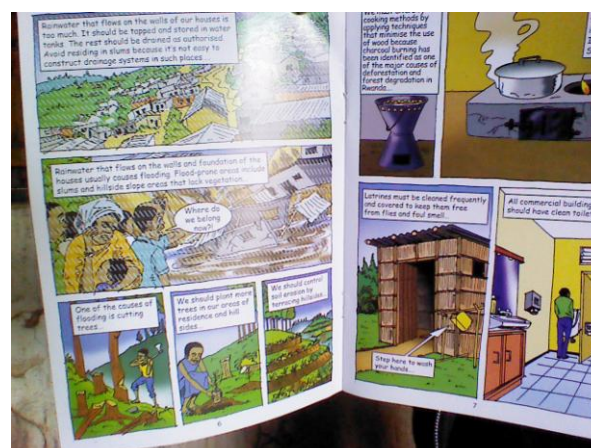
Topics featured	
art/culture health informative brochure/flyer	school textbook - primary level science/nature teenage fiction (novels, stories targeted at teenagers) other

Random Sample

Our random sample of 11 books included 1 book on arts/culture, 2 books on health, 2 informative brochures, 1 primary school book, 1 science/nature book, 2 teenage fiction books, and 2 books classified as ‘other.’ Of these, only 4 contained any pictures: the informative brochures, the science/nature book and the teenage fiction book. The other publications contained text only.



A government publication on family and child-rearing.



A cartoon on deforestation, the dangers of open-fire cooking and hygiene.

Library Profile: Manyagi Sector

Manyagi's library is located in Ryaruyumba cell. It is open on Saturdays but closed for a lunch break from 11 am – 2 pm everyday. The library stocks around 390 publications, of which around 47% are information-focused magazines and 44% are books. All the resources are in Kinyarwanda and were judged to look 'new' or 'unused'.

Manyagi - Sector Library located in Ryaruyumba cell	
Opening Hours	Mo, Fr, Sat: 8.00-11.00 14.00-16.00
Access	Free Registration
Funded by	Gicumbi District

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Magazines	News-papers	Other	Condition	% of Books	
Books	173	Kinyarwanda	173	184	-	-	new	100%
Magazines	184	English	-	-	-	-	lightly used	-
Newspapers	0	French	-	-	-	-	used	-
Other	-	Other	-	-	-	-	heavily used	-
No. Of Other	-	No. of Other	-	-	-	-		

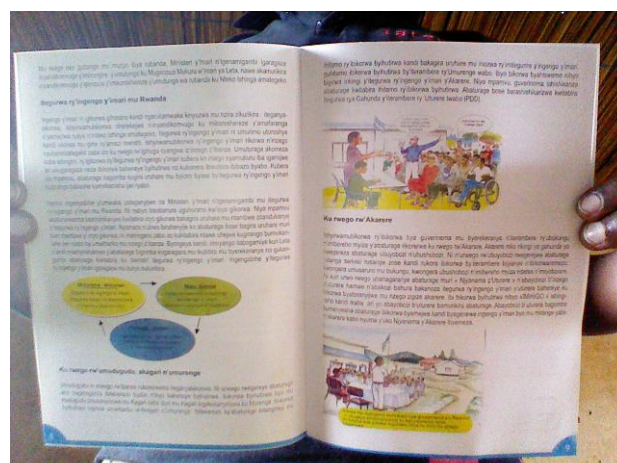
Topics featured
art/culture
health
informative brochure/flyer
teenage fiction (novels, stories targeted at teenagers)
other

Random Sample

We selected a random sample of 10 books for closer analysis, and all but 3 of them contained pictures. Our sample included 1 book on arts/culture, 2 books on health, 4 informative brochures, and 3 teenage fiction books. One of the teenage fiction books was in the form of a cartoon in Kinyarwanda (see below left).



This is a cartoon about a boy called "Gashumba", who misbehaves in class. The text is in Kinyarwanda.



A government-published magazine, which elaborates uses of "The Rwandan Budget" for districts.

Library Profile: Rwamiko Sector

Rwamiko's library is located at its sector office. It is open to the public during the sector office hours. It is the smallest of all 9 sampled libraries, featuring only 81 publications of which 27% are magazines or brochures. About 91% of all materials are in Kinyarwanda.

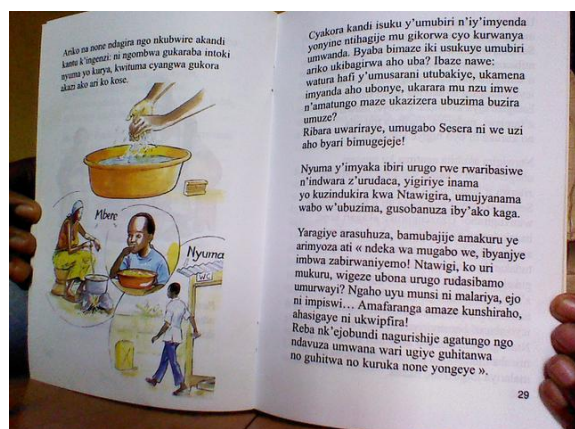
Rwamiko, Kigabiro -- Rwamiko Sector Office Library	
Opening Hours	Mo-Fr: 7.00-17.00
Access	Free Registration
Funded by	Gicumbi District

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books	
Books	59	Kinyarwanda	56	7	-	11	new	80-95%
Magazines	11	English	3	3	-	-	lightly used	1-15%
Newspapers	0	French	0	1	-	-	used	-
Other	Brochures	Other	-	-	-	-	heavily used	-
No. Of Other	11	No. of Other	-	-	-	-		

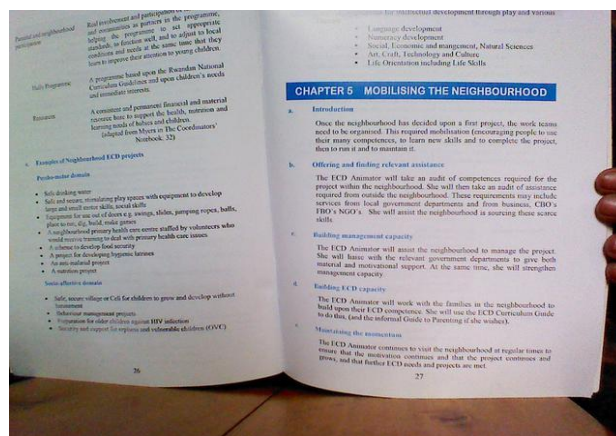
Topics featured	
art/culture children's book school textbook - primary level	science/nature teenage fiction (novels, stories targeted at teenagers) other

Random Sample

Our random sample of 7 publications included 1 book on arts/culture, 2 government publications, 1 book on health, 1 primary schoolbook, 1 teenage fiction book, and 1 book classified as "other." Four of these contained only text..



Kinyarwanda publication about hygiene and health.



A UNICEF handbook about the NGO's Early Childhood Development Programme. The text is in English.

Library Profile: Cyumba Sector

The library of Cyumba sector is the second largest, after Rubaya's public library. The library is located at Cyumba's sector office. It stores about 3,168 publications. Interestingly, the majority of books are in French. In total about 56% of all stocked materials are in French, while around 34% are in Kinyarwanda and 18% in English. The vast majority of materials were judged to look new or unused. The range of topics was wide, including atlases, teenage fiction, newspapers and schoolbooks.

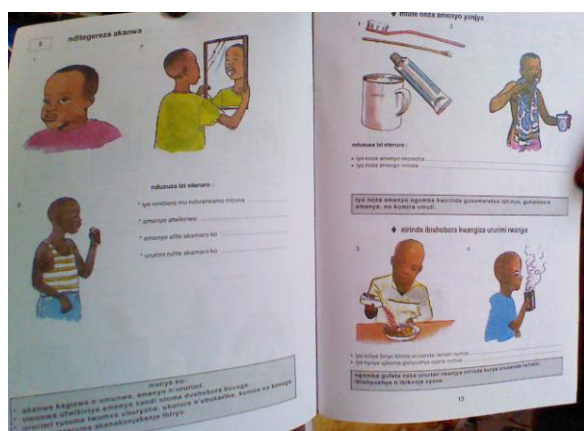
Cyumba, Nyakabunga -- Cyumba Sector Office Library	
Opening Hours	Mo-Fr, 7.00-17.00
Access	Free Registration
Funded by	Gicumbi District

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Magazines	Newspapers	Other	Condition	% of Books	
Books	2473	Kinyarwanda	383	4	20	665	new	80-95%
Magazines	4	English	580	-	-	-	lightly used	1-15%
Newspapers	26	French	1780	-	6	-	used	-
Other	Brochures	Other	-	-	-	-	heavily used	-
No. Of Other	665	No. of Other	-	-	-	-		

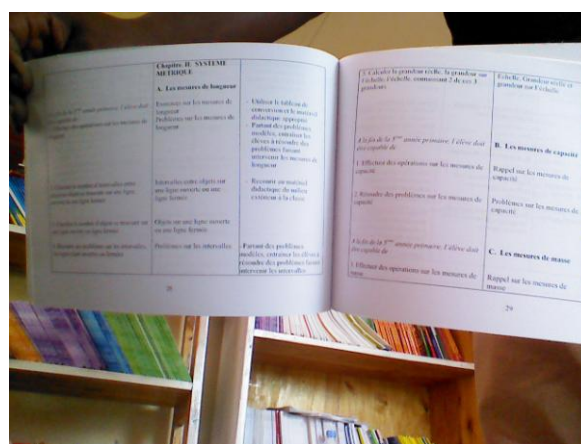
Topics featured	
<ul style="list-style-type: none"> atlas children's book health informative brochure/flyer newspaper 	<ul style="list-style-type: none"> school textbook - primary level school textbook - secondary level science/nature teenage fiction (novels, stories targeted at teenagers)

Random Sample

Our random sample of 8 publications included 1 on arts/culture, 1 on health, 2 primary schoolbooks, 1 teenage fiction book, and 3 classified as 'other' (most likely government publications). Of these, 5 contained text only. Those containing pictures included the book on health, one of the primary schoolbooks, and the teenage fiction book.



Kinyarwanda publication about hygiene and health.



A French handbook on teaching about physics.

Library Profile: Rutare Sector

The Rutare library in Gasharu cell has limited hours: it is only open from 2pm to 4pm on Tuesdays and Thursdays. It is among the smallest of the sampled libraries, with a total of only 116 books, 16 newspapers, and 60 brochures.

Rutare, Nkoto – Library in Gasharu Cell, near ADPR church	
Opening Hours	Tue, Thur: 2-4:00
Access	Free Registration
Funded by	MINEDUC, Gicumbi District, ADPR

Most of the newspapers and all of the brochures are in Kinyarwanda, but only just over half of the books are in Kinyarwanda. Of the 115 books, 42 are in English and 8 are in French.

Though the materials are limited, they cover a wide range of topics and shown in the table below.

Quantity of Materials		Language of Materials					Condition of Materials	
Type	Count	Books	Maga-zines	News-papers	Other	Condition	% of Books	
Books	115	Kinyarwanda	65	-	11	69	new	65-80%
Magazines	0	English	42	-	5	-	lightly used	1-15%
Newspapers	16	French	8	-	-	-	used	1-15%
Other	Brochures	Other	-	-	-	-	heavily used	-
No. Of Other	60	No. of Other	-	-	-	-		

Topics featured	
Art/culture Dictionary Food/recipes/cooking Health Informative brochure/flyer	Newspaper Poems School textbook – primary level Science/nature Teenage fiction (novels, stories targeted at teenagers) Other

Comments on Available Reading Resources during SSIs

Some additional insights from the SSIs included:

- (i) There is a sense that available resources do not always meet community needs. For example, a cell official in Kamutora cell in Rushaki sector says that reading is valuable because it can lead to poverty reduction: “For some areas, like in agriculture, you find that certain crops need certain fertilizers. This is written in books”⁴ but later, he explains that the library in his cell “does not even offer what people need to read” as “there is not much information [that is useful to cell members] in these books.”⁵ These responses suggest that the cell official sees a need for more technical reading materials to serve his community.

⁴ SSI16, 1.

⁵ SSI16, 4 and 16

- (ii) In most places, children can borrow books and bring them home, as in Shangasha sector.⁶ However, this is not always the case, as in Rwamiko sector.⁷
- (iii) Opportunities to purchase reading materials such as books and newspapers are rare. When there are opportunities, government officials report that reading materials tend to be too costly for the people in their community. For example, when asked whether adults in her cell were interesting in acquiring reading materials, a teacher in Kabuga cell in Manyagiro sector responded, “They are interested but they don’t have the means. We purchased some calligraphy books to help with Kinyarwanda but none of them has purchased a book. We told them that each book is 170 and with a pencil it is 200, but none of them have shown up to buy them.”⁸
- (iv) Community members and leaders are not always aware of the publicly available reading resources. For example, in five out of nine sectors – Shangasha, Rwamiko, Rutare, Rubaya and Mutete – interviewed adults are unaware of public libraries or free provision of newspapers (see Appendix V).

3.1.3 Types of Reading Opportunities Provided

We define reading opportunities *as organized gatherings or events to provide time for children to read outside of the formal school day.*

We find that there are very few, and sometimes no, reading opportunities provided to children outside of their formal education. When asked whether there are any public events or gatherings related to literacy in their cell or sector, most local government officials mention adult literacy classes exclusively.⁹ There are very rarely any other events related to reading. However, we encountered two exceptions in our interviews:

- (i) The Social Affairs and Education leader of Mutete sector describes other literacy-related events organized for the community as a whole. He says, “*There are also things to do with the sector and school libraries. These classes include other activities: preventing HIV/AIDS, hygiene, cooking. There is an international day for people who don’t know how to read or write. We move around the sector and lead different discussions to encourage people to sign up for reading classes.*”¹⁰
- (ii) The Sector Education Officer of Shangasha sector describes other literacy-related events organized for students: “*Some events are about writing. For example, sometimes you choose a topic or theme such as unity and reconciliation or drugs. We give time to students to go and read and afterwards, they write about topics and then the school gives them marks.*” Asked whether the students are enthusiastic, he says that enthusiasm is low but “*we keep trying to explain to them these events.*” Asked why

⁶ SSI25, 3

⁷ SSI22, 3.

⁸ SSI6, 21

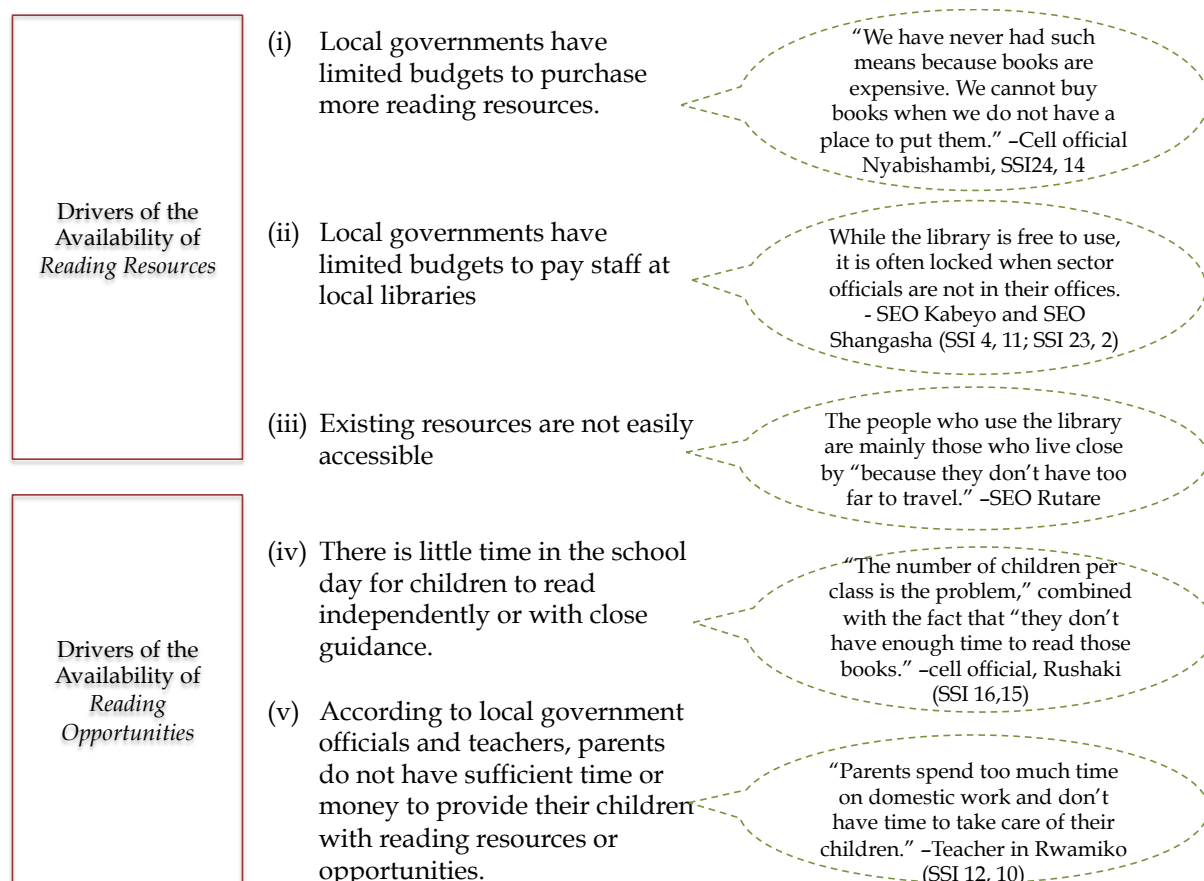
⁹ e.g. SSI11, 5; SSI13, 6.

¹⁰ SSI 10, 6.

they are not enthusiastic, he says, “We have not yet clearly understood the main reason for that.”¹¹

3.1.4 Drivers of the Availability or Lack of Reading Resources and/or Opportunities

Through analysis of SSI responses, we identify 5 main drivers of the availability of reading resources and opportunities in the sampled cells and sectors.



The drivers of the availability of *reading resources* (i.-iii.) are mainly budgetary. Local government officials report that they face budgetary constraints in acquiring more reading resources. Existing public libraries are mainly funded by MINEDUC by way of Gicumbi District. Some of the public libraries we visited have also received funding from MINALOC, World Vision, UNICEF, ADPR, and local schools. However, most government officials report that they have little discretionary budget available for the purchase of more materials. Their limited budget also poses a challenge for staffing public libraries, making it difficult to keep the libraries open for long hours. Of the 9 public libraries we visited, the average library is open for 32 hours per week. Only one library – in Manyagiro sector – is open at all the weekend.

The drivers of the availability of *reading opportunities* (iv.-v.), on the other hand, are mainly structural. Officials and teachers indicate that the schedule of the public school day does not facilitate the provision of additional reading opportunities to children, as teachers are

¹¹ SSI23, 7.

occupied throughout the entire day and cannot supervise organized reading time outside of the formal school day. They also report that, when children go home, their parents are typically unable to support them in their reading efforts due to time constraints.

Despite these challenges, local government officials and teachers report that there have been very few efforts to increase reading resources and opportunities by NGOs in the past. The table below lists and describes the different non-governmental and religious organizations that have worked to provide reading resources in the selected cells and sectors in the past.

Table 3.3 Previous Efforts to Increase Access to Reading resources in Gicumbi

Organization	Present in:	Project Description
UNICEF	Cyumba, Manyagiro, Rwamiko (on-going)	The Early Childhood Development Programme sets up pre-school centres equipped with creative toys, napping areas, and teachers. In Manyagiro, UNICEF has also provided materials and individual support for students from the Abatwa tribe.
Caritas	Cyumba (ended)	Provides classrooms and teachers for adult literacy classes.
World Vision	Kabeyo, Manyagiro, Mutete, Shangasha (on-going)	Provides teaching aids, classrooms, teacher training, and materials for schools and for adult literacy classes.

3.2 Children's Reading Practices & Perceptions of Reading In and Out of School

We document 6 indicators for children's reading practices and perceptions of reading outside of school; these listed in the table below. We divide these 6 indicators into two categories: (i) *children's reading practices outside of school*, i.e. the way they spend their time and the type of reading they do, and (ii) *children's perceptions of reading outside of school*, i.e. their feelings about reading and its value. The information in this section is based on children's responses during focus group discussions.

Table 3.4 Indicators on Children's Reading Practices & Perceptions of Reading In and Out of School

Category	Indicators
Children's reading practices outside of school	<ul style="list-style-type: none"> • Children's reported time spent reading outside school • Children's reported available time that could be spent on reading • Children's reported exposure and access to different reading resources outside of school • Children's reported exposure to reading opportunities and story-telling outside of school
Children's perceptions of reading outside of school	<ul style="list-style-type: none"> • # of children reporting positive and negative feelings about reading or enjoyment of reading by age, gender, and location • Children's reported perceptions of the value/importance of reading

3.2.1 Time Spent Reading Outside School

During focus group discussions, children were asked about their reading practices outside of school and also about how they spend a typical day. In total, 60 out of 148 total FGD respondents mentioned, at some point in the interview, that they spend time reading outside of school. Typically, this time was spent on schoolwork. For example, in a discussion with P2 students in Kabuga cell in Manyagiro sector, an 11-year-old boy explains that he enjoys reading outside of school *"because [he] read[s] well, and [is] a good reader; whatever the teacher has written [he] like[s] and read[s]."*¹²

Time Spent Reading Outside School, Disaggregated by Gender, Age, and Sector

We found no differences between whether children state that they engage in reading outside school between genders and age groups. However, we found that children in some sectors were more likely to report that they read outside school than others.

¹² FGD5, 2.

In more detail, separating responses by gender shows that 38.5% of girls and 47.1% of boys reported that they spend time reading outside of school. According to chi-square goodness of fit tests, this difference between girls and boys is not statistically significant.

Table 3.5 Gender and Reading Outside of School

	Female	Male	Total
Frequency	27	33	60
% of gender group	38.5%	47.1%	42.9%

Table 3.6 shows the distribution of responses about reading outside of school disaggregated by age. As with gender, we do not find statistically significant differences in the number of students in different age groups who report that they spend time reading outside of school.

Table 3.6 Age and Reading Outside School

	3-6 years	7-9 years	10-12 years	13-15 years	Total
Frequency	2	31	25	2	60
% of age group	14.3%	51.7%	44.6%	25%	43.5%

We do find significant differences in the likelihood of children to report that they spend time reading outside of school in different sectors, as shown in Table 3.7. A larger percentage of children in Rutare, Rushaki, Rubaya, and Kageyo report spending time reading outside of school than average, while a smaller percentage do so in Shangasha, Rwamiko, Mutete, and Manyagiro. These results are based on children's willingness to volunteer responses during focus group discussions and are therefore highly biased. However, given the low resolution to detect differences using a small sample as we do here, it is possible that these differences do reflect significant differences at the population level. In other words, it could be the case that more children in Rutare, Rushaki, Rubaya, and Kageyo engage in reading outside school. Yet alternative explanations, such as children in these sectors being simply more willing to report instances of reading outside school hours, need to be taken into consideration.

Table 3.7 Sector and Reading Outside School

	Shangasha	Rwamiko	Rutare	Rushaki	Rubaya	Mutete	Manyagiro	Kageyo	Cyumba	Total
Frequency	0	4	9	14	10	3	3	11	6	60
% in Sector	0%	28.6%	56.3%	63.7%	62.5%	18.8%	18.8%	68.8%	37.5%	40.5%

As the next section shows, interviewed children were however generally unlikely to engage in reading in their time off school.

3.2.2 Time Available for Reading Outside School

During focus group discussions, children were asked to talk about how they spend a normal day and what they do in their free time. Children report that they spend most of their free time on domestic work. When asked to describe a normal day, they typically describe spending time at school, doing housework, and little else. In some cases, respondents mention reading or revising for school, but they rarely mention playing or reading for leisure. This is true across sectors, age groups, and genders. The quotes below are typical of students with different age and gender profiles.

Table 3.8 Time Use

Age/Gender	Female	Male
3-9 years	<i>"When I wake up, I wash my face, brush my teeth, take a bath, put on clothes, and go to school. Then I take lunch. When the sun sets, I find food for cows. When I come back, I take a bath, eat supper, and go to bed."-P2 girl, age 6¹³</i>	<i>"I wash my face, fetch water, and then take a bath. Then I go to school. Then I go find food for cows, and then fetch water again. Then I take my bath again and then I go to sleep."¹⁴ -P1 boy, age 9</i>
10-15 years	<i>I feel the sun in the morning, and I take my bath. Then I go fetch water. Then I go to school. I take my lunch and go find firewood. Then my parents tell me it is time to find food for the cows. Then I take my bath again, and then they turn on the radio. Then we go to sleep. - P2 girl, age 10¹⁵</i>	<i>When I wake up, I search for food for the cows. I clean the barn. I fetch water and then I cook. I take a bath and eat. Then I go to school. At night I feed the cows, fetch water, and take a bath." P1 boy, age 12¹⁶</i>

Additional insights on time use from focus group discussions include the following:

- (i) When asked to choose their favourite free-time activities from a set of activities that includes both domestic chores and leisure activities such as reading and playing, many children choose chores. Asked why, several students explain the importance of these chores. For instance, asked why a P2 boy at Nyabishambi G.S. names fetching food for cows as his favourite pastime, he explains, "If I don't find food for cows, they will not survive and give us fertilizer and milk."¹⁷
- (ii) Listening to the radio features largely in children's accounts of their daily activities.¹⁸ They access entertaining content such as radio dramas and fables via the radio¹⁹. In many cases, the radio seems to serve as a substitute for reading.

¹³ FGD8, 5

¹⁴ FGD12, 5

¹⁵ FGD8, 5

¹⁶ FGD10, 5

¹⁷ FGD17, 2

¹⁸ FGD8, Module 2.

3.2.3 Reported Exposure and Access to Different Reading Resources Outside School

Children are also asked about the types of reading resources they have read, the types of reading resources they have at home, and the places where they have encountered reading resources outside of their school.

Table 3.9 summarizes the students' reported exposure to schoolbooks and other texts. The information in the table is based on students' responses over the course of each focus group discussion. This includes responses to questions about their favourite books as well as responses to questions that probe specifically for familiarity with different types of materials. This table suggests that most students mainly read – and some only read – schoolbooks. Many have also encountered religious texts, but few have encountered children's books, newspapers, or other types of texts.

Table 3.9 Students' Exposure to Schoolbooks and Other Texts

How many students in each focus group have encountered these types of books?						
<i>Note: The quantities are categorized as follows. In a group of 8 students, "none" is defined as 0 students, "few" is defined as 1-2 students, "some" is defined as 3-5 students, "most" is defined as 6-7 students, and "all" is defined as 8 students. A "-" indicates that, in a particular interview, there was no question directly asking about whether a student has encountered a particular reading material, so no conclusion can be drawn.</i>						
Interview	Level	Schoolbooks	Children's books	Religious texts	Other texts	Newspapers
FGD1	P3	all	none	some	few	-
FGD2	P1	all	none	none	none	few
FGD3	P2	all	none	some	none	none
FGD4	P1	all	none	some	some	none
FGD5	P2	all	few	some	none	-
FGD6	P1	all	none	-	some	-
FGD7	P1	all	few	most	-	all
FGD8	P2	all	few	-	-	few
FGD9	P3	all	-	some	some	-
FGD10	P2	all	some	-	-	-
FGD11	P3	all	some	some	-	few
FGD12	P1	all	none	-	-	few
FGD13	P2	all	none	some	none	
FGD14	P3	all	none	some	none	few
FGD15	P3	all	none	some	none	none
FGD16	P1	all	-	-	-	-
FGD17	P2	all	most	some	some	all
FGD18	P3	all	-	-	-	none

¹⁹ e.g. in FGD17, Module 5; FGD2, Module 3; FGD5, Module 2; FGD14, Module 5, FGD15, Module 1 & Module 5.

Table 3.10 summarizes children's responses about where they can access books to read outside of school. In most of the sampled cells, at least some of the students have access to books at home. However, when asked how many books they have access to, few have more than 4-5 books and most of these books are religious texts.

Table 3.10 Accessing Books Outside of School

Where can students access books to read outside of school?							
<i>Note: The quantities are categorized as follows. In a group of 8 students, "none" is defined as 0 students, "few" is defined as 1-2 students, "some" is defined as 3-5 students, "most" is defined as 6-7 students, and "all" is defined as 8 students.</i>							
Interview	Level	Home	School	Religious Org	Neighbour	Library	Other
FGD1	P3	some	some	-	some	-	-
FGD2	P1	some	none	none	none	none	some
FGD3	P2	some	-	some	-	-	-
FGD4	P1	all	-	-	few	-	-
FGD5	P2	some	-	few	few	-	-
FGD6	P1	some	none	none	none	none	none
FGD7	P1	most	-	-	-	-	-
FGD8	P2	most	-	-	-	-	-
FGD9	P3	most	all	-	-	-	-
FGD10	P2	few	all	some	few	none	none
FGD11	P3	most	-	some	-	-	-
FGD12	P1	most	-	-	few	none	none
FGD13	P2	some	some	some	none	none	none
FGD14	P3	some	-	none	few	none	none
FGD15	P3	some	none	none	none	none	none
FGD16	P1	some	-	-	-	-	-
FGD17	P2	all	-	-	-	-	-
FGD18	P3	few	few	few	few	none	few

3.2.4 Reported Exposure to Reading Opportunities and Story-Telling Outside School

In addition to reporting on the different reading materials they have encountered, children are asked to discuss their experiences with story telling or reading with other people outside of school. Table 3.11 documents the number of children who report being told stories. While in some schools, the majority of students report that they are regularly told stories, the practice is not common everywhere. In half of the selected sectors, 50% or fewer of the students report that someone tells them stories. It is possible that this figure is affected by students' shyness or unwillingness to speak out during FGDs.

Table 3.11 Frequency of Story-Telling

Interview	Told stories	Told stories by parents	Told stories by other adults
<i>Note: "All" indicates that 100% of focus group participants indicated a particular response. "Most" denotes that more than 50% agree, "some" indicates that 25-49% agree, and few denotes that fewer than 25% agree.</i>			
FGD1	none	-	yes
FGD2	most	-	yes
FGD3	some	yes	yes
FGD4	most	-	-
FGD5	most	yes	yes
FGD6	few	no	yes
FGD7	most	yes	yes
FGD8	most	yes	yes
FGD9	some	no	yes
FGD10	few	no	yes
FGD11	all	-	yes
FGD12	none	yes	no
FGD13	some	yes	yes
FGD14	some	yes	yes
FGD15	some	few	no
FGD16	some	no	no
FGD17	most	yes	yes
FGD18	some	yes	yes

3.2.5 Feelings Associated with Reading and Enjoyment of Reading

Over the course of the focus group discussions, a total of 60 participants stated at some point that they enjoy or like reading. Forty-five participants expressed an association of positive feelings with reading, and 37 expressed an association of negative feelings with reading. Participants were asked to elaborate on these comments, explaining what they like about reading or why they associate certain feelings with reading. We identified three overarching trends in their responses:

- (i) When asked why they enjoy reading or feel positively about reading, respondents focus on how it will shape their academic success.
 - Students rarely talk about reading for pleasure – instead, like the P1 students at Muhondo P.S., they say that they feel “happy” about reading because they “want

to excel in their studies” and because it will help “to know reading well.”²⁰ There are some exceptions such as at Kabeza P.S. where two P3 students say that they enjoy reading their schoolbooks for pleasure.²¹

(ii) When asked about their preferred reading settings/methods, students typically report that they prefer reading with a teacher at school over reading alone or at home.

- For example, P3 students at Kabeza P.S. report that they prefer reading in school because it is the best environment for learning: “if the teacher does not teach you and you only have siblings who don’t go to school that would be bad for you [since you would not have anyone who is able to teach you how to read].”²² However, there are some exceptions such as a P1 girl at Ruhondo P.S. who says that she prefers reading with her mother to reading with others.²³

(iii) Some students report that they associate negative feelings with reading because they feel uncomfortable at school.

- Some children state that they “feel sad” or “feel scared” when they engage in reading due to the risk of punishment (sometimes physical) from their teachers. For instance, respondent a P1 boy in Muhondo cell in Kabeyo sector explains that he sometimes feels sad when he reads because he “[does] not want to be punished”. Asked to clarify what he means by this statement, he explains: “When it’s difficult [for you to read] and you stop, they [the teachers – as he later adds] beat you.”²⁴
- Some children report feeling discouraged to read in class because of noise levels and distractions from undisciplined classmates. They state that it makes it difficult for them to understand texts and remember what they have read. For example, a P2 girl at Manyangiro P.S. explains that she is “frightened because of the other children, because they are making noise and [she] do[es] not like that.”²⁵

Feelings Associated with Reading and Enjoyment of Reading, Disaggregated by Gender, Age, and Sector

As explained in more detail in the following paragraphs, we do not find that enjoyment of reading differs with gender, age or sector. While only a fraction of the sampled children volunteered responses on their enjoyment of reading, the proportion is similar across genders, age groups and sectors.

Using chi-square goodness of fit tests, we do not find any significant differences in the frequency with which boys and girls report that they enjoy or like reading. We also do not find any significant differences in the frequency with which they associate either positive or negative emotions about reading. Table 3.12 shows the frequencies with which girls and boys expressed these feelings over the course of their focus group discussions.

²⁰ FGD4, Module 3.

²¹ FGD9, 3

²² FGD9, Module 4.

²³ FGD7, Module 4.

²⁴ FGD4, Module 2.

²⁵ FGD5, Module 2.

Table 3.12 Gender and Feelings About/Enjoyment of Reading

	Female	Male	Total
Feeling positive emotions about reading			
Frequency	19	20	39
% of gender Group	27.1%	28.6%	27.9%
Feeling negative emotions about reading			
Frequency	16	20	36
% of gender group	22.8%	28.6%	25.7%
Stating that they enjoy/like reading			
Frequency	23	29	52
% of gender group	32.9%	41.4%	74.2%

Also, disaggregated by age groups, we do not find any significant differences in whether children express that they feel positive or negative emotions about reading. However, we do find that age groups differ in their likelihood to state that they enjoy or like reading. Children in the 3-6 and 7-9 year age groups are less likely than expected to state that they enjoy reading, while children in 10-12 and 13-15 year age groups are more likely.

Table 3.13 Age and Feelings About/Enjoyment of Reading

	3-6 years	7-9 years	10-12 years	13-15 years	Total
Feeling positive emotions about reading					
Frequency	1	20	14	4	39
% of age group	7.1%	33.3%	25.0%	50%	28.1%
Feeling negative emotions about reading					
Frequency	2	14	17	3	36
% of age group	14.3%	23.3%	30.4%	37.5%	26.1%
Stating that they enjoy/like reading					
Frequency	1	16	28	6	51
% of age group	7.1%	26.7%	50%	75%	37.0%

When disaggregating our results by sector, as by age, we do not find significant differences in children's likelihood to associate positive or negative emotions with reading. However, we do find some differences in their likelihood to report that they enjoy or like reading.

Table 3.14 Sector and Feelings About/Enjoyment of Reading

	Shangshala	Rwaniko	Rutare	Rushaki	Rubaya	Mutete	Manyagiro	Kagayo	Cyumba	Total
Feeling positive emotions about reading										
Frequency	6	7	5	6	7	2	3	5	4	45
% of sector	37.5%	50.0%	31.3%	27.3%	43.8%	12.5%	18.8%	31.3%	25.0%	30.4%
Feeling negative emotions about reading										
Frequency	4	2	6	1	5	0	7	3	8	37

% of sector	25.0%	21.4%	37.5%	4.5%	31.3%	0%	43.8%	18.8%	50.0%	25.0%
Stating that they enjoy/like reading										
Frequency	10	4	7	11	10	2	4	3	1	52
% of sector	62.5%	28.6%	43.8%	50.0%	62.5%	12.5%	25.0%	18.8%	6.3%	35.1%

3.2.6 Perceptions of the Value/Importance of Reading

We identify three over-arching trends in children's comments on the value or importance of reading:

- (i) Children believe that improving their reading skills will make them successful and have an impact on their future opportunities.
 - For example, when asked how good reading skills would influence their future, a P2 girl responds, *"When you know how to read you can become a leader or a soldier, and excel."* Another P2 girl says: *"When I know how to read I can be a leader or a police officer."*²⁶ Similarly, a P2 boy at Nyabishambi G.S. says that reading will be important because *"when they send me to vaccinate cows, I will be able to do it."*²⁷
- (ii) Many children look up to people who read a lot as role models.
 - When asked to tell us who they know who reads a lot, a P3 girl in Rukizi P.S. in Rwankonfjo cell in Cyumba sector says, *"My dad. He reads the Bible."* She says that she wants to be more like her dad. Her friends would respect her a lot because she would be more intelligent than them.²⁸ Similarly, a P1 boy in Mafurebo P.S. explains says that his relative reads a lot. He wants to be like his relative so that, in the future, he can teach other children how to read.²⁹
- (iii) Children report that their parents tell them reading is a worthwhile use of their time.
 - For instance, at Rukizi P.S. the interviewed children all drew happy faces, when asked to draw an image representing how their parents feel about reading. Some explain their choice, like respondent 8 who says: *"They feel happy if you know how to read well. They are very proud of you when you read well."* 3 says, *"They are very proud of me because I am intelligent. 6 says, "They are proud of me because I am intelligent in school. They tell me to get more intelligent."*³⁰ Similarly, a 7-year-old girl explains that her parents encourage her to revise for her studies when she is at home.³¹

Children's Comments on Parents' Perceptions of Reading, Disaggregated by Gender, Age, and Sector

²⁶ FGD5, Module 2.

²⁷ FGD17, Module 2.

²⁸ FGD5, 2.

²⁹ FGD6, 2.

³⁰ FGD1, 2.

³¹ FGD5, 2.

We do not find that girls and boys report differently on their parents' perceptions of reading. They overwhelmingly report that their parents have positive associations. This also applies across age groups. Yet we find some differences between sectors. The sectors in which children report more often that their parents have positive associations differ from those sectors in which children were more likely to report enjoyment of reading. We therefore assume that there is no strong link between positive parental associations and enjoyment of reading. However, selection biases can again be at play.

In the full sample of focus group discussion participants, 53 report that their parents have positive perceptions of reading and 9 report that their parents have negative perceptions of reading. Using chi-square goodness of fit tests, we do not find a statistical difference between girls' and boys' likelihood to report that their parents have positive perceptions of reading. The sample of respondents who report that their parents have negative perceptions of reading is too small to conduct a statistical test.

Table 3.15 Gender and Children's Comments on Parents' Perceptions of Reading

	Female	Male	Total
Reporting that parents have positive perceptions			
Frequency	26	27	53
% of gender group	37.1%	38.5%	37.9%
Reporting that parents have negative perceptions			
Frequency	5	4	9
% of gender group	7.1%	5.7%	6.4%

As with gender, we do not find statistical differences in the likelihood of children from different age groups to report that their parents have positive perceptions of reading. Again, the sample of respondents who report that their parents have negative perceptions of reading is too small to conduct statistical tests.

Table 3.16 Age and Children's Comments on Parents' Perceptions of Reading

	3-6 years	7-9 years	10-12 years	13-15 years	Total
Reporting that parents have positive perceptions					
Frequency	2	24	25	2	53
% of age group	14.3%	40%	44.6%	25%	38.4%
Reporting that parents have negative perceptions					
Frequency	0	6	3	0	9
% of age group	0%	10%	5.4%	0%	6.5%

Disaggregated results by sector reveal some statistically significant differences. Respondents in Rubaya, Kageyo, Cyumba and Rutare are more likely to report that their parents have positive perceptions of reading than respondents in Rushaki, Rwamiko, Manyagiro and Mutete.

3.17 Sector and Children's Comments on Parents Perceptions of Reading

	Shangsaha	Rwaniko	Rutare	Rushaki	Rubaya	Mutete	Manyagiro	Kageyo	Cyumba	Total
Reporting that parents have positive perceptions										
Frequency	5	3	6	5	10	4	0	11	9	54
% of sector	31.3%	28.6%	37.5%	22.7%	62.5%	25%	0%	68.8%	56.3%	36.5%
Reporting that parents have negative perceptions										
Frequency	0	0	1	5	1	0	0	2	0	9
% of sector	0%	0%	6.25%	22.7%	6.25%	0%	0%	12.5%	0%	6.1%

3.3 Attitudes & Perceptions of Key Stakeholders

We document two indicators related to the attitudes and perceptions of key stakeholders, listed in the table below. This information is drawn from semi-structured interviews with community leaders and teachers.

Table 3.18 Indicators on the Attitudes & Perceptions of Key Stakeholders

Category	Indicators
Attitudes and perceptions of key stakeholders	<ul style="list-style-type: none"> Stakeholders' (i.e. community leaders' and teachers') perceptions of the prevailing attitudes towards reading and literacy in their community Stakeholders' (i.e. community leaders' and teachers') perceptions of the Literacy Boost program

3.3.1 Stakeholders' Perceptions of Prevailing Attitudes Towards Reading and Literacy in their Communities

SSI respondents identified four main trends in the prevailing attitudes towards reading and literacy in their communities. In this section, we elaborate on these four trends with examples from interviews with community leaders and teachers.

Prevailing Attitudes Towards Reading and Literacy, According to Teachers and Community Leaders:

- (i) Community members are enthusiastic about achieving basic literacy and see it as important for day-to-day tasks and religious purposes.
- (ii) Enthusiasm about reading and teaching children how to read varies based on parents' levels of education.
- (iii) Most parents see reading as a pathway to a better future for their children, but for economic reasons they are often unable to provide children with reading opportunities and materials.
- (iv) The radio is used as a substitute for obtaining information that might otherwise be obtained through written materials.

- (i) Community members place a high value on basic literacy and see it as important for day-to-day tasks and religious purposes.

When asked about attitudes towards literacy in their communities, respondents generally stress that community members value reading because it is important for their daily tasks,

community involvement, and job opportunities. For example, the executive of Muguramo cell in Rubaya explains that people mainly use their reading skills *“to read sign posts. Secondly, [reading is useful] if a friend has written a letter to them, if they are a person doing business, or a person that is expected to be a leader to other people.”*³² In his opinion, *“those are the most important”* reasons and situations. Minimal reading skills are perceived as important for being *“a good community member”* as they increases one’s ability *“to live in peace with other people.”*³³, and be *“more open-minded”*.³⁴ The executive of Mutandi in Mutete says that community members see literacy as *“a pathway to a better future”*, because *“[o]nce they know how to read, it helps them to prepare for their future. For example, they think about different projects and ask for loans.”*³⁵

Literacy is frequently tied to the concept of self-reliance. For instance, officials – such as the Executive Secretary of Mutandi cell in Mutete sector – often explain that illiterate people need assistance to participate in government programmes such as community development plans.³⁶ The executive secretary of Muguramo cell explains that knowing how to read, *“for normal people who live in the villages, it is something that helps them to be self-reliant. For example, someone can read a signpost and direct themselves without someone to hold their hand and guide them.”*³⁷

Respondents also emphasize that reading is valued for its usefulness in religious settings. For example, the Executive Secretary of Gihembe cell in Kabeyo points out that, while it is uncommon for people to own books, Christian people do tend to have bibles at home: *“Those who have the means [to buy bibles], yes, they have them at home; at least 30% of those who know how to read and write and are Christian have them at home”*.³⁸

In contrast, illiteracy is seen as a significant vulnerability. A head teacher at Manyangiro P.S. illustrates this attitude by stating: *“Taking care of an uneducated child is a problem because the child cannot read signposts or important information.”*³⁹ Some respondents explain that illiterate people are confined in their geographic, social and economic mobility. The SEO of Rwamiko highlights this by giving the following example: *“When someone has an insurance card, it is written that they paid but they may not know that. Also, people who don’t know how to read cannot work with business institutions. They cannot read their bank balance. They cannot read announcements at the market, even if the pertain to them. They cannot travel to different places. There are many people like this. They cannot teach their children.”*⁴⁰ The head teacher of Manyangiro P.S. states that: *“[I]lliterate people, they live a careless life. If there is a temporary job, they cannot go for it because they don’t know how to read and write. For example, the people who were constructing this building, their managers cheated them [out of pay] because they could not read and write. But the*

³² SSI14, 7.

³³ SSI5, 8.

³⁴ SSI4, 21; SSI5, 9 & 14; SSI10, 9; SSI13, 2; SSI15, 1; SSI23, 4; SSI24, 12 & 13; SSI25, 6.

³⁵ SSI11, 12.

³⁶ SSI11, 6.

³⁷ SSI4, 21.

³⁸ SSI5, Executive Secretary of Gihembe cell, Kabeyo sector, 2

³⁹ SSI6, 11.

⁴⁰ SSI20, 10.

people who read and write can write down their hours work and know the amount they have earned.”⁴¹

- (ii) SSI respondents report that educated parents tend to be more enthusiastic about reading and teaching their children how to read.

Community leaders and teachers observe that more educated parents tend to be more enthusiastic and supportive of their children’s education. For example, when asked about the difference between the lives of literate and illiterate people living in his sector, the SEO of Shangasha sector explains, “There is a difference. For people who know how to read and write, they are interested in taking their children to school, following up on government programs, and helping put them into action. Those who don’t know are not interested in sending their children to school. Their quality of life is low and they are in conflicts.”⁴² Similarly, the SEO of Rushaki sector states that illiterate people tend to “leave their children to themselves, [and] they neglect their education, [because] they don’t understand the value of their children going to school”.⁴³ Generally, many interviewees, such as the SEO of Cyumba, report that among the less educated community members “[e]nthusiasm is still very low”.⁴⁴

Respondents also observe that more educated people tend to have more reading resources at home and tend to use the public resources more frequently. For example the SEO of Rutare says that in her sector only “teachers, intellectuals and other educated people” have books at home.⁴⁵ In line with this, the executive secretary of Kabuga cell in Manyangiro states that that “only intellectuals” in his cell read newspapers.⁴⁶ The cell executive of Nyamiyaga in Rubaya explains that public libraries are underused because they are only used by “intellectuals” such as “lawyers, youth leaders, women leaders and authorities.”⁴⁷

When asked about their personal reading habits, SSI respondents typically report that they enjoy reading on a regular basis, both for work and for pleasure. For instance, the Social Affairs and Education leader of Mutete sector reports that he enjoys reading newspapers and books, which he keeps in a small library at home.⁴⁸ The Executive Secretary of Mutandi cell explains that she buys newspapers whenever she goes to Byumba or Kigali.⁴⁹

- (iii) SSI respondents explain that most parents see reading as a pathway to a better future for their children, but for economic reasons they are often unable to provide children with reading opportunities and materials.

When asked whether parents are supportive of their children’s educations, community leaders and teachers report that parents tend to value reading but are often not able to spare

⁴¹ SSI16, 14.

⁴² SSI23, 9

⁴³ SSI17, 3

⁴⁴ SSI1, 15.

⁴⁵ SSI19, 2.

⁴⁶ SSI17, 5.

⁴⁷ SSI5, 2.

⁴⁸ SSI10, 7

⁴⁹ SSI11, 8

time or extra resources to support their children. For instance, when the head teacher of Manyangiro P.S. is asked whether parents of her pupils see reading as “a pathway to a better future, she says, *“They see it that way, but you find that the problem is buying school requirements for students. Last year, in P5-P6, most had to drop out and go to Uganda to find food in people’s gardens.”*⁵⁰ The cell official for Social and Economic Development in Kamutora cell says *“most parents encourage their children to study”*⁵¹; The SEO of Rwamiko sector concurs but explains, *“Yes,[parents] are interested but most of the time they say they don’t have materials.”*⁵²

Some respondents assert that teachers are better equipped to help students practice reading than parents are. For example, a teacher in Rwamiko sector says that she believes teachers are better able to help children to learn how to read *“because parents spend too much time on domestic work and don’t have time to take care of their children”*. Parents could be motivated to spend more time on their children *“if they could see those that are already educated and have achieved something”*. The teacher further states that it would be helpful *“if leaders can mobilize parents, and request them during meetings to take care of their children, and follow their [the leader’s] requests.”*⁵³ When asked about whether parents tell their children stories or fables, the Executive Secretary of Nyamiyaga cell in Rubaya reports that it is more common for children to tell stories such as fables or proverbs to their parents than the other way around, presumably due to parents’ low levels of literacy.⁵⁴

SSI respondents reiterate children’s reports during SSIs that there is little time for them to read outside of school due to the demands of helping their parents with work. This was made especially clear by the cell executive of Kabuga, in Manyangiro: *“[N]ormally their children would work at the tea plantations [in the afternoon]”*. Most of the time the children are made to work at the tea plantations *“during the holidays because they are not doing anything at home [during these periods]”*.⁵⁵ The SEO of Kabeyo explains, *“Children who take books home do not have time to read them because they have to help their parents with housework.”*⁵⁶

- (iv) The radio is used as a substitute for obtaining information that might otherwise be obtained through written materials.

Many respondents report that community members listen to news and stories on the radio rather than reading newspapers or books. For instance, when asked about story-telling practices in his cell, the Executive Secretary of Nkoto cell in Rutare sector explains, *“Some of the stories are from the radio. People bring newspapers from Kigali and then tell the stories to each other. People often exchange newspapers. They also tell their children proverbs.”*⁵⁷ This aligns with children’s reports of listening to stories and fables on the radio.

⁵⁰SSI6, 17.

⁵¹SSI 16, 5

⁵²SSI20, 17

⁵³SSI22, 10

⁵⁴SSI15, 5

⁵⁵SSI7, 19.

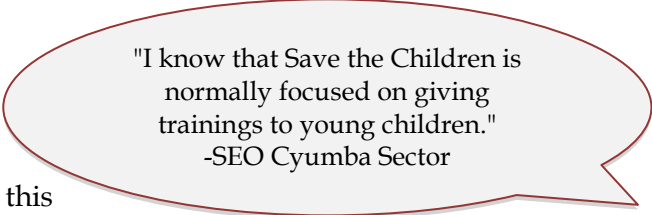
⁵⁶SSI14, 29.

⁵⁷SSI 18, 3

3.3.2 Stakeholders' Perceptions of the Literacy Boost Program

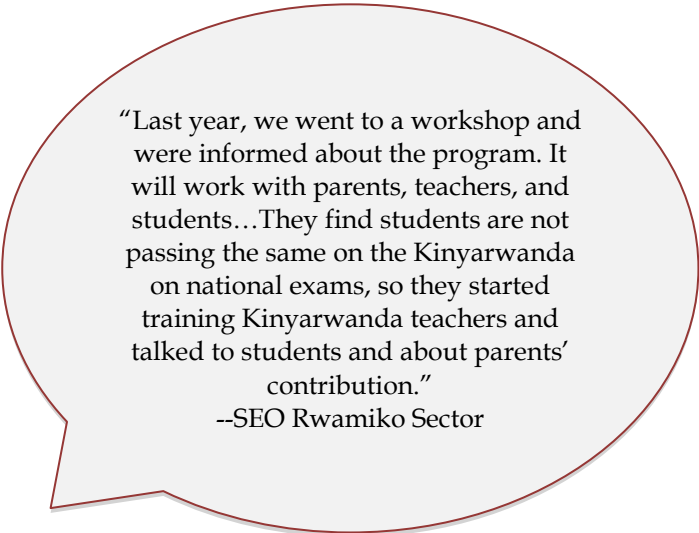
Awareness of the Literacy Boost Program

- *The majority of SSI respondents (17 out of 25 including both teachers and local government officials) were not aware of the Literacy Boost program prior to this evaluation.*



"I know that Save the Children is normally focused on giving trainings to young children."
-SEO Cyumba Sector

- *4 respondents were somewhat aware of the Literacy Boost initiative prior to this evaluation, meaning that they had heard of the program before but were not sure about its content. This included the Deputy Executive Secretary of Nyiragifumbi cell in Manyagiro sector, the SEO of Rutare sector, and the Executive Secretary of Kigabiro cell in Rwamiko sector.*



"Last year, we went to a workshop and were informed about the program. It will work with parents, teachers, and students...They find students are not passing the same on the Kinyarwanda on national exams, so they started training Kinyarwanda teachers and talked to students and about parents' contribution."
--SEO Rwamiko Sector

- *3 respondents were fully aware of the program, meaning that they reported having previously attended workshops related to the intervention or were able to describe components of the intervention. This included the Executive Secretary of Kabuga cell in Manyagiro, the SEO of Rwamiko sector, and the Executive Secretary of Nyabishambi cell in Shangasha.*

Perceptions of Each Component of the Literacy Boost Program

SSI respondents were asked their opinion of different programs in the Literacy Boost community component. The response was strongly positive.

Book banks: 23 out of 25 respondents had positive feedback on the "book bank" program, while 1 out of 25 had neutral feedback and 1 out of 25 had negative feedback. Some examples of the feedback on this component include:

- *Positive: "They would use it because they know it has a lot of books and they can gain a lot. They would also encourage their children to use it...For the normal library at the sector, people use it but they only come here when they have other issues. If they know that this is a public library, they will find time to use it including over the weekend."*⁵⁸

⁵⁸ SSI10

- Neutral: *"Depending on the population or the number of people who know how to read, it could help or have a low capacity."*⁵⁹
- Negative: *"I would not choose this proposal because of the management of books. To gather parents and children, the results could be very weak because of the mind-set of parents in this area. As I told you, a large number of them are illiterate."*⁶⁰

Parent gatherings: 19 out of 22 respondents (who addressed this issue specifically) had positive feedback on the “parent gatherings” program, while 2 respondents had neutral feedback and one respondent had negative feedback. Most of the neutral and negative feedback was related to the belief that parents would not be available to attend these gatherings. Some examples of feedback on this program include:

- Positive: *"For the parents, once they have started viewing reading as their culture and they are convinced, they will help their children develop that culture."*⁶¹
- Neutral: *"Unless the government call for them and mention that they will select those who are not capable or poor, it will not be popular. Or if you tell them you will give them materials."*⁶²
- Negative: *"That would not be effective in my opinion. In this education field, if you involve one person and no other partnerships with parents, teachers, students, and central government, it will not be effective. So you need coordination."*⁶³

Reading camps/buddies: Finally, 22 out of 25 had positive feedback on the “reading camps/buddies” program, while 3 out of 25 had neutral feedback. Some examples of positive and neutral feedback on this program include:

- Positive: *"Sometimes I find out that the young ones really want to learn from the older ones, and the older ones want to speak."*⁶⁴
- Positive: *"That would be very powerful because when you look at the older youth who know how to read and write, they understand the challenge of learning how to read and write."*⁶⁵
- Neutral: *"Just because the older one knows how to read well does not mean that they can teach it. They have to love it."*⁶⁶

Anticipating Challenges with Each of the 3 Literacy Boost Components

During SSIs, respondents were also asked whether they could anticipate any potential challenges with each of the different programs in the Literacy Boost community component.

Book banks: When asked if they could foresee any challenges in the implementation of the “book banks” program, 14 respondents said

⁵⁹ SSI21.

⁶⁰ SSI12, 11.

⁶¹ SSI2

⁶² SSI6, 28.

⁶³ SSI12, 12.

⁶⁴ SSI13.

⁶⁵ SSI23

⁶⁶ SSI4

Interest will depend on the books; they should be "books that are not culturally irrelevant, such as example books on how to maintain our environment or book son Rwandan culture, or books with funny stories."
– SSI22

they could while 10 said that they could not. The most frequently mentioned challenges were related to generating interest in the book bank; 5 respondents mentioned this issue, explaining that attendance is a frequently challenge for public events⁶⁷. Other potential challenges that were mentioned during the interviews included: the challenge of finding an accessible location with electricity (4 mentions)⁶⁸, the risk of theft of books (3 mentions)⁶⁹, the challenge of staffing the book bank so that it can be open for adequate hours (1 mention)⁷⁰.

Parent Gatherings: 12 respondents said that they could anticipate challenges in the implementation of the “parent gatherings” project, while 11 respondents said that they could not. As with book banks, the most frequently cited challenge was low attendance (7 mentions)⁷¹. Other potential challenges that respondents mentioned included: parents needing compensation for their time (2 mentions)⁷², a need to clearly explain the benefits of participation to parents (1 mention)⁷³, parents’ fear of embarrassment if they are asked to read aloud in public (1 mention)⁷⁴, and program disruption by community members who are displeased with the concept (1 mention)⁷⁵.

Reading camps/buddies: When asked about potential challenges in implementing the “reading camps/buddies” program, 9 respondents listed challenges while 16 did not. Again, the most commonly mentioned challenge was attendance (4 mentions).⁷⁶ Other challenges that respondents mentioned included: younger children’s low reading levels (2 mentions)⁷⁷, the willingness of older children to commit their time (1 mention)⁷⁸, purchasing books for the event (1 mention)⁷⁹, parental enthusiasm about the event (1 mention)⁸⁰, program disruption by community members who are displeased with the concept (1 mention)⁸¹, and the compatibility of different children’s areas of interest and knowledge.⁸²

Chapter 4: Conclusion and Entry Points

To conclude, we find that the culture of reading outside of school in Gicumbi is centred on the *practical*, or academic and economic, uses of reading. This culture is driven by both supply-side factors such as the insufficient supply of children’s books and demand-side factors such as the view that literacy is valuable mainly because it contributes to academic and economic success.

⁶⁷ SSI23, SSI5, SSI12, SSI15, SSI2

⁶⁸ SSI8, SSI9, SSI13, SSI15

⁶⁹ SSI11, SSI13, SSI14

⁷⁰ SSI14

⁷¹ SSI4, SSI6, SSI8, SSI12, SSI13, SSI14, SSI25

⁷² SSI5, SSI22

⁷³ SSI8

⁷⁴ SSI23

⁷⁵ SSI11

⁷⁶ SSI14, SSI7, SSI10, SSI16,

⁷⁷ SSI3, SSI4

⁷⁸ SSI3, SSI16

⁷⁹ SSI10

⁸⁰ SSI17

⁸¹ SSI11

⁸² SSI18

Current Practices and Culture of Reading Outside of School

In interviews with primary school students, teachers and government officials, we find that reading is typically seen as a means to an end. Reading for its own sake or for pleasure is rare among both adults and students. Students in P1-P3 report that they mainly read in or for school, and they mainly read schoolbooks. Their parents encourage them to study, but typically do not expend significant time or resources to assist them. Children often turn to their siblings or other community members for support. However, while the culture of reading outside of school may be limited, there is a strong culture of storytelling, and many children report that their parents, siblings, relatives, and other community members regularly tell them stories.

This culture of reading is shaped by both issues on both the supply side and the demand side, as we describe below.

Supply of Reading Materials and Opportunities

Existing Supply of Reading Materials and Opportunities

Children in Gicumbi have very limited access to reading materials outside of school. Observational reports in the 9 selected sectors revealed that publicly available materials are limited, mostly not age-appropriate and difficult to access. There are few reading materials available for purchase. While many children are allowed to bring books home from school, the school libraries contain textbooks almost exclusively.

There are also few opportunities for children in Gicumbi to practice and develop their reading skills outside of an academic context. The main, and often only, reading opportunities provided to children are during the school day or related to schoolwork. In particular, children of illiterate parents have very few opportunities for reading outside of school.

In semi-structured interviews, teachers and government officials explain that they are interested in increasing the supply of reading materials and opportunities, but that they face significant barriers in these efforts.

Barriers to Increasing the Availability of Reading Materials and Opportunities

Government officials and teachers report that the main barrier to increasing the availability of reading materials is insufficient funding. Local governments and schools do not have enough room in their budgets for discretionary spending on reading materials. Poor infrastructure, particularly roads and electricity, is frequently cited as a barrier to increasing the accessibility of reading materials. In addition, government officials report that they are unable to keep libraries open for long hours due to staffing challenges.

Government officials and teachers report that it is challenging to provide children with more opportunities to read due in part to the burden of labour on their parents and in part to the structure of the formal education system. The burden of domestic and agricultural labour makes it difficult for parents to find time to help their children read or read with their children outside of school. In addition, the structure of the formal education system leaves little room for independent reading or one-on-one support from teachers. Together, these demands on parents and teachers make it difficult for them to provide reading opportunities for children.

These barriers inform the potential entry-points through which programs can work to expand reading opportunities for children in Gicumbi.

Entry-Points to Increase the Supply of Reading Opportunities and Materials

To increase the availability of reading materials in Gicumbi, programs can work through and expand the existing library infrastructure. Programs can work through the existing library infrastructure by expanding the quantity and quality of available resources. However, this will not be sufficient because these libraries alone cannot supply all community members. Programs can work to make existing, and additional, resources more accessible by establishing a greater number of library locations.

To increase the availability of reading opportunities in Gicumbi, programs can establish social reading settings and target, in particular, the children of illiterate adults. As sectors have already identified illiterate adults for adult literacy classes, they can target support towards the children of illiterate adults, who receive less support from their parents than other children. Programs can increase reading opportunities by establishing social reading settings, as many children enjoy reading with other children and with adults other than their parents, such as neighbours or extended family members.

While increasing the supply of reading materials will play an important role in enhancing the culture of reading in Gicumbi, this alone will not sufficiently address all of the existing challenges. In the following section, we discuss our demand-side findings and explain how current attitudes towards and beliefs about reading influence the uptake of the reading materials and opportunities.

Demand for Reading Materials and Opportunities

Existing Demand for Reading Materials and Opportunities

Interviews with government officials, teachers and students reveal that the demand for reading materials and opportunities is focused mainly on materials that are seen as *useful* for economic and academic purposes. According to local government officials in Gicumbi, community members are not typically interested in improving their reading skills beyond a basic level. They are interested in learning how to read and in reading materials that will help them achieve practical economic tasks such as banking or increasing crop yields.

Children's motivations are similar. Students explain during focus group discussions that their main motivation for reading is their desire to succeed in school. Thus, there is demand for increased access to reading materials, but it is mainly focused on *practical* materials.

This academically and economically focused demand for reading materials can be attributed to attitudes and beliefs about the value of reading.

Attitudes and Norms that Shape the Demand for Reading Opportunities

In semi-structured interviews and focus group discussions, adults and children explain that they mainly value reading as a means to an end and not a leisure activity. Children report that they are expected to complete a heavy burden of domestic labour when they are not in school, leaving them with little free time to engage in reading for pleasure. Local government officials report that poverty shapes community members' attitudes towards reading; many do not see it as a useful way to improve their livelihoods. Similarly, most teachers and local government officials view reading as a primarily academic activity, with little value outside of the academic environment. This norm is strengthened by a classroom environment, which does not provide opportunities for independent reading according to teachers.

Community members mainly get information, from news to stories, from radios instead of written materials. This diminishes the demand for reading materials and opportunities. Compounding this issue, we find that many community members – including local government officials – are not aware of the reading materials available to them.

These barriers inform the potential entry-points through which programmes can work to enhance enthusiasm and interest in reading outside of school.

Entry-Points to Increase Demand for Reading Materials and Opportunities

To increase interest in reading outside of school, programs can focus on storytelling and on communicating the message that reading for pleasure is a worthwhile activity. Children enjoy reading and being told stories. Programmes that emphasize to children that reading is enjoyable may increase their interest. Likewise, parents, teachers and community are interested in supporting their children's efforts to learn how to read, and would likely be enthusiastic about programmes that improve their children's reading skills in an enjoyable way. However, for many community members, reading has a high opportunity cost. To increase their interest in reading, it may be necessary to emphasize the long-term economic benefits of improving literacy.

To increase attendance and enthusiasm, programmes can work with local government officials and with community members who already serve as role models for children. Many children report that they have role models who spend a significant amount of time

reading. Projects that work with these community members could enhance children's interest in reading. Programmes can increase attendance and enthusiasm by involving local government officials in communication efforts.

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Appendix I: Research Tool Templates

Focus Group Discussion Guide

Guidelines on Question Format

Objective and Chosen Approach

The purpose of these Focus Group Discussions (FGDs) is to gather rich, qualitative information on reading practices amongst children living in Gicumbi. Our aim is to find out (i) what attitudes children have with regards to reading, (ii) whether and what they read in their free time, (iii) where and for what reasons they engage in reading, (iv) if there is anyone in their family or community who encourages them to read, reads to them or helps them to improve their reading skills, and finally (v) identify opportunities and potential obstacles to encouraging out-of-school reading in the surveyed communities.

To obtain this information, we will invite 6-8 children (depending on availability and children's communication skills) per surveyed cell to participate in group discussions with one research analyst and one interpreter. The analyst will lead these sessions. He/she will trigger and guide discussion to cover all core themes identified above. There are several issues that could hamper discussion that we need to bear in mind: (a) the age of the respondents could mean that they are shy in answering questions or the level of their communication skills might constrain them responding in an elaborate manner, (b) some of the answers will be indicative of relative socio-economic status, and attention and care provided by parents, which children might feel uncomfortable disclosing in front of others, and (c) some children might be more vocal than others, which could bias subsequent responses provided by other participants. In order to counter such effects, our FGDs will employ a mixed methods approach comprising of open-ended and close-ended questions, and disclosed and open forms of response. These approaches are explained in detail in the next section. The last section of this document will detail the structure and nature of questions asked as part of the FGDs.

Descriptions for Mixed Methods for FGDs

Close-ended blind voting questions: In these questions, you will ask a question to the group, and they will need to put their heads down and lift their hands up to vote for specific answers. As they vote, you or the note-taker will record the tally of responses on a (prepared) flip chart for the whole group to see (you will do this for all questions where indicated). At the same time, the note-taker will record the answers on his/her notes. When they all can see the variety of responses, you will go through each answer and ask for any volunteers to explain why they gave that response. Do not force people to respond, as the reason for blind voting is to allow anonymity. However, give everyone a chance to respond and encourage conversation amongst the group. When the conversation is finishing and/or everyone has responded, then continue with follow up questions. The benefit of blind voting is not just confidentiality but also because it ensures that respondents are not only giving what they think is the 'normal' answer based on what their colleagues are saying.

Close-ended open voting questions: These questions are the same as the close-ended blind voting questions but they do not have to put their heads down to ensure anonymity; you will only ask them to raise their hands to vote in the affirmative.

Open-ended questions: By using this method you are asking the question simply to allow the group to go right into discussion of the subject. In some modules you will use the flip chart to help respondents visualize the conversation. Try to encourage everyone in the group to give their opinion for each question. If it seems that most people have the same ideas/opinions, to go more quickly through the conversation, ask questions like, 'Does anyone have a different reason' or, 'do all of you agree with this point? If so raise your hand'. The point is to get a) detailed information and b) an idea as to the variety of opinions in the group. At this point, the note-taker and facilitator should try to agree upon the relative distribution of responses, and indicate these estimates on the notes themselves (the note forms have pre-categorized response options, including a space for 'other' in some cases). The recorded numbers do not need to be exact (as with blind voting), but rather from-the-field estimates as to where the groups' individual opinions are. Doing this will greatly assist you in the data analysis. In addition to recording this information, of course, the note-taker must be taking detailed notes on the conversation and specific opinions people have and why. All open-ended questions also include follow up questions to ask, also indicated on each sheet.

Structure for Moderating FGDs

The interviews will be divided into five modules, each of them targeted at collecting data to answer one of the core concerns relating to children's reading practices outside school: (i) contextual factors, (ii) available time for reading outside school, (iii) reading practices in and out of school, (iv) access to reading materials outside school and (v) attitudes/perceptions of reading outside school.

MODULE 1 – CONTEXTUAL FACTORS:

The first few questions are targeted to establish background variables such as schooling level, access to electricity, access to media, parent's level of education and household income, which can affect children's ability to read outside school to read, their access to books and the level of assistance parents can provide.

Focus Group Discussion with students in P1-P3		MODULE 1 – CONTEXTUAL FACTORS: Factors that could influence children's reading habits, access, and motivation			
Q#	What do we want to know?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
1.1	1. Background information: level of schooling; age	What year are you in school?	[CLOSE-ENDED, select one]	1. P1 2. P2 3. P3	How old are you?
1.2	4. Parental level of schooling	Can your parents read and write?	[CLOSE-ENDED, BLIND VOTE, select one]		
1.3	1. Languages spoken at home 2. Potential linguistic challenges	What language(s) do you use at home?	[CLOSE-ENDED, OPEN VOTE, select multiple]	5. Kinyarwanda 6. French 7. English 8. Rukiga 9. Other	Do you use any other languages in your daily life? Which language do you feel most comfortable with?
1.4	10. Access to non-print media at home 11. Use of non-print media at home	Do your parents own a TV/radio/mobile phone?	[CLOSE-ENDED, BLIND VOTE, select multiple]	12. Own a TV 13. Own a radio 14. Own a mobile phone	Do you watch/listen to any programmes? Which ones? Why are they interesting to you? Have you ever sent a text? How frequently do you send text messages?

1.5	15. Electricity at home	Do you have electricity at home?	<i>[CLOSE-ENDED, BLIND VOTE, select one]</i>	16. Yes 17. No	-- Pictures of lamps/sources of light & mock map of town to show where they go for accessing electricity: If not, do you know a place where they have electricity at night and you can go if you need light to read or do work? Have you ever gone there before to use their light at night?
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MODULE 2 – ATTITUDES/PERCEPTIONS OF READING OUTSIDE SCHOOL

This section is aimed at probing for children's attitudes and perceptions of reading. Having positive attitudes towards reading and valuing reading skills highly improve reading skills, whereas a lack of appreciation and enjoyment can have the opposite effect. We therefore aim to establish whether: (i) children enjoy reading, (ii) there are nuances as to what types of reading materials they enjoy (iii) their general perception of the value of reading and (iv) what community norms they perceive to exist with regards to reading.

Focus Group Discussion with students in P1-P3		MODULE 2 – ATTITUDES/PERCEPTIONS OF READING OUTSIDE SCHOOL			
Q#	What do we want to know?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
2.1	18. Free time activities 19. Reading in free time	What things do you enjoy doing in your free time? (using pictures)	[CLOSE-ENDED, OPEN VOTE, select one]	20.playing ball 21.listening to the radio 22.playing with friends 23.reading 24.drawing, doing crafts 25.playing/listening to music 26.other -- Pictures	Do you read in your free time? Why or why not?
2.2	1. Enjoyment of reading 2. Attitudes toward reading 3. Preferences for reading: independently or with others, challenging or easy	What do you think about reading?	{OPEN VOTE, select one}	Show emotion-smilies: 27.It is fun. 28.It is dull. 29.It makes me happy. 30.It makes me sad. etc.	Why? In what ways?
2.3	31. Perceptions of reading as shaped by interactions with parents/teachers	What do your parents think about reading?	[CLOSE-ENDED, OPEN VOTE, select one]	32.Positive 33.Neutral 34.Negative	Why do your parents think reading is positive/negative? How often do your parents talk to you about reading? What do your teachers think about reading? Why?
2.4	1. Preferences over which subjects to read	What subjects do you like to read about?	[OPEN ENDED, select multiple]	35.Fictional stories 36.News	Why do you like reading about this subject?

	2. Preferences over which materials to read			37.History 38.Science 39.Other -- Pictures	Which materials do you like to read? Do you like reading books, magazines, newspapers, or something else? (show props)
2.5	1. Perceptions of others who spend time reading 2. Perceptions of reading as a good/bad way to spend time	Do you have any friends or family members who read a lot?	[OPEN-ENDED, select one]	40.Yes 41.No	How often do they read? Is that something you would like to do, too? Why? Do you feel that your friends respect you when you spend time reading? Do you think reading is a good way to spend your time?
2.6	42. Perceptions of the benefits of reading	How will reading affect your future?/ If you become a good reader, how will it affect your life as an adult?	[CLOSE-ENDED, select one]	Show smilies: 43.Positive 44.Neutral 45.Negative	Why?
2.7	1. Perceptions of the benefits of reading	What are the benefits of knowing how to read?	[OPEN-ENDED, select multiple]	46.It is useful in daily life (reading signs, reading things in shops, etc.) 47.It allows you to learn and progress in school. 48.It is enjoyable. 49.I do not think that knowing how to read has any benefits. 50.Other	Why do you think you are taught how to read? What would being able to read more complex texts, more quickly and understanding more vocabulary mean to you? Where would you use such skills? Do you think they are useful?

MODULE 3 – READING PRACTICES IN AND OUT OF SCHOOL

The third section of the FGD aims to establish what reading habits children have – inside and outside school. Questions probing for information within the school setting specifically try to establish whether children are allowed to take time or seek out time to read on their own, independent of reading sessions that are part of their curriculum. We want to know when they use their reading skills, why they are (not) motivated to do so, for what purposes and what reading support they have access to outside school. In addition, this section also examines what materials are being read and why those materials are chosen over others.

Focus Group Discussion with students in P1-P3		MODULE 3 - READING PRACTICES IN AND OUT OF SCHOOL			
Q#	What do we want to know?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
3.1	51. Reading in daily life 52. Seeking out or avoiding reading opportunities	When do you use your reading skills in your daily life?	[OPEN ENDED, select multiple]	53. At work 54. At the shop 55. On road signs/advertisements 56. Reading the bible or the hymnal in church, at school, or at home 57. Reading books/magazines/newspapers for pleasure 58. Other	Is it hard to read these things? Is it fun? Group places/things to read and emotions (--- assisted by pictures).
3.2	59. Exposure to new vocabulary and information through listening to stories told aloud (either written or not) 60. Frequency	Does anyone ever tell you stories?	[CLOSE ENDED]	61. Yes 62. No	Does anyone else read aloud to you? How often? Does anyone ever tell you stories that are not written down? What are these stories about? How often does this happen? Do you ever tell stories to anyone? What are these stories about? How often does this happen?

3.3	63. Reading independently	When you read, do you prefer reading with others or reading independently?	[CLOSE ENDED, open vote, select one]	64. Reading with others 65. Reading independently	<p>Why?</p> <p>How do you feel when you read a challenging book? Why? (using emotion images)</p> <p>Do you prefer reading in school or out of school? Why?</p> <p>How many books did you read in the past month outside school? What were they about? Why did you read them?</p> <p>Can you tell us about the plot of a book you read recently?</p> <p>Did you read during the school holidays? What did you read?</p> <p>Do you read with your friends?</p>
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MODULE 4: ACCESS TO READING MATERIALS OUTSIDE SCHOOL

In this section, we will establish whether any reading materials are in demand but currently not available. We will find out which of the available materials is frequently used and what motivates children to use these materials. This will help to inform Save the Children about the type of reading materials that are (i) currently being used and (ii) have the potential to motivate children to read them.

Focus Group Discussion with students in P1-P3		MODULE 4: ACCESS TO READING MATERIALS OUTSIDE SCHOOL			
Q#	What do we want to know?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
4.1	1. Access to and use of reading materials at home 2. Access to and use of reading materials at friends' homes	Do you have any books or other reading materials at home?	[CLOSE-ENDED, BLIND VOTE, select multiple]	66. I have books at home (second blind vote based on how many, if yes) 67. I have newspapers/magazines at home 68. I have other reading materials at home -- bring samples and show examples of different reading materials	How many of these materials do you have (only if respondents feel comfortable answering)? Do you ever read these materials? How frequently? Why do you read this book/newspaper/magazine/? Why do you find it interesting/useful? Do any of your friends have books or other reading materials at home? How many books do your friends have in their homes? Do you ever read them?
4.2	Are you aware of any places outside of your school where you can get reading materials? Where? What type of materials?	Is there somewhere outside of school where you can get reading materials?	[CLOSE-ENDED, blind vote, select one]	69. Yes 70. No 71. I don't know	Where do you go to find them? Do you go to your church, your <i>umudugudu</i> , or somewhere else (friends, family, other places)? What types of reading materials are available in each of these places? Are you allowed to bring these materials home?

4.3	Are you able to access reading materials that are appropriate to your reading level?	Are there are reading materials available to you, are some of them easy for you to read? Are some of them hard?	[OPEN-ENDED, select multiple]	72. There are materials available to me that are easy for me to read. 73. There are materials available to me that are challenging for me to read.	Why do you find them easy? Why do you find them challenging? Is that good or is that bad?
4.4	Understanding/perception of how to become a better reader	What makes you a good reader?	[OPEN-ENDED, select multiple]	74. Access to books 75. School/teachers 76. Listening to stories 77. Reading at home	Why do these things make you a good reader? What is the most important? What is the least important?
4.5	What would it mean to you if reading materials were easily available? Would it make a difference in your life? Why or why not? Do you know if anyone has tried to make reading materials available in your community?	Imagine you had lots of interesting things to read, how would you feel?	[OPEN-ENDED, select one]	78. Very happy 79. Somewhat happy 80. Neutral 81. Somewhat unhappy 82. Very unhappy	Why would you feel this way? Tell me a brief story about what you would do if there were many books in your village.

MODULE 5 – AVAILABLE TIME FOR READING OUTSIDE SCHOOL

The next section seeks to establish when children could find time outside school to read and what activities they usually use this time for. Answers to these questions will help tailor community reading initiatives to the current interests and time commitments of the targeted children population.

Focus Group Discussion with students in P1-P3		MODULE 5 - AVAILABLE TIME FOR READING OUTSIDE SCHOOL			
Q#	What do we want to know?	Main question	[Guidance]	Main question response choices (record exact numbers for close-ended questions; record estimates for open-ended questions)	Follow-up questions
5.1	83. Time use outside of school 84. Availability of time for leisure and/or academic activities (i.e. non-work)	Please describe what you do on a normal day.	[OPEN ENDED, select multiple]	85.[Show images of morning, afternoon, and evening; ask what he/she does at each of these times on a normal day]	
5.2	86. Free time 87. Preferences over use of free time	What would you do if you had free time to do whatever you wanted? (show pictures)	[CLOSE ENDED, OPEN VOTE, select one]	88.Play [ball, other] 89.Homework 90.Read 91.Help parents with work 92.Other	Why would you choose this? Do you think you would enjoy reading in your extra time? Why or why not?

Literacy Boost: Semi-Structured Interview Script

Objective and Chosen Approach

The main aim of these Semi-Structured Interviews (SSIs) is to find out *why* reading resources may not be available in *umudugus* in Gicumbi district, where Save the Children is operating. The SSIs will be conducted with 18 local officials (1 per randomly selected cell) by one Laterite research analyst and one translator.

The interviews will be recorded by the researcher in short-hand during the interview and transcribed into full text shortly thereafter, whereby the focus lies on reflecting the respondent's exact use of vocabulary, sentence structure and flow of speech as literally as possible.

To derive insights from the qualitative data collected through these interviews we will apply structured content analysis, a technique that focuses on identifying core themes in written or spoken text and assigning unique codes to each of them in a systematic way. Two research analysts will do so in parallel. The degree of their agreement – the “inter-rater reliability” – can then be used to assess to what degree the conclusions derived from this analysis are generalizable or specific to subjective interpretations of one individual.

This approach allows us to come up with clear messages and provide guidance on the views of stakeholders that Save the Children's Literacy Boost intervention targets.

* NOTE: All questions solely aimed at cell and sector officials are written in blue type.

Recording Individual Details

Date, time and location of the interview, name, age, umudugudu, cell, sector, occupation/position, years of service of the respondent will be recorded before the start of the interview.

Cell/Sector Background Information & Contextual Questions (for cell/sector officials only)

This first section is aimed at establishing background variables that help to judge whether the cell of the interviewed official differs in significant ways from the other cells.

1. Is it common for people in your cell to know how to read and write?
2. How many people know how to read & write? The majority? A minority? Half-and-half?
3. Is there a library in your cell/sector? Is there any place that has books that people can borrow?
 - a. Is it for free? / How much does it cost to access these books?
 - b. What kind of books are available (fiction, children's books, factual books, religious texts...)?
 - c. What are the rules for reading or borrowing books?
4. Do(es) (any of) the school(s) have libraries or communal bookshelves?
 - a. Who pays for them?

- b. When were they acquired?
 - c. Are there enough books for each student? Has anyone ever complained that there were not enough?
 - d. What language(s) are these books written in?
 - e. Are there books available at school that are not textbooks?
5. What about churches in your cell/sector, do they have books?
 6. What kind of books?
 7. Do people use them? / Can they borrow them?
 8. Is there any place in your cell that offers newspapers, magazines, brochures or other reading materials?
 - i. Are they offered for free?
 - ii. What are the rules for reading or borrowing these materials?
 93. Is story-telling a popular activity in your town? How are stories shared? (told to each other, repeated, orally, written down...)

Reading & Literacy Practices in Gicumbi

This section aims to establish an understanding of current practices around reading and literacy in this particular cell/sector. We will ask about community gatherings, the use of reading skills on a day-to-day basis, and the availability and use of different reading materials.

94. For what purpose do people in your cell/sector usually gather? (For teachers: For what purposes parents of your pupils and members of their community usually gather?)
 - a. What do they do at these events?
95. Does your community organize any literacy-related events?
 - a. Can you describe these events? Who funds these events?
 - b. Have these events been well-attended by adults and/or children in your cell? If no, why?
96. When/For what purposes do people in your cell/sector need to use their reading skills? (For teachers: When/For what purposes do parents of your pupils use their reading skills?)
97. Do you personally read books, newspapers, or magazines?
 - a. What books/newspapers/magazines do you read?
 - b. Where do you get these materials?
 - c. Do you pay for them or do you get them for free?
 - d. Would you be willing to pay for more reading materials if they were for sale here?

For cell/sector officials only:

98. Do people in your cell/sector read newspapers?

- a. How common is it to read newspapers? Can you estimate what percentage of people in your cell/sector regularly read a newspaper? (Majority, minority, 50:50)
 - b. Where do they get the newspaper?
 - c. Do you feel they would be willing to pay for a newspaper if it was for sale here? How much would they be willing to pay?
 - d. Do you feel they would be willing to pay for a magazine if it was for sale here? How much would they be willing to pay?
99. Do people in your cell own radios? How common is this? What about TVs?
- a) What programmes do people listen to? / What programmes do they watch?
 - b) Do people prefer listening to the radio/watching TV over reading? Why? Why not?

Attitudes & Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

This part of the SSI probes for attitudes and beliefs of the stakeholder with regards to reading, literacy, acquiring reading skills and reading materials. We want to find out whether the stakeholder values reading and whether he/she thinks there is value in literacy and possessing good reading skills within his/her cell. Such attitudes can act as motivating factors or disincentives for officials to support initiatives targeted at literacy. Furthermore, we probe for the stakeholder's assessment of the general culture around reading and literacy, and ask what he/she (as well as people living in his/her cell/sector) view as conducive to increasing literacy there. As an 'insider', he/she could have information which could be helpful in adapting the Literacy Boost programme to fit the cell's needs better.

- 100. In your opinion, what is the value of reading? Why should children be encouraged to read more? Why would/do you want your children to learn how to read?
- 101. In your opinion, what are the best ways to teach a child to read?
- 102. What kind of texts – in your opinion – should children read?
 - i. Why?
- 103. How does literacy affect the lives people in your cell?
 - i. Is there a difference between the lives of people who are literate and the lives of those who are not?
 - ii. What is the difference?
 - iii. How would increased literacy affect life in your cell as a whole?
- 104. What is the general attitude towards literacy in your cell?
 - i. Is literacy viewed as important? Why? Why not?
 - ii. Is literacy viewed as a pathway to a better future? Why or why not? In your opinion, what would make them believe in the importance of reading skills for the future of their children?
- 105. In your opinion, what is needed to enhance children's literacy in your cell?
 - i. How could these measures be made a reality?

- ii. What is needed to achieve this?
- 106. Are adults in your cell enthusiastic about improving their own and their children's reading abilities?
 - i. How?
- 107. Are the adults in your cell interested in acquiring more reading materials?
 - i. Why or why not?
 - ii. In your opinion, what would motivate them more/make them more interested?
- 108. What do you think of the idea of establishing "book banks" (explain concept)?
 - i. Is it a good idea? Why? Why not?
 - ii. Would people make use of it? Why? Why not?
 - iii. What would make it more appealing to them to access, borrow and read materials provided by these "book banks"⁸³?
- 109. What do you think of gathering parents to show them ways of reading with their children and/or encouraging their child to read?
 - i. Would they attend such events? Why? Why not?
 - ii. Can you think of anything that would make parents disinclined to participate in such activities?
- 17. What do you think about the idea to organize community-reading events, such as "reading camps"⁸⁴ and "reading buddies" sessions (explain concepts)?
 - iii. Are these good ideas? Why? Why not?
 - iv. Do you think that parents will cooperate? Why? Why not?
 - v. What would motivate parents to send their children to these events?
 - vi. Can you see any obstacles to hosting community reading events? Which ones? How could they be overcome?

Cell/Sector Funding Priorities, Challenges And Attempts to Acquire Reading Materials

The following questions will probe for possible bottlenecks at the cell/sector level that could impede or have impeded the acquisition of reading materials. We want to know what the stakeholder would prioritize: is it reading materials or would efforts be focused on other initiatives? Other questions aim to identifying key actors who would need to be brought on board for the Literacy Boost initiative to succeed. We want to know about past attempts and challenges as well as opportunities for future initiatives.

⁸³ Official definition: "Literacy Boost Book Banks contain between 100 and 250 books at a variety of reading levels, including:• primers (emergent reading level), illustrated books (emergent and beginning reading levels), stories (emergent, beginning and independent reading levels), fables (dual language where appropriate and focuses for experienced reading level as content for older siblings, parents and teachers to read to children), guidelines for parents on how to read to and with children, a Community Strategies for Promoting Literacy Flip Book, providing simple activities that parents and children of all reading levels can do to build the skills that help to strengthen children's reading ability."

⁸⁴ Official definition: "Reading Camps engage older youth as camp leaders who are trained to guide a group of young children through read-alouds, songs, games and creative arts designed to boost each of the five core skills of reading."

110. In your opinion, what are the most needed investments in your cell/sector, in general or in education specifically?
 - i. Which needs are most pressing? Why these?
 - ii. Do you have funds or secured access to financial support to make these investments? Where does this money come from? Who is financing these projects?
111. In your opinion, should any resources be spent on acquiring more reading materials for your cell/sector? Why? Why not?
 - i. What reading materials would you support being bought? Why these?
112. Has there ever been any effort to acquire more reading resources for your cell?
 - i. If yes: tell me about that. Who tried to get more reading materials for your cell? How? Why? Did it work or not? Why did it work? Why not?
 - ii. If no: why do you think no one has ever tried?
113. What would be the process of acquiring more reading materials here?
 - i. Who would need to be consulted to approve cell/sector spending on acquiring reading materials?
 - ii. Who would be responsible for overseeing such acquisition? What is this person's/these people's function usually?
 - iii. Where do you think could you get reading materials?
 - iv. Who would be willing to finance the acquisition of such materials?
114. Which organizations, associations, or people have worked to improve literacy in this sector in the past?
 - i. Do you think that they, or others, would be interested in supporting or funding the purchase of reading materials?
 - ii. Why these people?
115. How, in your opinion, could members of your cell/sector support the process of acquiring more reading materials?
 - i. How could they best be motivated to support this process?
116. Where – in your opinion – would be the best place to store reading materials to make them easily available for all people in your cell/sector?
 - i. Why there?
 - ii. How would children access these places?
 - iii. Is there electricity?

Perceptions of Literacy Boost

This part of the SSI is aimed to establish (i) the degree of current understanding of the "Literacy Boost" initiative and what it tries to achieve, (ii) how it is perceived so far, and (iii) whether officials see any obstacles or ways to improve on the planned components of the programme.

117. What do you know about “Literacy Boost? Could you give us a quick description of what “Literacy Boost” entails?
118. Can you think of better ways to increase reading levels amongst children in your cell?

Guidelines For Observational Reports on Available Reading Materials

Two Laterite team members will visit all sites within a cell that have books publicly available (e.g. libraries, schools, churches, *umdugudu* office) while semi-structured interviews and focus group discussions (FGDs) are being conducted in parallel. They will follow the steps detailed below to record the quantity and quality of available resources:

In each location with available reading resources, record the following information:

LOCATION 1:		
OPENING HOURS:		
RULES FOR ACCESS:		
FUNDED BY:		
READING MATERIAL	DESCRIBE READING MATERIALS	QUANTITY OF READING MATERIALS
BOOKS		
NEWSPAPERS		
MAGAZINES		
OTHER READING MATERIAL		

For each of the available publications, provide the following information:

Question	Possible Responses	Response
1. What type of publication is it?	119. book 120. newspaper 121. magazine 122. brochure/flyer/information leaflet 123. other reading material (such as a master's thesis)	
2. Briefly describe the content/ subject of the publication.	e.g. religious text, cartoon, geography, history, science fiction, romantic novel...	
3.. What language(s) is it published in?	(a) Kinyarwanda (b) French (c) English (d) Rukiga	
4. What condition is it in?	(a) Brand new (no marks, no torn or missing pages, spine in tact) (b) Lightly used (very few marks, no torn or missing pages, spine in tact) (c) Used (marks, torn pages, and/or broken spine; no missing pages) (d) Heavily used (marks, torn pages, missing pages, and or broken spine)	
5. Flip through the pages. Which description best fits this book?	124. pictures only 125. 1-10 sentences always accompanied by pictures/illustrations 126. more than 10 sentences at a time before the next illustration is given 127. only text	
6. Flip through the pages of the publication and...		
128. If the publication is A5-sized or smaller, pick 1 double-page at random.		
129. If the publication is larger than A5, pick 1 double-page at random and then pick the first 2 paragraphs of the first page.		

For each of the available publications, provide the following information:

Question	Possible Responses	Response
1. What type of publication is it?	130. book 131. newspaper 132. magazine 133. brochure/flyer/information leaflet 134. other reading material (such as a master's thesis)	
2. Briefly describe the content/ subject of the publication.	e.g. religious text, cartoon, geography, history, science fiction, romantic novel...	
3.. What language(s) is it published in?	(a) Kinyarwanda (b) French (c) English (d) Rukiga	
4. What condition is it in?	(a) Brand new (no marks, no torn or missing pages, spine in tact) (b) Lightly used (very few marks, no torn or missing pages, spine in tact) (c) Used (marks, torn pages, and/or broken spine; no missing pages) (d) Heavily used (marks, torn pages, missing pages, and or broken spine)	
5. Flip through the pages. Which description best fits this book?	135. pictures only 136. 1-10 sentences always accompanied by pictures/illustrations 137. more than 10 sentences at a time before the next illustration is given 138. only text	
6. Flip through the pages of the publication and...		
139. If the publication is A5-sized or smaller, pick 1 double-page at random.		
140. If the publication is larger than A5, pick 1 double-page at random and then pick the first 2 paragraphs of the first page.		

Appendix II: Consent Forms

Ubusobanuro. Muhawe ikaze kugira uruhare muri bunobushakashatsi bujyanye no gufasha amashuri abanza kwimakaza umuco wo gusoma mu Rwanda. Intego nyamukuru yub'ubushakashatsi n'ukumenya uburyo bwiza bwogufasha abana kwiga gusoma. Uzavugana n'umuntu urimo gukora ubushakashatsi, kandi uzemerere uwo mushakashatsi kugira ibyoyandika bijyanye nibyo abona murugo rwawe. Umushakashatsi azakubaza ibijyanye n'imyitozo yawe yugusoma n'iyabo murugo iwawe. Azakubaza ibijyanye n'ibitabo utunze murugo, ibitekerezo byawe hamwe n'ibyifuzo bijyanye nuko umwana wawe yakwiga gusoma.

Uruhare rwacu ruzamara ikigereranyo k'iminota iri hagatiya 30 na 60

Ntandaruka mbi zizagaragara zijyanye n'ububushakashatsi. Inyungu zumvikana ushobora gute ganyanya zizava muri buno bushakashatsi n'ugufasha abana banyu n'abandi bana bo mu Rwanda kwiga gusoma neza. Ntabwo twabizeza ko hari inyungu muzakura muri buno bushakashatsi by'umwihariko. Nuhitamo kutagira uruhare muri buno bushakashatsi, ntandaruka mbi bizakugiraho rwose. Ntabwo muzishyurirwa uruhare rwanyu.

Musobanukirwe neza ko uruhare rwanyu ari amahitamo

Yanyu ari kubushake kandi mufite uburenganzira bwo guhagarika uruhare rwanyu cyangwa amasezerano igihe cyose kandi bidahanwa. Ufite uburenganzira bwo kwanga gusubiza ibibazo bimwe. Ubuzima bwawe bw'ibanga n'andi mabanga ajyanye n'amakuru watanze bizagumishwa munyandiko no mubushakashatsi gusa.

Ndaza kubaha umwirondoro wanjye muramutse mufite ibibazo bijyanye n'ububushakashatsi mwambaza cyangwa ikindi cyose. Urupapuro ndibubahe rugizwe n'umwirondoro w'umushinga witwa Save the Children Rwanda hamwe na RNEC.

Ibibazo bijyanye n'ubushakashatsi.

Ibibazo: mufite ibibazo, gusobanuza cyangwa byo mutemera bijyanye n'ububushakashatsi, imikorerere yayo, ingaruka mbi cyangwa inyungu, mwahamagara ushinze protocole, Dr. Claude Goldenberg kuri iyi numero +1 650 498 4581. Mushobora no guhamagara Elliott Friedlander kuri iyi numero +44 7912 178 358.

Umwirondoro w'umwihariko: Utanyuzwe n'uburyo ububushakashatsi burimo gukorwa, cyangwa uramutse ufite ibyifuzo, ibyo gusobanuza cyangwa ibibazo rusange bijyanye n'ububushakashatsi cyangwa ku burenganzira bwo kugira uruhare, wahamagara Rwanda National Ethics Commission (RNEC) ukavugana na RNEC chair Dr. Wane Justin kuri iyi numero 0788500499 cyangwa na RNEC secretary Dr. Emmanuel Nkeramihigo kuri iyi numero 0788557273. Ufite ibibazo bijyanye n'uburenganzira bwawe nk'umuntu uzagira uruhare muri buno bushakashatsi cyangwa utayunzwe n'ibiri muri buno bushakashatsi, wahamagara - mw'ibanga, Niba ubyifuza, ushobora guhamagara Bethany Ericson, Senior Education Programme Advisor kuri Save the Children, kuri iyi numero +250 (0)733251782, cyangwa Avril Niyibizi Pacifique kuri iyi numero +250 (0) 738 454 975, niwe uzagufasha kuvugana na Stanford IRB cyangwa RNEC.

Amasezerano y'umuntu wita kumwana

Umubyeyi /Umurezi,

Murakoze kubw'umwanya wanyu. Amazina yanjye ni _____, nkaba nkorera umushinga witwa Save the Children mw'isuzuma rijyanye na gahunda y'abana bakiri bato. Impamvu nyamukuru yiri suzuma ni ukugirango dusobanukirwe neza uburyo twabasha gufasha gutegura abana n'ubumenyi bwo mwishuri mbere y'uko batangira muwambere kugirango bagire amahirwe menshi yo gutsinda amashuri abanza (primaire).

Uruhare rwanyu.

Turabasaba ko mwagira uruhare muri ububushakashatsi kubera ko mufite umwana uri mu kigerocy'imyaka 4-5 akaba yitegura kuzajya kwiga mu mashuri abanza (primaire) umwaka utaha. Turashaka kumenya ni ubuhe bumenyi abana baba bafite mbere y'uko batangira kwiga mu mwakaw'ambere (primaire). Nutwemerera turagirana nawe ikiganiro cy'iminota 15 tukubaza ibibazo bijyanye n'umwana wawe ndetse n'inkomoko y'umuryango wawe. Nyuma tukagirana ikiganiro n'umwana wawe cy'iminota 90, kugirango dusuzume uburyo yiteguye kujya kw'ishuri, ibijyanye n'imibare, gusoma, uburyo bwo kubana hamwe n'imirire, ubumenye bujyanyen'isuku. Mberey'uko abana batangira kwiga umwaka wambere w'amashuri abanza (primaire) tuzagaruka gukoraubundi bushakashatsi.

Ingaruka mbi hamwe n'inyungu.

Ntangeruka mbi zizaba ku mwana wawe. Birashoboka ko igihe tuzaba tunganira n'umwana wawe ashobora kutazaba atuje, nk'urugero kunanirwa cyangwa kurambirwa igihe umuntu azaba amubaza ibibazo. Ariko nanone, ntakintu kibi kizaba ku mwana wawe mu buryo bwose. Uruhare rwawe muri buno bushakashatsi bizatuma ubona amahirwe yo kumenya imikurire y'umwana wawe. Uruhare ry'umwana wawe muri buno bushakashatsi bizatuma abona amahirwe yo kwitoza kumenya amasomo y'ingenzi urugero gusoma hamwe n'imibare. Uruhare rwawe n'umwana wawe bizafasha umuryango nyarwanda buha amahirwe umushinga witwa Save the Children kugirango umenye ibyo wazongera mu'igena migambi yawo mugihe kizaza. Wowe n'umwana wawe ntakintu muzahabwa gihwanye n'uruhare rwanyu.

Ubuzima bw'umwihariko, Ntamwirondoro no Kubika ibanga.

Ibisubizo byawe n'umwana wawe tuzabigira ibanga. Tuzajya twandika mugihe k'ikiganiro ariko nanone ibisubizo muzatanga ntabwo tuzabiganiraho n'abantu bo mu mudugudu wanyu cyangwa kw'ishuri. Mugihe kizaza, dushobora kuzaganira n'abandi kubizava mubushakashatsi ariko mu buryo bw'umwihariko kubijyanye n'ubushakashatsi gusa. Ntazina ry'umwana wawe rizagaragara kuri rapport iyo ariyo yose. Impapuro zanditseho amakuru yanyu zizabikwa mutubati dufungwa mu biro ya Save the Children kugirango zigire umutekano.

Uburenganzira bwo kutagira uruhare.

Uruhare rwawe n'umwana wawe muri buno bushakashatsi n'ubwitange. Wowe cyangwa umwana wawe mushobora kwanga kugira uruhare cyangwa gusubiza muri buno bushakashatsi nta guhanwa cyangwa gutakaza inyungu. Niwemera ko umwana wawe agira uruhare, n'abana ubwabo tuzabasaba uburenganzira. Tuzabasobanurira ubushakashatsi uko buteye, tuzababwirako ari ubwitange busesuyekugira uruhare kandi ko bashobora no kwanga kugira uruhare igihe cyose.

Turabashimira cyane k'ubwu mwanya wanyu mwafashe kugirango musome iyi baruwa hamwe n'ubufasha bwanyu.

Laterite Ltd. Mufite ibibazo, gusobanuza cyangwa ibyo mutemera, mwahamagara:

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Appendix IV: Interview Transcripts

Cyumba Sector, 29/1/2014

FGD1: P3 students in Rukizi P.S., Rwankonjo cell, Cyumba sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	10	No	Rukiga	Yes	Yes	Yes
2	F	10	Yes	Rukiga	Yes	Yes	Yes
3	F	10	No	Rukiga	No	Yes	Yes
4	F	10	No	Rukiga	No	Yes	Yes
5	M	11	Yes	Rukiga	No	Yes	Yes
6	M	8	Yes	Rukiga	No	Yes	Yes
7	M	11	Yes	Rukiga	No	Yes	Yes
8	M	10	Yes	Rukiga	No	Yes	No

Many of the students at this school speak Rukiga at home with their parents, but they are also comfortable with Kinyarwanda. We did not use a translator.

On non-print resources:

- All of the children have radios at home. When asked which programs they listen to, respondent 7 says that he listens to the news, but he does not like it. 1 says that she listens to the theatre, and she enjoys it. 5 and 2 both like to listen to the news.

- 2 and 4 also watch television. 2 likes a film that she watched about a man and a woman.

Module 2: Attitudes/Perceptions of Reading Outside School

On free time activities:

- When asked to draw a picture of their favorite thing to do when they are not in school, 5 students draw cars. It is not clear whether they were looking at each other's pictures. One student (5) draws water. Two respondents (6 and 8) draw houses. When asked to elaborate on their images, the students respond:
 - o 1 drew a car and reported liking to cultivate. "I like cultivating or cars." When asked if she had ever been in a car, she says that she had been in a car once to go visit her grandmother.
 - o 2 also drew a car. She says that she does not do anything when she is not in school. She drew a car because she likes going in cars.
 - o 3 also drew a car because she likes going in cars. She likes to go to fetch water when she is not in school.
 - o 4 also drew a car, because she likes cars. She likes going to fetch water, or staying in the house, when she is not in school.
 - o 5 drew water. He likes going to find food for cows.
 - o 6 drew a house because he likes his house.
 - o 7 drew a car, but his favorite thing to do is to find food for the cows.
 - o 8 drew a house, and he likes going to fetch water.
- When asked if there is ever any time when they have nothing to do, 1 says that there is never any time like that. The other children did not respond.
- When asked whether they like to read when there is nothing else to do, all of the students agreed.
 - o 1 says that she likes reading a Kinyarwanda book. When asked whether it has stories, she says that it does not.
 - o 2 and 6 like reading vowels
 - o 3 and 7 like reading their Kinyarwanda books.

On how they feel about reading:

- When prompted with emoticons for different ways of feeling about reading, two students (2 and 3) selected the emoticon for "*sad*." When asked why they feel says, they both says that they actually feel happy because they are learning. Two boys says that they feel neither happy nor sad (4 and 5). 4 says "*I feel happy because I like it*." 5 says, "*I feel happy because it improves my intelligence*." Four students selected the emoticon for "*happy*." 1 says that she wants to be more intelligent. 8 says that it makes him happy because it is a good thing. He likes reading Kinyarwanda. 6 says that he is happy when he is reading; he likes reading more than she likes playing. 7 says that reading makes him happy. He likes Kinyarwanda.
- When asked whether reading ever makes them feel bored, 2 and 3 agree that reading sometimes makes them feel bored.
- When asked whether reading ever makes them laugh, only one student (6) agrees.

On their perceptions of reading as shaped by interactions with parents/teachers/others:

- When asked to draw an image representing how their parents feel about reading, all of the students drew happy faces. 8 explains, *"They feel happy if you know how to read well. They are very proud of you when you read well."* 3 says, *"They are very proud of me because I am intelligent."* 6 says, *"They are proud of me because I am intelligent in school. They tell me to get more intelligent."*
- When asked if their teachers ever talk to them about reading, none of the students respond. When asked why their teachers want them to learn how to read, 8 responds, *"The teachers tell us so that we can be intelligent."*
- When asked if they know anyone who likes to read a lot, four students say they do (1, 2, 3, and 7). When asked to tell us who they know who reads a lot, 3 says, *"My dad. He reads the Bible."* She says that she wants to be more like her dad. Her friends would respect her a lot because she would be more intelligent than them. 7 also says that his dad reads a lot. He reads English books and school books. When asked whether 7 thinks his friends would respect him if he read a lot, he says no. His friends would not respect him. When asked if reading is a waste of time, he responds that *"No, it is a good way to spend my time because I like it."*

On which subjects they like to read:

- 1 likes to read Kinyarwanda and social studies. 6 likes to read mathematics and English. In mathematics, he likes to read about thousands. 2 and 7 also like to read about Kinyarwanda.

Perceptions of the benefits of reading:

- When asked about how reading will affect their future, all of the students agree with 1 who says, *"I will have a good life."*
- When asked how they will use their reading skills as grown-ups, 7 responds that he will use his reading skills in church, searching for a job, or as a teacher. 1 says that she can be a nurse or a doctor. 2 and 6 agree that they would like to be nurses or doctors.

Module 3: Reading Practices in and out of School

On reading preferences and habits in daily life:

- When asked when they use their reading skills in their daily life, four students respond. 8 explains that he reads at school. 3 says that she reads at home in the afternoons. 1 says that she uses her reading skills often, such as for reading the words on the walls of the church. 6 says that he reads road signs and the posters in the school.
- When asked whether they prefer reading alone or others, 7 says that she prefers reading with others. She reads with her sister, who is 15. Her sister likes to read Kinyarwanda and English. 8 says that he also likes to read with others. He reads with his older brother who is 16. His brother is a good reader; 8 wants to be a good reader as well.
- When asked how they feel when they read something challenging. The students respond:
 - o 1: happy
 - o 4: *"When I don't know the words, I feel sad."* When asked whether she goes to anyone for help, she says that she goes to her older sister for help.
 - o 3: *"I feel happy because I get help from my older sister."*

- 5: happy
- 6: happy *"because we didn't know that subject yet but we will get to study it later"*
- 7: happy, because I know how to read
- 8: happy, because I am a good reader

Module 4: Access to Reading Materials Outside of School

On access to reading materials:

- When asked how many books they have at home, four students respond that they have 1 or 2 books (2, 7, 8, and 1). Three students respond that they have no books at home. When asked whether the books are in Kinyarwanda, they say yes. When asked whether their friends have books, they all raise their hands.
- When asked whether there is anywhere outside of their home where they can go to borrow books, 2 says that she can get books at the neighbor's house. They have Kinyarwanda books.
- When asked if there is any place they can go to read their school book if it is dark at night, 1 and 2 say that they use electric lights. 3 and 7 say that they use torches.
- When asked if they ever bring books home from school, three students (1, 2, and 7) say that they bring books home about once a week.

On how to become a better reader:

- When asked what they need to become a good reader, the students respond: books, pens, notebooks, materials, and practice. When asked what is the most important thing they need in order to become a better reader, 8 says that it is intelligence.

Module 5: Available Time for Reading Outside of School

On their preferences over their free time:

- When asked to choose between a book, a pen/notebook, a ball, and a radio, the students choose as follows:
 - 8: book
 - 2: a book *"so that I can revise my studies"*
 - 6: a notebook and pencils *"so that I can have them when I go to school"*
 - 7: a book *"so that I can revise"*
 - 3: a book
 - 1: a book
 - 5: pens *"because I like to write"*
 - 4: a book

On their time use on a regular day:

- When asked to describe what they do on a regular day, three students respond (3, 2, and 7):
 - *"I wake up, fetch water, and then clean the house. I study in the afternoon, and then I cook."*
 - *"When I wake up, I milk the cows and then bring it to sell. When I get back, I fetch water. Then I go find food for cows. I go to school and then work."*

- *“When I wake up, I find food for cows. I take my bath and go to school. At around 4:30, I go to fetch water, then I help my parents with housework. When it gets late, we go to sleep.”*

FGD2: P1 students in Mukono Catholic P.S., Nyakabungo cell, Cyumba sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	6	Yes	Rukiga	Yes	Yes	Yes
2	M	6	Yes	Rukiga	Yes	Yes	Yes
3	F	7	Yes	Rukiga	Yes	No	No
4	F	7	Yes	Rukiga	No	Yes	Yes
5	F	7	Yes	Rukiga	Yes	Yes	Yes
6	F	7	Yes	Rukiga	No	Yes	Yes
7	M	8	Yes	Rukiga	Yes	No	Yes
8	M	7	Yes	Rukiga	No	No	No

Only two children speak Kinyarwanda at home (2, 8). All children, however, feel more comfortable speaking Rukiga than Kinyarwanda.

All children claim that their parents know how to read and write. Three of them (1, 2, 6) state that they have a TV at home. While this is generally improbable, respondent No. 6 most definitely lied as she later discloses that she has no electricity at home. Five children claim that they have a radio at home (6, 5, 1, 4, 2) and six that their parents or someone in their household owns a mobile phone (1, 2, 4, 5, 6, 7).

Five out of the eight respondents say that they have access to electricity at their house (1, 2, 3, 5, 7).

Module 2: Attitudes/Perceptions of Reading Outside School

Activities during their free time

Asked what they would do during their free time the children state that they *would “take a walk”, “fetch water”, “play with their siblings” or “cook”*.

After giving them further options – *“drawing/writing”, “playing ball”, “reading”, “listening to the radio”, “fetching firewood” and “getting food for domestic animals”* – children are asked what they would *“usually do after school, on a normal day”*.

Two say that they would *“take a walk”*, two *“fetch water”*, one *“plays with his little brother”*, one *“cooks”* and one *“listens to the radio”*.

Provided with the opportunity to show which one of these activities is their favourite, children give the following answers: Two choose *“fetching water”* as their favourite pastime, one

"listening to the radio", one "playing ball", one "playing with friends/siblings", one "fetching food for domestic animals", and one "taking a walk". This means that for five out of eight the activities they usually do are also their favourite activities.

Reading & Emotions

Two children say that they feel *"happy"* when they read, one *"excited"*, one *"scared"*, one *"bored"*, one *"sad"* and one *"shy/embarrassed"* (only seven children are present during this part of the interview – one left the room because he was too inattentive).

Four of seven children state that their parents have talked about reading.

Respondent No. 3 states that his *"mum always tells [him] to practice reading"*, and one of the girls explains that her *"father told [her] to read an practice letter combinations"*. The other children focus on what their parents generally say about going to school. Respondent No. 8 says that his father has told him *"to go to school always, and if [he] would not [he] would get punished, and if [he] did not pass the school year, [he] would also get punished."* One of the girls volunteers: *"My mother told me to wake up early, so I don't get to school late, and if I do, I get punished."*

Asked to imagine what their parents feel when they are reading or talk about reading, five out of the six present say that they feel *"happy"*, while one says that they feel *"bored"*.

Module 3: Reading Practices in and out of School

Reading & Stories

All children say that they have tried reading a book before. Yet none of them knows any books that are not schoolbooks. The children, however, list a few books they tried reading, which are not part of the set of books they use for their P1 courses.

The teacher who helps to translate Rukiga/Kinyarwanda, explains that students in P1 are not allowed to take books home. If they encounter books at home they are usually those of older siblings who are allowed to take their schoolbooks back home. One of the girls says she enjoys looking at a mathematics books from P2 and a Kinyarwanda textbook at home. Respondent No. 8 *"like[s] to read books from P6"*, which he gets from his older brother. Respondent No. 3 *"like[s] books from P3"*, especially those with pictures of cars in them.

Respondent No.8 remembers that he has read *"a story about a car"* and one *"with a radio"*. Two more children claim that they remember stories that they have read but fail to share any further details about them.

All children except for Respondent No. 7 state that they listen to radio dramas. One girl remembers that she heard a story about *"a child crying"*, while another listened to one *"where people were getting killed"*, and the third one remembers a drama, which was about *"a big black bird"*.

Six out of the eight respondents say that someone amongst their friends or family sometimes tells them stories. Respondent No. 3 explains that her mum has [recently] told her *"a story about sheep"*. Her mother usually *"listens to the radio and then tell the story [to her]"*. Respondent No. 8 has a relative who tells him stories. He gives an example: *"He told me a story about children who*

don't want to go to school and their parents punish them for it." Two of the girls are told stories by their older siblings, mostly fables.

Reading practices

The children are asked whether they use their reading skills outside school, and if they do in what situations they apply them. Respondent No. 8 says that *"reading is useful because in class when we are studying, it makes us intelligent and we won't end up stupid"*. He adds that he *"use[s his] reading skills in and out of school; even during holidays"*. Respondent No. 7 admits: *"I don't care about reading. If I come home and I have a book, I just leave it lying there."* Two girls disagree. One of them says: *"Reading is useful because if I know how to read I can read on my own, and that means I am not a stupid student"*, and *"when I get back home I read, when I am out of school and after church"*. The second girl states that she also reads at those times.

Four out of six children present say that they have tried reading the bible. Two girls remember song texts from a hymnal about Jesus' deeds.

Module 4: Access to Reading Materials Outside of School

Availability of reading materials

Four out of six children state that they have books at home, and three say they have other texts at home, which are not books or newspapers. However, we later find that only one of the children (8) knows what a newspaper is.

Respondent No. 8 knows a place in the *"centre in a village, where you can find books"* and respondent No. 3 says that she thinks *"you can find books at the hospital."* Another girls states that *"you can get books in Uganda, at the market"*.

Module 5: Available Time for Reading Outside of School

Choice of activity

Out of six children present, three choose for the ball, one for the radio, one for a book, and one for pen and paper. Unfortunately, no time remains to ask them for their reasons.

SSI1: BIZUMEREMI Jean de Dieu, Sector Education Officer, Cyumba sector

Module 1: Cell/Sector Background Information and Contextual Questions

On literacy in Cyumba:

- (1) When asked about the level of literacy in Cyumba sector, he responds, "The majority of people are literate. Even our classes for older people have very few students. The number of students in those classes will decrease over time."

On available reading materials in Cyumba:

- (2) When asked about libraries in the sector, he explains, "We have a library here. People borrow the books freely – some come and read them here. Apart from this library, there are also libraries in schools. There are libraries in the boarding schools and others where students can borrow books." When asked about the rules for the sector library, he

explains, "The rules are internal. People in the sector determine how long the books can be borrowed. The least is 15 days – others borrow for 30. The 15 day limit is for books that are related to our laws and history." The books in the sector library were donated by the district. He does not know which organization gave them to the district.

- (3) When asked whether there are libraries in any of the cells, he explains, "The library is only here at the sector because the cell offices are not yet well built. The only books they bring there are about laws and regulations."
- When asked about school libraries, he explains, "The boarding schools have libraries where the teachers get books to prepare for lessons. Students also borrow those books." These books were donated by the government. "There are not enough books for all of the students; maybe 80%. This year, people have not complained that the books are not enough. But in the secondary school, there is a shortage. In nursery, there is a shortage too." The available books are in both Kinyarwanda and English. When asked about the subject matter of the books, he explains that "Most of the books in the school are related to the subjects they study in school. In boarding schools, you can also find newspapers. We only have 1 boarding school. It is a government school. The school buys books and newspapers, paying money to a certain publishing company."
- (4) When asked about the availability of reading materials in churches, he responds, "We have not inspected but we carry out classes with churches for older people." The government identifies people who do not know how to read and encourages them to register for classes, some of which take place in churches. "When people know how to read, they often buy bibles for themselves. They order the bibles through the pastor, who buys them in Byumba for the congregation." When asked whether there are enough materials for the reading classes that take place in churches, he responds that the materials – mainly blackboards and chalk – were insufficient.
- (5) When asked about the availability of newspapers, he says that the only available newspapers are at the sector office. "But even here we are not often updated about the newspapers. Most of the time, when we do community work, because people need to be sensitized, we show them that we have newspapers here for them to read. When a person from the sector goes to the district – this happens once every week – they bring a newspaper."

Module 2: Reading and Literacy Practices

On story-telling:

- (6) "Yes – when people are conversing, they tell stories about what they read in the newspaper. [Story-telling is popular among] people who know how to read. You find that children who can read are the ones who tell their parents stories. Parents tell their children mostly bible stories."

On gatherings in Cyumba:

- (7) "Most of time it is in the meetings. On the weekends, we have a room with a TV so they come and watch TV. They also come here if they have a problem."
- "Other events are related to literacy initiatives encouraging dropouts to return to school or elderly people to attend classes." When asked to elaborate on these initiatives, he explains that dropouts are encouraged to return to school during Friday meetings. For

the elderly, announcements are made during church. These issues are also addressed during cell meetings on Mondays.

- "In the evening for the parents, we also discuss this." That meeting takes place on Monday afternoons.

On using reading skills:

- (8) When asked for what purposes people in the cell need to use their reading skills, he responds, "I am going to speak from my point of view. Most of them read when they see others reading, mostly in the other evening." When asked to elaborate on times when they *need* to use their reading skills, he explains, "For example, older people who have learned to read and write, some of them request to go to technical schools. The children need their skills to read school materials. The community members in general – those who read and write – direct the others who do not know how to read and write, encouraging them to get medical insurance, writing short letters, helping with bank forms. Some use their skills at the bank. It is not easy for them but they try."

On his personal reading habits:

- (9) "I normally read books related to work. I pass through the newspapers we get at the library. Mainly, I read things related to the rules and regulations for my work."
- When asked whether he would pay for available reading materials, he explains, "That's how it is because people wish to read but they have limited time because of work. I choose to read in the morning or on Sunday after church. Otherwise if I had access, I would buy them."

On whether people in the sector read newspapers:

- (10) "Near the trading centers and near the border – that's where you find people who try reading. So you find in these remote villages, people rarely read. It is not easy to increase the percentage of those people but, for example, if it is announced that newspapers are being sold, you would see that people read them. Maybe 10% [of people would read newspapers if they were sale]."

On radio ownership and use in Cyumba:

- (11) "Most people own radios. Apart from the youth who are interested in sports news, the others are interested in health and news programs."
- When asked whether people prefer to listen to consume news through TV, radio, or the newspaper, he says that they prefer radio. They also prefer the TV to reading. "For the people that read newspapers or watch the TV that we have here, you find that the youth are interested in watching TV. Older people (teachers, in particular) go to the library."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (12) When asked his opinion of the value of reading, he responds, "Reading explains everything. Through reading you can get to know different things. We have people who are not highly educated but do different types of work, like building schools. They have to know how to read. For example, if you look at business people here, you find that

they own a car even though they are not highly educated. They know how to read. I believe the value of reading should come before everything else.”

- When asked why children should be encouraged to read more, he explains, “It brings them out of ignorance. Like me, for example. I work here and do this kind of job – I earn income. If a child knows how to read, then the same thing applies. They can do a job. No one hires a person who doesn’t know how to read.”

On teaching children how to read:

- (13) “You cannot teach a child to read if he doesn’t know how to talk. First, talk about things that happen in the child’s daily life.”
- “Materials need to be in the child’s mother tongue. Then, later, the child can move onto other things.”
- “Child start from school – if the child is lucky and has educated parents, he or she will continue learning at home. If the parents are not educated, they will not continue at home. Also, some children will practice when playing with friends – I see children playing with books. So it is extraordinary if they have parents who are education.”

On the type of texts that children should read:

- (14) “Children like books that have pictures and simple words. They like stories, long and short, that include pictures representing things that he/she has access to in their daily life.”

On attitudes towards literacy in Cyumba:

- (15) “Attitudes in children are mostly brought about by their teachers. Educated parents also encourage children. But among other community members, you find literacy is still low. Enthusiasm is still very low.”
- “Parents come here [for meetings] and when they see that their children excel in school, they feel sad because they themselves don’t know how to read and write. The parents view it as important. The government thought up this initiative [to teach adults how to read and write], which is why people are interested.”
- When asked whether community members view literacy as a pathway to a better future, he responds, “There was an old woman, aged 46, who traveled 5km to meet me here in my office but [she had shown up on the wrong day.] So she had to come back the next day because she had the passion and wanted to read and write.”

On what is needed to enhance children’s literacy:

- (16) When asked what he believes is needed to enhance children’s literacy in the cell, he responds, “First of all, the teachers are there. We are also trying to encourage children to love reading. We don’t have other ways of [enhancing children’s literacy].”
- “We start with the teachers. For example, we don’t tell teachers to keep books in storage. We encourage teachers to give them to the students. We also tell them it is good for children to play, and we see them applying these methods.”

On adults’ enthusiasm about improving literacy:

- (17) “Only those that know how to read and write do that. For the others, it is not that much.”

- When asked whether the adults in the sector are interested in acquiring more reading materials, he explains, "For them, it is not easy apart from between a parent and a child. When we find a child doesn't have enough materials, we tell them they need more from their parents. But the people who don't know how to read and write don't have the motivation [to purchase more materials for their children]."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the most needed investments in Cyumba:

- (18) "The first is to mobilize people about activities through meetings, including school directors and teachers, so that they can transmit knowledge to children.
- "The second is to increase the number of books as we talked about. At the sector level, we don't have the budget but , at the district level, there is a small payment for people who carry out classes for people learning to read and write. This small budget covers materials like chalk and blackboards."
- When asked whether resources should be spent on acquiring reading materials, he explains, "It would be good if we got those resources but we also need to focus on mobilizing people."

On previous efforts to improve literacy in the sector:

- (19) "There have been efforts. We bought books for teachers and worked to give them a small payment. That was at the district level. The payment comes from the district – they send us a letter saying how much they sent and how we are supposed to spend it."
- When asked whether other organizations had worked to improve literacy in the sector before, he listed Karitas and UNICEF. Karitas is part of the Catholic Church. Other churches have also helped by providing rooms to carry out classes, and by supplying teachers.

On the process of acquiring reading materials:

- (20) "We do that with the help of publishers. We have Rwandese publishers so we work with them."

On whether members of the sector could support the process of acquiring reading materials:

- (21) "I think it is the government that can organize that, starting with the district level. If the district can organize that, we can work with publishers or other organizations."

On the best place to store reading materials:

- (22) "At the moment, we don't have a particular room. Even the library is in an office. But we can work with other partners to see if we can get a room from the schools."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (23) "That could be very good. The challenge we are facing is that this library is at the sector level. If libraries would be located in other places, parents could read those books to children and we could encourage parents to access the books."

On the idea of gatherings for parents:

- (24) "The would be very good – and even ask readers at the local level. But putting that into practice is not easy. If it is successful, it will develop the culture of reading. If we don't have the means to those books, it can be difficult to ask parents to get a book to read to their children. But if books were available, it would work. Parents are not yet at the level of buying books for their parents. Gathering people together would not be difficult because we normally do that."

On the idea of reading camps:

- (25) "The would be good for both older and younger children. We would explain to them how it would work. A large number of people know the value of reading, so it would be good to have people encouraging them. We leaders can try to support these events."
- When asked whether he could think of any obstacles to the management of book banks, gatherings for parents, or reading camps, he says no.

On his awareness of Literacy Boost:

- (26) "I don't know any information about that except that you called me before and we talked about it. Narcisse called me before. Otherwise, I know that Save the Children is normally focused on giving trainings to young children."

Questions for us:

- How would you involve parents, teachers, and students? It is difficult for us to involve parents.

SSI2: NDUNGUTSE Samson, Executive Secretary, Nyakagungo cell, Cyumba sector

Module 1: Cell/Sector Background Information and Contextual Questions

On literacy and the availability of reading materials in his cell:

- (1) "Youth know how to read and write. Those between the ages of 12-28 know how to read. People above that age cannot read or write well."
- When asked if there is a library in the cell, he says that there isn't.
- When asked about school libraries, he explains, "We have a primary and secondary school but they have no libraries. The books for the students are there but you find that they are only used by students. The people outside cannot use those books."
- (2) When asked if the schools have enough books, he explains, "The books are enough but they are only focused on the subjects they study in school. They cannot help a person learn to read. The books don't have the program of teaching a student to read. Most of those books are in English. Very few of them are written in Kinyarwanda. Normally, they are bought by the government. If you want a book that can help you learn to read, you have to buy it from the bookstore, but the price is very high." When asked if there are any bookstores in the cell, he says that you have to go to town to buy books (i.e. Byumba).

- When asked whether any of the churches in the cell have books, he says that they have bibles and hymnals, but no other books. "For the bible, you have to buy it yourself. They are expensive and very few people have them. You find they don't have extra bibles in the church."

Module 2: Reading and Literacy Practices

On story-telling:

- (3) When asked whether story-telling is a popular activity in his cell, he explains, "Those things no longer happen. That used to happen a long time ago because there were books called Bakamé. Parents used these books to tell stories to their children. You cannot find these books anymore. These books are no longer accessible; you find people no longer tell stories to their children. People mainly tell stories about things on the radio or they tell local stories. In brief, the culture of reading in the cell is only 1%."
- (4) When asked to elaborate on the problem with finding Bakamé books, he explains, "The people that were in charge of publishing failed to get the means. The organizations that were financing the project no longer do that. From the look of things, it was a helpful project. When you talk to youth today, they have no knowledge of it. I heard that it was financed by the government of Rwanda, but I don't know why they stopped."

On gatherings in the community:

- (5) When asked about the purposes for which people in the community tend to gather, he listed: weddings, meetings, and prayer gatherings. When asked about literacy-related events, he says that there aren't any.
- When asked about literacy classes for adults, he responds, "There is somewhere where we had started those classes for older illiterate people. You could find many people attending them because they were eager to learn how to read and write. The teachers were mainly volunteers – they became very discouraged without payment and the classes became irregular. There is still no funding to pay the teachers – it is done as voluntary work."

On the community members' use of their reading skills:

- (6) When asked, "For what purposes do people in your cell need to use their reading skills?" he responds, "Before they can use these skills, they need to learn how to read and write. For the youth, they need stories that are fun to them. They need newspapers and stories that are in line with their daily life or about their life."

On his personal reading habits:

- (7) When asked if he personally reads books or newspapers, he responds, "I like reading very much. I like reading stories with good pictures. I like going to the Internet and reading through newspapers. I often fail to get materials to read, or to find places to get different information. If there would be a library where people could get books, it would be very good."

On the reading habits of people in the cell:

- (8) "Except for intellectuals who can go to the Internet, people do not have materials. People should be reading newspapers but they don't have access to them. If newspapers

were available in time with information related to the current time and not at an unreasonable price, people would buy them.”

- When asked how much he thought people in the cell would be willing to pay for a newspaper, he says, “In my cell, 300 Rwf would be ok.”

On the use of radios in the cell:

- (9) Almost all of the people in the cell own radios. They listen to the news, programs about health issues, programs about agriculture, and programs about sexual development.
- When asked if people generally prefer reading or listening to the radio, he explains that people prefer radios. “But if you train them about the culture of reading, they can get used to that. They listen to radios because that’s what they have.”

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (10) When asked his personal opinion of the value of reading, he explains, “Reading has a very important value. You cannot forget things that you read, compared with the radio. If you just read something, it will stay with you for a long time.”
- When asked about why children should be encouraged to read more, he responds, “It has to be a culture because it gives them more knowledge.”

On how children should learn how to read:

- (11) “The can be categorized in different parts, depending on age and what they do.” He described three categories: P1-P3, P4-P6, and dropouts. Children in the first category should read stories and proverbs. The children will be eager to know “What is this all about?” and they will be encouraged to read more. Children who have dropped out of school should have “texts related to the life they are living at the moment, including lessons showing them that they can live a certain life.”

On how literacy affects people’s lives in the cell:

- (12) When asked if there is a difference between the lives of people who are literate and the lives of people who are not, he responds, “Yes, there is a difference. A person who knows how to read understands more and knows what he or she is doing. It is easy for us leaders to communicate to people who know how to read. We tell them things and they can also read about them. For people who don’t know how to read, it is difficult to explain to them.”

On the general attitude towards literacy in the cell:

- (13) “The problem is that they don’t have a library. Reading is viewed as something important because the person who doesn’t know how to read is intimidated around others. If people can know how to read, you find they have hope for the future. They know that anyone who has been to class is likely to live a better future. They also know that our country is leading towards people who know how to read and write.”

On how to enhance children’s literacy in the cell:

- (14) "To enhance reading in children, there should be different kinds of books that teach them more than just the subjects at school. These books should include different types of stories that encourage children to read. You see that when children get a book from school, they are not interested in reading it again at home. But if they get different books from school, they will want to read at home instead of doing nothing."

On whether adults in the cell are interested in acquiring more reading materials:

- (15) When asked what would make adults more interested in acquiring reading materials, he explains, "The elderly people want to learn to read and write. They fail to find people who can help them. They rely on volunteers. If an expert happened to come in that area, that would be very helpful."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the most needed investments for education in the cell:

- (16) "First, [we need to] get a library in a place that is known, with workers, and [we need to] encourage people with guidelines. I think that that investment would be very important."

On previous efforts:

- (17) When asked if there had been any efforts to improve literacy in the cell in the past, he responds, "There are no efforts in the past. When you look at the sector, you see that there is a room that is a library but even that room has no books. It is called a library but it has no materials. The government started that program but does not finance it. For us as the cell, we don't have that budget. So we cannot achieve anything. That program should be started."
- (18) When asked if any other organizations had worked to improve literacy, he responds, "There are no organizations that have ever done that. We have had that in other sectors. But in this sector, or in my cell, we have never had those organizations. It is because of the capacity of the organizations and the places they have chosen. But you find a difference between the sectors they have been to and the sectors they have not been to. In the sectors the NGOs have been to, you find that children have a good background from their primary education."

On whether members of the cell could support the process of acquiring more reading materials:

- (19) "They could be mobilized to support it. How I understand this program: the investor comes and supports this program."

On the best location to store books:

- (20) "We can find a place where a lot of people normally meet, nearby different things (health centers, market places) because those are the places people normally go. We don't have electricity but after 4 months we could have it."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (21) "If those libraries can be created and those books are put in those libraries with guidelines, I can see many people being very interested. It would be very helpful to us. Our community members would be able to develop, and it would also help our cell as a whole."
- (22) When asked if he could foresee any challenges in managing such a library, he explains, "First of all, [the challenge is] to let people know that this library is coming close to them. But we can try to explain this in the meetings that we organize. I don't think it is a large challenge. Another challenge would be deciding on a time for people to use these books. In this area, because most people are agriculturalists, I think that from 2pm to the evening would be a good time."

On the idea of gatherings for parents:

- (23) "For the parents, once they have started viewing reading as their culture and they are convinced, they will help their children develop that culture. As we say, you can't give what you don't have. So we should first train the parents; in that way, they can help train their children."

On the idea of youth camps:

- (24) "That event can be very helpful and important because if we have the youth and they come together, it helps us avoid discrimination. If they also know how to read, they will also be able to read our country's history. It could also help our country develop and not go back to hard times and ethnic discrimination. What brought that ethnic discrimination was ignorance. People could not read, and whatever you would tell them they would take as the truth."

On his awareness of the Literacy Boost program:

- (25) When asked if he had heard of the Save the Children Literacy Boost program, he says that he had not.

Questions:

- When asked if he had any questions for us, he asked how the research would be used.

Kabeyo Sector, 6/02/14

FGD3: P2 students in Gihembe G.S., Gihembe cell, Kabeyo sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	7	Yes	Kinyarwanda	No	No	Yes
2	F	10	Yes	Kinyarwanda	No	Yes	Yes
3	M	6	Yes	Kinyarwanda	No	No	Yes
4	M	11	Yes	Kinyarwanda	Yes	No	Yes
5	M	8	Yes	Kinyarwanda	Yes	Yes	Yes
6	F	8	Yes	Kinyarwanda	No	No	Yes

7	F	9	Yes	Kinyarwanda	No	No	Yes
8	F	11	No	Kinyarwanda	No	No	Yes

All students participating in the focus group discussion state that they speak Kinyarwanda at home, and that Kinyarwanda is the language they feel most comfortable speaking. All apart from respondent No. 8 say that their parents know how to read and write. Only two of them have a radio at home (2, 5) but the parents of all children own mobile phones. Two children state that they have access to electricity in their homes (4, 5).

Module 2: Attitudes/Perceptions of Reading Outside School

Free time activities

The participants state that on a *“normal day, after school, in their free time”* they engage in the following activities: fetching water, cleaning clothes, going to the market, fetching firewood, peeling potatoes, cleaning dishes, playing clapping games with other children, playing ball and sweeping/cleaning the house.

They are then provided with three more activities – *“listening to the radio”, “writing/drawing”,* and *“reading a book”* –, and asked to signify which, amongst all of these activities, is their favourite pastime.

Two children choose *“writing”*, two *“reading”*, one *“fetching water”*, another one *“peeling potatoes”*, one *“cleaning dishes”*, and another one *“cleaning the house”*.

Those that chose *“reading”* explain that they like it the most *“because it makes you a good reader, and you can graduate to upper classes”* (1), and they engage in reading *“so you will excel [at school]”* (3). To this, respondent No. 6 adds that she believes *“if you read every day, you will become more intelligent”*, and No. 4 thinks that *“reading books helps us to know how to read well”*.

All participants who stated that their favourite pastimes were something different from reading books are then asked whether they would enjoy this activity more than reading. Respondent No. 6 who chose *“sweeping the house”* explains that she likes them both, and that it is impossible for her to say which activity she enjoys more.

Feelings about reading

Two respondents feel *“excited”* about reading, and the remaining six feel *“happy”*. All of them have similar reasons for why they feel positive about reading; they focus on success at school and general intelligence. Respondent No. 5 feels *“happy”* when he is reading because reading will allow him *“to be intelligent when we are in upper classes, in the future”*, akin to respondent No. 1 who states his reason is that it will enable him *“to continue to upper grades and be intelligent”*. Similarly, respondent No. 3 gets *“excited”* about reading because it will help him *“to be intelligent in the future”*. Respondent No. 7 generally likes reading because she is *“a good reader”*, and she thinks it will help her *“excel”*. Respondent No. 8 has high ambitions; she feels *“happy”* about reading because it will enable her *“to read P6 books, become good readers and be intelligent.”*

The children are further asked what they imagined their future as grown-ups would look like if they knew how to read well. Respondent No. 3 believes he will *“have a good life; [he] will have a job”*. He explains that he would like to be a nurse, but he does not think that he would necessarily need to know how to read for this job. Respondent No. 2 would like to become a teacher, and she believes that being able to read is necessary if one is to become a teacher.

Becoming a “good reader”

The question ‘what do you think will help you the most in getting good at reading’ is posed to the entire group of participants.

Respondents No. 1 and 8 say that they believe that “*reading books*” will help them to achieve this, while No. 5 and 7 think that “*revising*” will help them. Respondent No. 4 is more specific, he thinks that “*looking at letter combinations and continuing to read*” will make him “*a good reader*”. Another option is suggested by respondent No. 3. He thinks that “*being taught*”, and as he later explains being taught “*by a teacher*” is what will help him the most in becoming more proficient at reading.

The participants are asked to imagine the following scenario: ‘You read a story and your friend reads also a story. Then, after you finished reading the story, you share what you have read with your friend; you talk about the stories you have read.’ They are then asked whether they think this would be helpful or not helpful with regards to improving one’s reading skills.

Respondent No. 7 thinks that “*it can help a little bit*”, while respondent No. 4 is more convinced. He believes that this “*helps you to be intelligent*”.

The children are more convinced of their parents’ ability to assist them in becoming better at reading. Although respondent No. 8 stresses without shyness that her “*mum does not know how to read*”, all other children state that one of their parents usually “*teaches [them] how to read*”. Respondent No. 4 adds that he “*remember[s what he has been taught] very well, when [his] mum teaches [him]*”.

Parents’ feelings about reading

The respondents are then asked to imagine a situation when their parents were reading or talking about reading, and whether they thought that in these situations their parents felt positive or negative about reading. All participants unanimously say that they believe that their parents felt positively about reading. They are keen to explain their reasons:

- Respondent No. 4: “[My parents feel good about reading] because they enjoy reading.”
- No. 1: “When they [parents] tell us [children] about it [reading], they are happy and we are happy.”
- No. 6: “They [parents] are happy because we learn and we get to P3. I can finish primary school and be intelligent.”
- No. 8: “They think well of reading because they want us to be intelligent in the future.”
- No. 7: “They are proud of me because they know I can read. They feel proud of themselves because they know how to read.”
- No. 5: “[They think positively about reading] because I can get to P6 and be intelligent.”
- No. 6: “[They feel positively about reading] because I can go to upper classes.”

Module 3: Reading Practices in and out of School

Storytelling

Four of the eight children present, state that they are sometimes being told “*fables*” (imigani; 1, 5, 7, 8). Two participants, respondents No. 7 and 8 say that they remember the plot of a fable they were told and volunteer to recount the story to the group.

An excerpt of respondent No. 8's story is recorded below:

"In the story, there's two characters, Nyasha and Boba. A long time ago, a parent gave birth to two children, and the parent's husband died. After that, the [children's] mother also passed away. Boba was a boy and Nyasha was a girl. Boba told Nyasha to go away and live in a rock. He closed the rock. Then he would always go and visit his sister, and sing this song: 'Open the rock, I killed an animal, it's for you and me, I killed an animal, the biggest we will share, it's for you and me...'"

Kimi, a boy who is respondent's No. 8's neighbour, told her the story, and according to her "usually" tells her stories.

Respondent No. 7 remembers a different story. An excerpt of it is provided below:

"There were two children, Kanyanje and Nyanje. Nyanje went to the forest to search for firewood and encountered a lion. The lion asked Nyanje 'You, where are you going?' Nyanje said: 'I need to search for firewood'. Then the lion ate Nyanje. Then Kanyanje missed her brother and went to the forest to search for him. Then Kanyanje met that lion. She asked the lion where her brother was, and the brother sang out of the lion's belly (song): 'I went to go and search firewood, and this animal ate me.' Kanyanje tells her brother (song): 'It's because you went to this forest. Why did you not go to another forest? You went to this forest...' The story ends when Kanyanje also gets eaten."

Nadja, a nine-year old friend of respondent No. 7, told her this story.

All participants are asked whether any of their friends or family members ever tell them stories. Several participants say that they have someone who tells them stories. For respondent No. 8 it is often her grandmother who tells her stories, while it is participant No. 7's mother who usually tells her stories, and friends who do this for respondent No. 4 and No. 5. It seems to be difficult for the children to pinpoint the source of these stories; they are unsure whether their friends and relatives have read them somewhere, heard them on the radio or invented them. Both respondent No. 8 and No. 7 simply agree that "they hear them [the stories] somewhere".

Reading outside school

Most participants say that they "read at home" (1, 2, 5, 7) or "at the church" (4, 7). Respondent No. 5 and 8 explain that they "read Kinyarwanda; [they] study in class, then [they] go home and read it [the Kinyarwanda textbook]". Simply put, they are "rehearsing at home" (5).

Apart from textbooks, several of them also have the bible (8) and religious songbooks at home (1, 3, 5).

Different modes of reading

The group is presented with two different modes of reading: "reading alone" and "reading with other children and/or adults".

Four of them state that they prefer "reading alone" (1, 4, 5, 6). Respondent No. 4 explains, speaking on behalf of the group, that they prefer this mode of reading "because we like to read calmly, with no one disturbing us, and we then do not forget [how to read] letter combinations." He reiterates that he "like[s] to read alone". Respondent No. 5, similarly prefers reading alone since other children then "cannot disturb" her. Generally, she "prefer[s] reading at home". Respondent No. 6 puts it the following way: "I like to read alone, because when I sit alone no one disturbs me, and I can read well."

The four remaining participants say that they “*prefer to read with other children.*” Respondent No. 7 explains that she prefers this mode of reading because she is “good at reading, and [she] can show the other children how to read, so that they can become good readers like [her]”. Respondent No. 3 shares respondent No. 7’s view but also sees merits in “*reading alone because then they [other children] cannot cheat.*” Respondent No. 2 says he enjoys reading with other children in the classroom because he “*can become smart like them [the other children who are good at reading]*”.

Module 4: Access to Reading Materials Outside of School

Availability of reading materials

All children state that they have a book or a religious songbook at home. Three of them state they also have schoolbooks at home (4, 5, 6) but no one has any other types of books at home, apart from bibles/hymnals and schoolbooks. No one has more than five books at home. Four of the participants have 1-3 books (1, 3, 4, 6), and two have four or five books at their homes (5).

No one knows what a newspaper is. After having been explained what a newspaper looks like, several children recognise it as something their parents sometimes wrap their notebooks in. Respondents No. 1, 4 and 7 explain that their parents sometimes bring newspapers home. Respondent No. 4 adds that they go to Byumba to buy them. On the other hand, respondent No. 8 states that her family “*only has one [newspaper] at home*”, and that they do not get new ones.

FGD4: P1 students in Muhondo G.S., Muhondo cell, Kabeyo sector

Background Information:

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	10	Yes	Kinyarwanda	No	Yes	Yes
2	M	7	Yes	Kinyarwanda	No	Yes	Yes
3	M	7	Yes	Kinyarwanda	No	Yes	Yes
4	M	7	Yes	Kinyarwanda	No	Yes	No
5	F	4	No	Kinyarwanda	Yes	Yes	Yes
6	F	8	Yes	Kinyarwanda	Yes	Yes	Yes
7	F	9	Yes	Kinyarwanda	No	Yes	Yes
8	F	7	Yes	Kinyarwanda	Yes	Yes	No

Background information

All participants speak Kinyarwanda at home, and it is, according to them, the language they feel most comfortable speaking. The parents of all but one respondent (5) know how to read and write. All children have a radio at home, six of them also have a mobile phone at home (1, 2, 3, 5, 6, 7). Three of the children say that they have electricity at home (5, 6, 8), and three of them state that they have a TV at home (5, 6, 3). It is, however, unlikely that participant No. 3 truly has a TV at home as the respondent stated that he does not have access to electricity at his home.

Module 2: Attitudes/Perceptions of Reading Outside School

Free time activities

Asked what they usually do in their free time, after school, the children volunteer the following answers: fetching firewood, cleaning dishes, drawing/writing, carrying fertilizer to the farm, fetching food for domestic animals, cooking, playing with other children, playing ball, fetching water, cleaning the house, beating beans out of their shells, cultivating, keeping cows.

They are provided with three additional activities to choose from: reading, listening to the radio and drawing/writing.

Because of the set-up of the classroom it is difficult for the children to see all drawings of the listed activities. Therefore, the boys are asked to pick their favourite activities first, followed by the girls. The interviewer reiterates that multiple persons, also between groups, can select the same activities.

Boys say that *"playing with friends"* (3), *"keeping cows"* (2), *"fetching food for cows"* (1), and *"reading"* (4) are their favourite pastimes. The girls select *"cooking"* (7), *"fetching water"* (5), *"bringing fertilizer to the farm"* (6) and reading (8).

Reading attitudes and practices

Respondent No. 4 and No. 8 explain why *"reading"* is their favourite activity. First, No. 3 states that he likes reading the most because it will allow him *"to study in the future"*. He likes *"reading words"* the best. It is usually *"after lunch"* when reads. Although he likes reading a lot, he has no favourite book. Participant No. 8 chose *"reading"* because she *"like[s] reading books"*. She has no favourite book but she has access to books, other than schoolbooks, at home. These books are *"hard to read"* and her *"parents read these books"*.

Emotions and reading

Three of the eight participants say that they feel *"happy"* when they read, three of them feel *"scared"*, one of them *"excited"* and one of them *"bored"*.

Those that feel *"happy"* explain that they feel this way because they *"want to excel in [their] studies"* (1), *"want to excel"* (6), and because it will help *"to know reading well"* (3). Respondent No. 1 feels *"excited"* when he is reading *"because you know that you will read well."*

Respondents who stated that they feel *"scared"* when they read, say reading makes them feel this way because *"it is difficult"* (5, 8). As respondent No. 2 puts it: *"You see it [the text] is difficult and you get scared."* The interviewer asks whether they always feels scared when a text is difficult, or whether it only happens sometimes but the participants are unwilling to answer this question in front of the other students.

Therefore, the interviewer calls a blind vote. The respondents are asked to indicate their vote by raising their hands but keeping their eyes closed, to avoid that they know about the choices of their fellow participants.

First, they are asked whether they find reading *"very, very difficult"* every time they try reading a text. Four respondents (4, 5, 6, 8) confirm that they feel this way. Only one participant (5) says he *"feels scared every time [he] reads a difficult text"*. Respondent No. 4 only *"sometimes feels scared when [he] reads a difficult text"*.

Respondent No. 8 stated that she feels “sad” when she reads but is too shy to explain why she feels that way. Another participant – No. 3 – explains that he sometimes feels sad when he reads because he “[does] not want to be punished”. Asked to clarify what he means by this statement, he explains: “When it’s difficult [for you to read] and you stop, they [the teachers – as he later adds] beat you.”

The group is asked whether anyone else has ever been beaten by a teacher for not performing well in class. All but participant No. 2 say that this has happened to them before.

Module 3: Reading Practices in and out of School

All children, apart from respondent No. 7, have someone who sometimes read to them. For some it is their mother who reads to them (3, 4, 8), for others their father (1, 2), or their grandmother (6). Respondent No. 6 is also sometimes read to by her grandmother (6). However, it is mainly schoolbooks that their relatives use to read to them (Respondent No. 1, 3 – Kinyarwanda school book, No. 6 – English schoolbook).

However, as respondent No. 3 and No. 8 point out, it is not only school exercises but also fables/stories that are sometimes read to them.

Storytelling

Only participant No. 6 says that she remembers one of the stories that she have been told. It is called “when the rabbit came [home] from cultivating the field”. She explains that the story is about what the rabbit does when it came home but does not want to share the plot of the story.

Except for respondent No. 7 all children say that they have a favourite book. They can, however, only name schoolbooks. Kinyarwanda (1, 3, 5) and English (2, 6, 8) textbooks are especially popular. Respondent No. 5 also has a French textbook he enjoys reading.

Emotions and reading

Three of the eight participants say that they feel “happy” when they read, three of them feel “scared”, one of them “excited” and one of them “bored”.

Those that feel “happy” explain that they feel this way because they “want to excel in [their] studies” (1), “want to excel” (6), and because it will help “to know reading well” (3). Respondent No. 1 feels “excited” when he is reading “because you know that you will read well.”

Respondents who stated that they feel “scared” when they read, say reading makes them feel this way because “it is difficult” (5, 8). As respondent No. 2 puts it: “You see it [the text] is difficult and you get scared.” The interviewer asks whether they always feels scared when a text is difficult, or whether it only happens sometimes but the participants are unwilling to answer this question in front of the other students.

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he *"feels scared every time [he] reads a difficult text"*. Respondent No. 4 only *"sometimes feels scared when [he] reads a difficult text"*.

Respondent No. 8 stated that she feels *"sad"* when she reads but is too shy to explain why she feels that way. Another participant – No. 3 – explains that he sometimes feels sad when he reads because he *"[does] not want to be punished"*. Asked to clarify what he means by this statement, he explains: *"When it's difficult [for you to read] and you stop, they [the teachers – as he later adds] beat you."*

The group is asked whether anyone else has ever been beaten by a teacher for not performing well in class. All but participant No. 2 say that this has happened to them before.

Different modes of reading

Three of the children – all girls – state that they prefer *"reading alone"* (6, 5, 8), whereas the five remaining ones prefer *"reading with other children and/or adults"* (1, 2, 3, 4, 7).

Respondent No. 8 explains that she and her friends prefer *"reading alone because [they] do not want others to disturb [them]"*.

Those who stated that they prefer *"reading with others"* enjoy this mode of reading more because they can ask other students for help (1, 2, 4, 7), and because they can show off their reading skills in front of their classmates (3). Some examples:

- No. 1: *"I want to read with others because if I am stuck or something is difficult, they can correct me."*
- No. 4: *"I want others to correct me when I am wrong."*
- No. 3: *"I want others to know that I am good at reading."*

Using reading skills outside school

All children state that they also read at home. They mainly read their Kinyarwanda or English textbooks. Participant No. 1 points out that he *"also read[s] at [his] auntie's place"*. There he *"read[s] words from one of auntie's books."*

Prompted with whether they remember having used their reading skills on the road before, several children recall having read some words in English (2, 5, 6) and in French (1). Respondent No. 1 remembers that he used his reading skills on the street when looking at the façade of a shop: *"You can see on the shop where they sell something."* Participant No. 3 adds that he remembers seeing that *"they sell, for example, flour"*.

Becoming a "good reader"

The participants are asked what, in their opinion, will help them the most to become proficient at reading. All children who volunteer responses, focus on their ability to do well in class: Respondent No.1 thinks that if *"you follow [what is taught] in class well, you will become good at reading"*. Similarly, participant No. 3 believes that *"studying; if you follow [what is taught in class] well and study well, and come to school regularly"* makes you become a *"good reader"*. Respondent No. 5 and 8 say that they agree with these two comments.

The children are then asked whether they think that reading together with an adult could help them become better at reading. Respondent No. 7 says that in her opinion she believes that reading with a teacher will make her become better at reading *"because it is him who teachers [her] well"*.

The interviewer is interested whether any of the respondents thinks the same applies to “reading together with your parents”. Respondent No. 2 explains that he thinks that reading with a teacher will help one become proficient at reading because *“when you are wrong they [teachers] correct you.”* It is mainly teachers who do that but *“parents can do it too”* sometimes. Participant No. 1 explains this would be possible *“when they [parents] are not working”*. To see how common it is that parents take time to read with their children, a vote is entertained. All children, apart from respondent No. 7, state that their parents have read with them before. It *“helps [them]”* as respondent No. 1 explains. Parents do this *“so that you will learn to know how to read”*, as respondent No. 3 adds.

They are then asked to imagine what their life as adults would be like if they were *“very good at reading”*. Respondent No. 1 says that he believes being an adult who is a *“good reader”* allows you *“to have a good job, like driving a car; you can have a job that allows you to drive a big vehicle”*. Asked whether they believed that you would need to know how to read well to have such a job, all children respond in the affirmative. Respondent No. 3 thinks that knowing how to read is beneficial because *“you can have the job of a nurse”*, and respondent no. 1 believes that *“you will earn a lot of money”*.

To encourage them to share their thoughts, the girls are asked one-by-one what they want to become in the future and how knowing how to read might help them. Although all of them know what they would like to become, none of them volunteers an explanation about how knowing how to read might benefit them in the future. Respondent No. 6 explains that she *“will be a woman, and do cultivating and cooking”*, while No. 5 says that she *“will be a mum”*. Respondent No. 7 and No. 8, however, want to *“become a teacher”*.

Module 4: Access to Reading Materials Outside of School

Availability of reading materials

All children state that they have a bible at home. Three of them have schoolbooks at home (1, 2, 6), and four also have books at home that are not a bible or a schoolbook (1, 2, 3, 5). Four of them state that they have more than five books at their homes (1, 2, 5, 8), while three of them have 1-3 books at home (3, 4, 7). No one knows what a newspaper is but three participants say that they also have other *“things to read”* at home, which are not books (1, 6, 7).

Module 5: Available Time for Reading Outside of School

Choice of activities

Faced with the choice between taking a ball, a radio, a book, or pen and paper, three of the children choose *“pen and paper”*, two choose the *“ball”*, two the *“radio”* and one the *“book”*.

Asked why they chose for *“pen and paper”*, respondent No. 1 explains *“because you can study with it”*. Similarly, participants No. 3 and No. 6 would use it for their school exercises. As respondent No. 3 elaborates: *“I can write with the pen on the paper, whenever they [the teachers] tell us to.”*

Participant No.2 who chose for the book, states that he did so *“so that I can read [the book]”*. He would find it especially interesting to read *“stories”* (inkuru). Responding for on the behalf of

all children, respondent No. 6 says that as story would be most interesting to read if it were *“about animals”*.

All children are further asked why someone might have chosen for the radio. Respondent No. 8 who selected the radio says she did so *“because you walk beside it and listen to it”*, and *“you can know the news about Kigali.”* Participant No. 1 clarifies this comment by stating that when you listen to the radio *“you can learn about news from places you are not in [at the moment]”*.

The two children – respondent No. 4 and No. 5 –, who chose for the ball, explain that they chose this items *“because [they] like to play with it.”*

All participants are subsequently asked whether they would find it to be *“more fun to play with a ball than to read”*. Three of them volunteer an answer. Respondent No. 4 explains that he prefers playing ball *“because if you play ball, you become physically fit”*. It is *“because if you play ball, there is a lot of children; so it’s more fun [than to read]”* in respondent No. 3’s opinion. To that participant No.1 adds that playing ball is more appealing than reading *“because you can make friends when you play ball”*.

Subsequently, all participants are asked whether they think you could also be together with friends when you are reading. They all respond in the affirmative. Except for respondents No. 6 and 7, all of them have read together with friends outside school before. For those that have done this before, it was, however, only schoolbooks that they would read in together.

SSI3: Deputy Headmaster, Muhondo G.S., Muhondo cell, Kabeyo sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) Background: 40 year old male, teaches (occasionally): political education, supervises sports and cleaning of the school premises

Perceptions of Literacy – parents, students and community

The teacher believes that *“not all, not 100%”* of the people living in Muhondo are literate, but that *“the majority knows how to read and write”*. He notices *“a big difference, of course,”* between parents who are literate and those who are illiterate, which *“you can see if you look at their behaviour”*. Parents who know how to read and write *“will read to their children, or tell them stories about their culture, [which] they find in books”*. He adds that he also sees differences in *“how they follow up on their children, and whether they take them to school”*. Yet he maintains that the *“difference [between children of literate and children of illiterate parents] is unlikely to be observable”*. Owing to *“teachers and school officials the child [of an illiterate parent] is able to develop its intellectual capacity”*. However, *“if you look at student’s homework, there you can see a clear difference [between children of literate and children of illiterate parents]”*. As he explains, this is because children who have literate parents help their children with their homework, while children of illiterate parents *“just return their homework as it was [– unedited].”* Nonetheless, in class, *“while you are teaching, you are not likely to observe differences”*. This is linked to the fact that teachers do not spend much time with the pupils of one class but divide their time between classes, as he clarifies.

(2) Asked to describe the literacy levels of the primary students at his school, the respondent admits that “if you look at all students, of all levels, P1-P2, and above, there are some [students] who have low levels.” The reason for this, in his opinion, is that “usually you might have 40 students in one class, but mostly over 50 students, [which] makes it difficult to follow up on all students, so that all of them are at the same level [of reading]”. He illustrates his point by saying that “if a student had bad handwriting or is not able to read, it is very difficult for teachers to notice that”.

(3) Availability of reading materials at the school

The respondent states that apart from “books related to courses that are taught at this school”, there are “Hobe magazines” and “story books” available. He believes that “story books help [children] to learn how to read”. However, Hobe magazines “have to be bought; students have to buy them, the school does not provide them”. The respondent does not answer the question whether these magazines are commonly bought by students and also used in class as teaching materials. He points out that the “story books are ordered by the school and given to children to read”. According to him, students are allowed to take these books home. They are used for primary school levels, “they belong to the primary students”.

Module 2: Reading and Literacy Practices

(see responses above, which address these questions)

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(4) Views held on children’s development of reading skills

The respondent is asked to give his opinion on ‘how children learn how to read well’, and ‘how they become good at reading’. The teacher first reiterates his comments about the difficulty of following up on individual students and checking on their progress in acquiring level-appropriate reading skills. The question is repeated. The respondent then explains that he thinks “it is related to the methodology of teaching” and “depend[s] on their [the children’s] age”. He explains that “in nursery school they start to learn how to learn how they can form lines, then they move onto letters, and how to read them”. Following this, “children start to combine different vowels and consonants”. He is certain that “this way a child will learn how to read”, but then adds that “another way is to use different teaching aids”. The respondent gives the example of pointing to an object or a picture of an object to signify what a word means. The teacher is asked whether he believes that ‘these are the only things that will help children to learn how to develop their reading skills’. He tells the interviewer that he “do[es] not know what system [the interviewer] studied in but all [he] know[s] is that here children start with simple things in nursery school and move to more complex things [as they graduate]”.

(5) Perceived role of community and parents

The teacher is asked to disclose his opinion on what ‘the role of parents and their community with regards to increasing the reading skills of children’. He points out that he had “mentioned before that some people know how to read and some do not, but that if they know how to read, they are likely to help their children”. He adds that “not all students have a low capacity to read, some have high capacities, so you cannot conclude that all children have low reading levels”.

(6) The interviewer clarifies the question, stressing that this was not claimed but that she is interested in hearing what the respondent thinks about the role of the student's parents and their community in the process of acquiring reading skills. The teacher then explains that he believes that "when it comes to the role of [cell] leaders, [...] all that can be done is to encourage parents to follow up on those that do not attend school out, and then also follow up on dropouts and bring them back to school". He believes that not more than that can be done since "there is some students who are not interested [in school], they attend one day but not the other". He does, however, think that "to encourage people to attend classes should be among the policies [of the cell leaders]". This would further include "to encourage people to go to a library [equipped] with newspapers and books, and encouraging their children too".

(7) Views on/suggested strategies to improve reading abilities

The participant is asked what, according to him, are the 'main challenges to acquiring school-level appropriate reading skills'. He believes that a child's achievements "depend[s] on how the child has been studying, and doing on different levels, and on the child's school attendance record". He adds that "if a child repeated class often, it loses interest in studying". The participant is asked why children usually need to repeat classes often. He states that this is "because [the teachers] make them repeat". It is because "by looking at their grades you know that the child will not understand what is taught at the higher levels". In addition to this, "children [who are made to repeat school years] miss school a lot and then don't follow up on what they have missed in class."

Module 5: Perceptions of Literacy Boost

(8) Thoughts on 'Literacy Boost' reading camps / reading buddies

The participant is explained what Literacy Boost's reading camps and reading buddies initiatives would entail and asked to share his thoughts on these interventions. The respondent is concerned about the capacity of youth and older children to help them with reading. He believes that "the challenge arises from the choice of youth and young children". It would depend on the "reading levels of the young children", and the capacity to interact appropriately and willingness of young persons to commit to spending some of their time to read with younger children. Even if "older children say, 'in this time we teach young children', it is not going to be effective". This is due to "learning [being] a long process". If such events would only be one occasion "then children forget about what they have been told". He further feels that "young children might not feel comfortable with older children; they might take a time to relax and feel comfortable".

(9) Feedback on the book banks component of the 'Literacy Boost' initiative

He believes that "if this library would be established and [adult] people used it, then children would be interested in using it". This, in his opinion, "would also help teachers by raising the level of children among children". He envisions that this would "increase the rate of children successfully passing their years".

Questions

The participant is interested to be explained more thoroughly what the information collected as part of Laterite's research activities will be used for. He further wants to know what Save the Children's initiative would entail.

SSI4: UWIMANA Deogratias, Sector Education Officer, Kabeyo sector

Module 1: Cell/Sector Background Information and Contextual Questions

(10) On literacy in the sector:

- Asked about the level of literacy in the sector, he responds, "In general, the community members in this sector know how to read and write, as well as how to count. We have few who are training in different centers, mainly churches. At the end of January, we had around 143 people attending adult literacy classes. And we see that they are catching up."

On access to reading resources in the sector:

- (11) Asked about the sector library, he responds, "Anyone who comes here is very welcome to use it. It is not always open on the weekends. Normally, government officials use these offices, and when we are not around, it is locked."
- Asked about school libraries, he says that not all of the schools have them. "We have 7 schools, and 3 have libraries. The other 4 only have rooms with books; the students use and borrow the books. Libraries are open only to students. But for me, if I am interested, I will go and introduce myself to the school teachers, borrow a book, and then return it later."
- (12) Asked about books in churches, he responds, "The only books help them preach the bible. You never find books that are not related to the word of God. Normally, if a person believes in the bible, you cannot deny them [a copy of it]." Asked if there are enough bibles in the church for all parishioners to have one, he says that there are not.
- (13) Asked about access to newspapers in the sector, he says, "There are none apart from the newspapers sent to schools, and Nyampinga and others go to the RM4 office [for the broadcasting station]." Asked if many people in the sector read the newspapers he responds, "For example, Nyampinga, when we have copies here, people normally take all of them to read." When asked whether people would buy newspapers if they were for sale, he says, "I am not sure because we have not tried. Unless we could try it, we would not know."

Module 2: Reading and Literacy Practices

(14) On storytelling:

- Asked if storytelling is a popular activity in the cell he responds, "It is difficult to tell. Here, we normally have competitions with teams at the cell level in schools. People tell stories and act out theatre. These competitions require people to find information about the culture and read more books."

- Asked whether parents commonly tell stories to their children, he responds, "You normally see that when they come to school. For example, if you ask a child in school to tell stories to the other, you normally find that they tell stories that their parents told them at home."

(On gatherings in the sector:

- (16) Asked for what purposes people in the sector normally gather, he explains that there are three main types of gatherings. First, there are meetings organized by leaders. Secondly, there are gatherings when "people show their achievements. For example, we normally build schools in partnership with other organizations. Then, we organize an event to present what we have done to the other community members." Thirdly, there are "other gatherings related to the things people are interested in, such as market places and churches." He adds that, "in Rwandan culture, we have two things: first, supporting one another in good times and, second, supporting one another in bad times, such as burials."
- (17) Asked whether there are any literacy-related events in the sector, he responds, "We have never reached the level of organizing those events. In the last year, we tried to establish places where people can find books, although we do not have enough of them. For the upcoming year, we will inform people that there is a place where they can find books to borrow. We have told people near here but we have not yet told people who live farther away." When asked if the people they have informed have come to borrow books, he responds, "Yes. A large number have borrowed the books. I have around 17 people who have borrowed books since April 2013."

(18) On the main purposes for which people use their reading skills:

- "Most of the people who come to us to borrow books have three different activities. First, cultivating. We have relevant books, so people try to learn techniques. Secondly, people try to learn about what is happening from the books donated to us by MINEDUC and MINOLOC. Those books are related to government programs. Finally, there are books to work against illiteracy."

(19) On his personal reading habits:

- Asked if he personally enjoys reading books or newspapers, he responds, "That is my culture. When I am not working, I will be reading a newspaper, a book, or the Internet." When asked which newspapers he likes to read, he lists *Invaho*, the *New Times*, and *The Monitor*. "I normally buy them when I go to Kigali. Here, it is not easy to find them." When asked about the books he likes to read he responds, "I did literature at university and I read books related to cultural stories. I normally don't buy them because the schools around us have sections on literature."

(20) On radio use in the sector:

- Asked whether it is common or people in the sector to own a radio, he responds that everyone owns one. An organization called CHF donated radios for everyone who didn't previously own one. Asked which radio shows are popular among people in the cell, he responds, "It is difficult to know which are the popular radio programs. But, in the little free time that people have, it is appropriate to listen to the news. The youth like listening to music and entertainment news."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (21) Asked his opinion of the value of reading, he responds, "I'm going to talk about reading as someone who is very educated. A person who has been to school will never stop schooling. The only way to continue gathering knowledge is through reading books and through technology. This will help you do well in daily activities, become open-minded, and become someone who is broad. But, when you look at normal people who live in the villages, it is something that helps them to be self-reliant. For example, someone can read a signpost and direct themselves without someone to hold their hand and guide them."
- (22) Asked why children should be encouraged to read more, he responds, "For them it is also related to being self-reliant. If a teacher teaches something small and then gives directions to read something else, the child will rely on him- or herself. A book is something so universal, so a child who can read can learn the reality of a particular thing."

(23) On the best way to teach children how to read:

- Asked about the best way to teach children how to read, he responds, "What we start with is teaching letters. After the child knows letters, it has to be different from what our culture used to have, which was showing letters and then words. What we know understand is that it helps if you show a picture, which brings together reality and words. We use teaching aids – so, instead of explaining that something is a table made of wood, it is good to place the table there and write that it is a table."
- Asked about the best texts for children to read, he responds, "Normally young children in primary like reading stories related to the games they play in daily life, or their lives with their parents and neighbors. These will help the child learn to read well. This is different from giving a child stories about foreign countries."

(24) On how literacy affects the lives of people in the sector:

- "Literacy makes a person feel confident about him or herself. For example, if a lady and a man are going to get married, then at the sector level they have to swear in front of the sector executive. They are ashamed if they have to repeat after someone instead of reading."
- Asked whether literacy is viewed as a pathway to a better future, he responds, "That is what we are dealing with at the moment. The efforts we invest in teaching them could be invested in other parts of their welfare. But people aged 40 are still learning how to read."

(25) On the general attitude towards literacy in the sector:

- When asked about the general attitude towards literacy, he responds, "I learned something relative to the magazine Nyampinga: if there are materials with useful information, they will come and pick them up. Or, if we have campaigns about things like HIV or malnutrition, you find that people who don't get the brochures are disappointed. This shows that people are interested in reading. Their problem is that we do not have enough."

(26) On what is needed to enhance children's literacy in the sector:

- When asked his opinion of what is needed to enhance children's literacy in the sector, he responds, "2 crucial things. First, equip teachers with enough skills. You might find that some people have studied language but they don't have enough skills to teach what they studied. Second, establish places where people can go to read. I am saying this because, when a child borrows a book for only 30 minutes at school, he will not have enough time to read it. Or, children who take books home do not have time to read them because they have to help their parents with housework. Another thing would be to put notices and banners around that increase interest."
- When asked whether parents would be likely to allow their children to spend time at a public library instead of helping out with housework, he responds, "We are used to children being released by their parents for school, and then after that they have to do domestic work. But it is our responsibility. We have to tell parents that children are supposed to go to this place to read. I think that no parent would deny that to their children."

(27) On adults' interest in acquiring reading materials or improving their/their children's reading abilities:

- Asked whether parents express interest in acquiring more reading materials, he responds, "Among the people who borrow books – older, younger, and middle-aged – when they find a book with Rwandan proverbs, older people are interested in those. When they return those books, they ask for others that are related. But we find that they have already borrowed all of the books we have."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(28) On the most needed investments for education in the sector:

- "I mentioned it before. When we talk about education, it is about more than different ways of raising a child. We need to talk about it in terms of a child at school. For the child, it is necessary for the teacher to understand. Therefore, first, investment in teacher skills. Secondly the environment between teachers and students. I am not saying that we don't have classrooms, but we don't have enough. In primary school, we have a teacher teaching 100 students per day on the double shift system. A teacher should deal with only 50 students per day so that they can follow up. So, we have insufficient classrooms and teachers. Thirdly, we need teaching aids such as pictures related to the words. There are not enough of those. Also, we need to help people know the importance of studying through community mobilization campaigns. And we need to find places where these things can be done, such as libraries. If parents understand the importance, they will try to help their children like reading by taking them to libraries to help produce the children we want them to be."

(29) On past efforts to acquire reading materials and/or improve children's literacy in this sector:

- When asked about past efforts to improve children's literacy or acquire more reading materials in the sector, he lists two organizations – World Vision and CHF – that have

made efforts in the past. World Vision has a program with three parts: “(1) helping schools by giving them teaching aids, infrastructure, and teacher training; (2) Education week each year, when they move around to different places in the sector to explain the benefits of studying and to fight against dropouts; (3) related to older people – supplying materials to teach literacy and pay teachers.” CHF, along with UNICEF, is working on early childhood development centers to give children toys “so that they can grow up with curiosity.” He also mentions that other organizations, such as local associations and churches, work on these issues.

(30) On the best place to store reading materials in the sector:

- Asked what would be the best place to store reading materials to make them easily accessible to everyone in the sector, he responds, “When you look at the location of this sector, it is very difficult to find the center. We normally suggest for these actions to take place in the school at Muhondo. That is a place everyone can reach. We could also go to other places. That could be the headquarter or the starting place.” There is electricity there.

Module 5: Perceptions of Literacy Boost

(31) On the idea of book banks:

- “Actually, that is what I mentioned before. It is not only young people who borrow the books. People borrow books when they are interested and read the cover. So, if there can be a library with books for different levels, we would find everyone in that library.”

(32) On the idea of gathering parents:

- “Normally, most of the programs for children are programmed in two ways. First, starting with teachers and school leadership and, second, going to parents. That would not be difficult, and it would have a big impact. Explaining someone these things will help them see that they are important. But, for example, if you tell parents to encourage their children to read over the weekend, they will say that school is over. Though we can mobilize parents to read, they have other responsibilities to care for their families. Children bring books and homework home. Parents work and some have to go to classes in the evening, and then they go to bed. So that is one of the challenges we have to face.”
- When asked whether he can think of ways to make it easier for parents to attend such an event, he responds, “First, mobilization. Start with the higher levels of leadership. You cannot begin with a normal parent or community member. This person needs to be given instructions. For example, when we organize campaigns, we start off with officials and people in charge of schools in the first team. Then they go to the lower levels.”

(33) On the idea of reading camps:

- “All events have ways of being organized. It would be good, but even the older youth need to have enough skills. Just because the older one knows how to read well does not mean that they can teach it. They have to love it. Young children imitate what they do from older people, so it won’t require a lot of work. If they see the older ones enjoying it, they will want to continue to the next level.”

- Asked if he can foresee any obstacles to the implementation of such an event, he responds, "I don't know the people organizing it, but I can think of two main obstacles they will face. First, the economy, because you need the means to reach different people. TO try to reach villages and schools is not something you can organize in 1 day. It requires capacity and manpower. If you have the means, you will have to use them. Also, we have been talking about people's availability. You might expect 1000 people and only receive 500. We fight against that on a daily basis."

SSI5: NIRERE Alima, Executive Secretary, Gihembe cell, Kabeyo sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 32-year-old female

(1) Perceptions of Literacy in Gihembe

According to the cell official, "not 100%" of the community members know how to read and write. She would say that "about eighty percent, the majority know how to read and write". It is "not only the old who do not know how to read and write, there is also some young people, but they are few".

In her opinion, "there is a very obvious difference between these young people and those who can read and write". Those that are literate "know more, they are more understanding and updated". The community members who are illiterate "are difficult to deal with". She claims that there is, however, no clear patterns as to who is illiterate and who is literate, "they are all mixed, in one house there can be people who know how to read and write, and some who don't".

(2) Availability of reading materials at the cell level

To the question whether she thinks that it is common that inhabitants of her cell have books at home, the cell official responds with a laugh. She explains that this is very uncommon. When it comes to bibles, however, "those who have the means [to buy bibles], yes, they have them at home; at least 30% of those who know how to read and write and are Christian have them at home".

(4) Asked about whether there would be a place in the cell, where books are freely available to members of the cell community, she explains that "you cannot say that we have an actual library, but there are books available at the sector office". She further explains, "most people who use these books are students". These students are mostly from the "school that provides nine basic years of education", which is not far from the sector office. The cell official notes that even students rarely use the library but she can imagine that "some other people might got too [to the sector office to borrow books], in case they cannot get them somewhere else".

(5) There are no newspapers available in Gihembe cell, according to the cell official, but "there are some in Byuma, and some in Kigali". Yet it is "not common for people [in her cell] to read newspapers because not many [people] can afford to leave their homes, and they do not see newspapers near where they live".

Module 2: Reading and Literacy Practices

(6) Reading and storytelling

The cell official notes that “you cannot judge whether they [people living in her cell] like reading or not because they cannot get the books that they might want to read.” She knows, however, that people frequently exchange stories. “They normally tell each other about news related to security and government programmes that we [cell officials] talk to them about.” Most of the time, people in Gihembe cell “gather for umuganda, cell meetings, praying times, [and] at the market.”

(7) In her opinion, parents also “normally” tell stories to their children, but it is only those community members “who are really informed”. She notes that “[t]here is a programme [underway] to encourage parents to talk to their children.” According to her, “some trainings have been carried out, through community representatives, talking about children’s rights.” She adds, “as part of that [the cell officials] talk about parents talking to children”, and that “parents should want their children to be trained better”. Although she says that community representatives are actively “going back to communities and spreading the message”, it is “not successful yet; it’s still a long way”. This is because “some people don’t care, they just work their gardens, they have a daily routine, they don’t have time.” It is “Not because they hate their children but because they are struggling to survive”.

(8) She notes that “this project is carried out [by the cell officials] together with organisations such as Umunda Abana, Save the Children and World Vision, but that if [cell officials] do not support such organisations, they do not find the community representatives to train [and implement their projects]”. The cell official stresses the important role community representatives, in her opinion, have in making such programmes successful. She claims that “normally, this would be a project that people support and want to expand but without the community being informed, people do not understand it.”

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(9) Valuing reading

According to the cell official the value of reading is “great, because if you, for example, know how to read you can travel, you can read sign posts, and not get lost.” She further adds that knowing how to read allows one “to gain more information and spread that information”, and that “a person who knows how to read is more open-minded.” She explains that “if you talk about a new topic if the person [who knows how to read] is given an example, he/she will quickly understand”. She believes that “knowing how to read is a great opportunity”.

(10) The cell official has one child. Asked how, according to her, children learn how to read, and how to read well, she stresses the importance of children having the opportunity “to practice [reading] with books of their reading level”. As she explains, “first, [they have to read] small books that have interesting stories in them”. She also sees it as very important that “those children are then followed up on a daily basis, and [their parents] need to sense how well they studied”.

(11) Strategies to improve reading abilities

The cell official is asked to share her opinion on 'what would be necessary to improve the reading abilities of children in [her] cell'. From her point of view, it would be necessary to "create a library with books of different reading levels, and [host] trainings on how children should be brought up". She continues, the cell has "a committee for children, [but] first representatives should be trained on how children should be treated, and then spread that information." She thinks it is important to inform community members about "the behaviour [of children], and what [care/support] they should receive."

(12) Personal reading habits and attitude towards reading

The cell official states that "there are many" books she is interested in reading. It would be difficult for her to pick one particular title she would like to acquire next. A book she *"recently read cost between RWF 11,000 – 12,000"*. However, she does not think that an average person in her cell would spend that much money on acquiring a book. The respondent elaborates: *"They [the cell community members] don't have a culture of reading. That's another reason why they don't have books. They would need trainings to start to like reading."* In her opinion, to motivate members of her cell to become more interested in reading, one would need to *"establish a library, but first show the members of the community the benefits of reading; it is all about sensitizing them."*

(13) Availability of reading materials

The respondent explains that no one has tried to make more reading materials available in her cell; she *"did not see it happening"* or *"know[s] anything about it [having been attempted]"*. If she would need to determine a good spot for a library to be created, which would make it easily accessible for cell members and their children, she would build it "near by schools because around schools is where [the cell officials] tend to organise [cell/community] meetings." Therefore, if the libraries were close to schools, "people could use [the library] before meetings". Alternatively, she suggests that the library could be built "down here [near the cell office], close to the trading centre, [because] this is close to a primary school, a secondary school, and a school for nine years basic education." All the places she suggested have access to electricity.

(14) Use of resources/investment in reading

The cell official is asked to share what investment, from her point of view, would have the greatest life-changing impact on the members of her cell, or what would be an investment she sees to be very pressing. She explains that regardless of the project pursued, she believes the most important thing is "to train people to become more open-minded, and told how to develop themselves, using different examples of different projects." This should be done by "employing community members that people listen to; each community should have their own [representative]". Only "once they have understood [the premises of a project] they [the community members] will start investing in them".

(15) She further notes that although there are many ideas and cell officials "think a lot about the [needs of] community members" it is difficult to decide what projects are worthwhile pursuing. She gives the following example: "If we are giving cows to a person who is of a lower [socio-economic] level, we [the leaders] think we would help the person to develop. But for that person it is a burden because the person now does not only need to find for the family but also for the cow." Ideally, thus, one should not realise ideas top-down but "it's better if people [from the community] are talked to first, and to talk to them about different subjects to find out what

they really need.” What they need could range from “credit to start sorghum businesses” to “domestic animals”. The needs of the community members “are diverse and depend on the characteristics of the [individual] community member”.

(16) The respondent believes, however, that if there were a specific fund for investing into acquiring more reading materials, and using funds for this would not deduct from other ongoing projects, it is “no problem”, it “would be good”. She thinks that community members could be interested but warns that “if there were the means to get these books [...] they [the community members] first need to know the benefits [of this acquisition]”, and “if you don’t get the books they need, even if they understand the value of reading, they will not really be interested in reading [these books]”. Generally, it is “beneficial to increase the number of those who know how to read and write; it is beneficial for development.” She then corrects herself, and adds: “Those [adults] who don’t know how to read and write – we call them ‘the ones left behind’ –, their level of understanding is low. They might not be interested [in having reading materials more easily available].” Most likely they would say “why should I go and leave cultivating, and finding food for my family to waste my time reading?”.

Therefore, she believes if a library were established, it would be good to employ “a person or a teacher to help people attend these [adult literacy] classes”, because “then it would work, and this would contribute to development”.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(17) Identifying key stakeholders

In order to make such events, the acquisition of additional reading materials and the creation of a community library a reality, people who support the process – key stakeholders – are needed. The cell official is asked to identify such key stakeholders. She notes that “most people [from the cell office] are already busy with [helping to implement other] programmes”. The cell officials “cannot go out far into the community [and reach out to people on behalf of the project] but Save the Children could help” them. “Usually, cell leaders are in touch with Save the Children, and other partners like them”, as the respondent explains. Therefore, the partners “would know how to support [the cell officials] in implementing the programmes”.

(18) The cell official does not believe that anyone from the Gihembe cell community would be willing to financially support any part of the project [she laughs in response to the question]. Yet she believes that the cell leaders would be committed to support the project in terms of planning, logistics and implementation. According to her, they would “try to make this programme [their] own, [they] would find people who can help, for example [they] can talk to teachers.” She qualifies her comments, adding that cell officials “would need to feel that this is part of [their] responsibilities”.

Module 5: Perceptions of Literacy Boost

(19) Views on reading camps/reading buddies

The respondent is presented with the idea and an explanation of Literacy Boost’s reading camps and reading buddies initiatives. In her opinion, these events “could be very good”. She does not

believe that parents would be reluctant to allow their children to attend such events “because parents send their children to school; there is nothing that would stop them [from sending their children to these events]”. She suggests that such events “could be organised in partnership with schools”, and that cell officials could “sensitize children, so that they can inform those children who don’t go to school”. This would help reaching out to all children “because normally these children [those that go to school and those who don’t] talk to each other”.

(20) She further states that it “would be possible” to hold such events on afternoons during the week and on weekends, as long as it “does not collide with other programmes”. Cell officials would support these events “because these events have the same objectives as leaders [pursue]; it would help [cell officials] to achieve their objectives with [regards to] children [s development].” However, she thinks that preferably these events should be held during the week “so that [cell] leaders are available”. She believes it might be more problematic to hold them on weekends because of people’s commitment to attend church services. Although the respondent herself is an Adventist, and is therefore “not available on Saturdays” she states that “most people here [in Gihembe cell] are available on Saturdays; they pray on Sundays.” The optimal solution would be to make these events “a day that is organised hand in hand with the schools”.

(21) Asked whether she sees any problems or obstacles to hosting these events, the respondent seems mainly concerned with ensuring that all necessary comforts and equipment for the event will be available; it would “need to be a well organised day, with all the materials available”. This seems especially crucial because “people will exchange information [on the event]”, and “they will need to travel [to the event location]”, which might make some people more reluctant to attend. She stresses that water, food, reading and writing materials would need to be provided as community members would not be able or willing to bring them to the event. “Depending on what the event should look like, one would also need microphones” or other electrical equipment.

(22) Current knowledge about ‘Literacy Boost’, and additional comments
The respondent has not heard of the ‘Literacy Boost’ project. She is, however, aware of Save the Children’s initiatives related to children’s rights. She is curious to learn more about the project. After having been explained the core components of Save the Children’s Literacy Boost initiative, she laughs and proclaims: “This is exactly what I was requesting throughout this interview”. She feels that the core components of the initiative match what she sees as necessary for her community to improve their interest in reading, and to create a “reading culture”.

Questions

At the end of the interview, the cell official is interested in finding out about whether there is already a time plan for the rollout of the Literacy Boost programme.

Manyagiro Sector, 30/01/14

FGD5: P2 students in Manyagiro P.S., Kabuga cell, Manyagiro sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	11	Yes	Kinyarwanda	No		
2	F	10	Yes	Kinyarwanda	Yes		
3	M	11	Yes	Kinyarwanda	No		
4	M	10	No	Kinyarwanda	No		
5	M	9	Yes	Kinyarwanda	No		
6	F	7	Yes	Kinyarwanda	No		
7	F	9	Yes	Kinyarwanda	No		
8	F	10	Yes	Kinyarwanda	No		

None of the children speaks another language apart from Kinyarwanda. One girl (7) does not dare to speak outside her home. She only answers questions by pointing, raising her hand or choosing an option by marking it with the colour pen that the interviewers gave to all children. Two claim to own a TV, all own a radio and everyone's parents, apart from respondent No. 4, own a mobile phone. It is unlikely that truly both children have a TV at home as only one child states that she has electricity at home (2), and one explains that her parents have already put wires into their house but that they have not made them operable yet (4).

Module 2: Attitudes/Perceptions of Reading Outside School

Free time activities

Asked what they would usually do in their free time, after school, the children volunteered the following responses: housework, collecting firewood, fetching food for cows, cooking, harvesting (Irish) potatoes, cleaning clothes, cleaning dishes, fetching water, sweeping/cleaning the house.

In addition to these activities, the children are presented with the following activities they can choose to do after school: playing ball, listening to the radio, drawing/writing, reading, playing with friends, doing homework.

Asked to choose their favourite activity amongst the options they themselves volunteered and the additional ones the interviewers provided with, the respondents choose the following : One likes cleaning the house the best (3), one listening to the radio (4), one reading (4), one playing with friends (6), two doing homework (1, 8) and one drawing/ writing (5).

Respondent No. 4 explains that he choose "reading" because he likes it a lot *"because [he] read[s] well, [is] a good reader; whatever the teacher has written [he] like[s] and read[s]"*. His favourite thing to read is his Kinyarwanda textbook. Respondent No. 1 says he likes doing homework the best during his free time *"so [he] can revise and know more"*, and respondent No. 8 states that she choose *"so that [she] can get excellent marks"*. Listening to the radio is what respondent No. 3 chose. He likes listening to the radio best *"because [he] like[s] radio dramas and all other things on the radio."* If he would need to choose between reading a book and listening to the radio he would however choose for the book *"so [he] can become more intelligent and excel"*.

Respondent No. 5 likes "writing" the most *"because [he] like[s] to write whatever the teacher has written down [on the blackboard]"*.

Reading and Emotions

Two children state that they feel “scared” when they are reading, three feel “happy”, one feels “sad”, one feels “bored” and one feels “shy or embarrassed”.

Respondent No. 3, who said that he would feel “scared” when he reads, explains that *“you have this fear because it is difficult to read”*. Respondent No. 6 who also said that she would feel “scared” explains her choice: *“When you read you are embarrassed, you are frightened.”* Asked why she would be frightened, whether it was because of the text she was trying to read, the teacher, the other children or other reasons, respondent No. 6 explains that she is *“frightened because of the other children, because they are making noise and [she] do[es] not like that.”*

One of those who said that they would feel “happy” when reading, respondent No.1 explains his choice: *“I follow [what is taught in class] very well and I understand what I am reading.”* His favourite book is his Kinyarwanda schoolbook but *“[he] is eager to read more”*. Respondent No. 3 says that he is “happy” when he reads because *“you read all the content of the book”*. His favourite books are his math and his English schoolbooks. Respondent No. 8 states that she would feel “bored” when she is trying to read *“because you feel sleepy when you are reading”* but that she had a favourite book, which is her Kinyarwanda schoolbook.

Parents and Reading

The children are asked whether their parents ever talk about reading with them. Respondent No. 3 says that *“they [their parents] teach us [children] how to read”*, and that *“they sit down with [him] and [his] siblings after school and they teach [them] how to read”*. Respondent No. 1 volunteers: *“When I get home they [my parents] go through all my notebooks, and if they see I did not do well or I did not go to school they punish me.”* Respondent No. 8 remembers a different scenario, he explains that she *“remember[s] that one time”* when her mother rewarded her when she saw that he *“did well”*. Her mother *“goes through [her] notebooks when [he] gets back home, and asks ‘what is this’.”* He then reads out to her what she points at. Also, respondent No. 5’s parents *“look at [his] notebooks”* when he gets home, and then *“they tell [him] to read to them”*. Respondent No.1 is also asked to read to his parents. He explains that *“because [he] stud[ies] twice a day, when the teacher has corrected [him], they [his parents] tell [him] to read [what the teacher has corrected in his textbook] to them.”*

According to respondent No. 4, her mother has taught her how to read and *“now [respondent No. 4] is a good reader”*. Respondent No. 3 says that *“whenever [he] come[s] home [his] parents tell [him] to get pen and paper and revise what [he] ha[s] not done well [of the exercises he had to do at school and the teacher corrected in his notebook]”*. Respondent No. 6 has similar experiences; he is also asked by his parents to *“revise [for his] courses when [he] get[s] home”*. Respondent No. 1 further adds that *“because [he] own[s] a math book, [his] parents choose a chapter, and [he] would read that then.”*

The children are asked to imagine a situation, in which their parents are reading or talking about reading. They are then asked to think about how their parents feel about reading in this situation. Two children say that their parents feel “happy”, two that they feel “sad”, two that they feel “excited”, one chooses “bored” and one “shy/embarrassed”. One child (8) says that her parents can feel in two ways: “happy” or “scared”.

Respondent No. 1 says he chose “happy” because *“when [he] read[s] for [his] parents, they are happy”*. Respondent No.4 adds that *“a parent is always happy when the parent is with their child”*.

The interviewer asks why some people said that their parents would feel “sad” or “scared”. Respondent No. 8 then explains why his parents are feeling “scared” when they read or talk about reading: *“They [my parents] are sad when we are not together. There are these times, when I am not home, and my parent is reading and the parent reaches a difficult part in the text, and then needs to wait for me so I can correct the parent.”*

Respondent No. 3 states that his parents feel “sad” when they are reading. He says this is because *“when your dad is teaching you, and he gets sad, and he wants to punish you”*.

Benefits of knowing how to read

The children are then asked “why do you think knowing how to read could be useful? what could it be good for?”. Respondent No. 1 explains that he thinks it is good to know how to read *“so that you can excel at school and get good marks”*. The other children volunteer similar answers:

No. 3: *“It’s good to know how to read so you can be first in your class.”*

No. 4: *“When they give you exercises you can do them correctly.”*

No. 8: *“It’s good to know how to read because when the teacher gives you exercises, you can find the answers in the book and then you can get them right.”*

No. 5: *“So that you can be first in class.”*

No. 4: *“So that you can excel.”*

This question is followed up by the interviewer asking: *“When you are grown up how could reading help you then?”*. Respondent No. 1 thinks that *“when you know how to read you can become a leader or a soldier, and excel.”* Similarly, No. 2 says: *“When I know how to read I can be a leader or a police officer.”* Respondent No. 8 believes that *“you study so that you can become a soldier”*. Respondent No. 4 thinks that reading well will allow her *“to become a teacher or a nurse”* and respondent No. 5 that he *“can be a driver of a car or airplanes”*.

Module 3: Reading Practices in and out of School

Reading – content, subject, habits

Children are asked whether they have recently read anything and whether they remember what they read. Respondent No. 1 says she recently read a story called “Read and Be Entertained” (Soma n’ususewehie), which was in a book that her aunt gave her.

A story called “Beautiful girl” is a story that respondent No. 8 remembers reading. She recounts that in this story *“there was a young girl and a man called Inyeri wanted to marry her but she denied because she said ‘I am still young and cannot marry you.’ Other children then lied to her that she needs to search wood with Inyeri. [She went to search for wood with him.] Then it started raining. They went under a rock [to serve] as an umbrella. When it stopped raining, they wanted to go home, and then the thunder took the beautiful girl away. When the beautiful girl arrived in the home of the thunder(s), she [said that she] wanted to go to her parents. The thunder told her that if you want to go there, and see your parents, you need to take the narrow road, not the wide road, or others will come and get you.”*

She read this story in a book, which also features stories about “dead people”. Her “older sister borrowed the book from school, and then [she] read it”.

Using reading skills outside school

Asked when and where they would read outside school, most kids say that they read on the weekend; often they do this after church on Saturday or Sunday. Respondent No. 3 says that he

"read[s] whatever book [he] can find" after coming home from church but that he only had schoolbooks to read. Respondent No. 8 explains that he mostly reads on Sundays because he prepares his school exercises on Sunday before school starts again on Monday.

The children are prompted with different places and asked whether they ever read or try to read anything in these locations: at the shop, on the road, at neighbours' or friends' houses. In response No.4 explains, *"when you go along the road, you can read so not to take a wrong turn."* Respondent No. 8 says he sometimes reads in shops; when *"you can find a word on a package, you can read it."*

Respondent No. 3 sometimes reads a Kinyarwanda schoolbook of her neighbour at the neighbour's house.

Storytelling

The interviewers are interested in hearing whether the respondents are ever being told stories. All of them can name someone who occasionally tells them stories. For No. 8 it is his older sister and his father, and for No. 3 and No. 6 it is also their older siblings who tell them stories. Mostly, the two of them are being told fables. Respondent No. 6 explains that his brother knows them by heart but that they come from *"a written text"* but that sometimes the brother *"gives me a book and I read it myself."*

When respondent No. 4 *"sits together with friends, someone might read a story"*. She says this actually happened before and adds: *"when I visit my friend we read together. We read the Kinyarwanda schoolbook. We read all kinds of stories."* She remembers that there was a story she read together with a friend that was about a girl called "Odette", who *"washed her clothes with Omo"*. Respondent No. 2 says that she also sometimes reads to her friend or her friend reads to him.

"So [he] would become a disciplined boy", the aunt of respondent No. 1 sometimes would tell him stories.

Module 4: Access to Reading Materials Outside of School

Availability of books

Four of the eight children state that they have books at home. Four of them also have bibles. Only one child (3) knows what a newspaper is. The children are unable to specify how many books they have at home. Asked whether they know any places where they can get books from, four children express their ideas: No. 8 explains that *"a neighbour can borrow you a book"*. His neighbour has done this before; it was a Kinyarwanda schoolbook. He has *"also seen that at churches people have books"*. Respondent No. 5 agrees with that. Respondent No. 1 explains, *"there are these people from the Jehovah Witnesses who used to give out books and bibles. I went there and got a book."*, and that she *"could read it."* To that respondent No. 2 adds that *"along the way you can find friends who carry books in their hands and you can borrow them from them."*

Module 5: Available Time for Reading Outside of School

Choosing free time activities

Offered the choice between a ball, pen and paper, a book or a radio, three children pick the ball (5,6, 7), two pen and paper (3, 4), two the book (1, 8) and two the radio (3, 8). As respondent No. 8 chose two items, he is asked if he had to choose between spending time reading a book or

playing ball, which one he would choose. He explains that he would choose the ball because he *“can play with it”*. Respondent No. 1 says he chose the book because *“it allows [him] to read more, so [he] can know more.”* It is because pen and paper allow him *“to write exercises that the teacher gave [him to do for homework]”*.

FGD6: P1 students in Mafurebo P.S., Nyiragifumbi cell, Manyagiro sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	3	No	Rukiga	No	Yes	Yes
2	F	7	No	Kinyarwanda	No	Yes	Yes
3	F	5	Yes	Kinyarwanda	No	Yes	Yes
4	F	7	Yes	Rukiga	No	Yes	Yes
5	M	5	Yes	Kinyarwanda	No	Yes	Yes
6	M	8	Yes	Kinyarwanda	No	Yes	Yes
7	M	10	No	Rukiga	No	Yes	Yes
8	M	7	Yes	Rukiga	No	Yes	Yes

The students in the school are comfortable in Rukiga and Kinyarwanda; many of them speak both at home. The languages listed above are their preferred languages, but they are comfortable enough in Kinyarwanda that their teacher did not feel they needed a translator.

On non-print media access and electricity:

- None of the respondents have electricity at home. When asked if there is a place they can go to read at night, respondent 8 states that there is a center with lights where she can go.
- All of the respondents have radios at home. When asked what they like to listen to, respondents 5 and 6 say that they like to listen to the news. Respondent 6 says that he prefers reading. He explains, *“There are children who can listen to the radio but they cannot read or write.”* When asked to elaborate on why he likes reading better, he explains, *“So that I can be a good reader and get into the upper classes. I want to be in the upper upper classes.”* Respondent 5 agrees, stating, *“I want to be a good reader and know how to write in the future when I get old.”*
- All of the respondents have mobile phones at home, but none of them have ever sent text messages

Module 2: Attitudes/Perceptions of Reading Outside School

On what they like to do when they are not in school:

- The students are asked to draw a picture of their favorite thing to do when they are not in school.
 - o Respondent 7 draws a ball. He explains that he likes to play ball and do housework.
 - o Respondent 4 draws dishes and a ball. She likes to do the dishes at home, and to play a ball.
 - o Respondent 5 draws a person and a ball. He says that he likes to play ball and to find food for cows.

- Respondent 6: *"That is me with my ball. I like to play ball."*
- Respondent 2 draws a picture representing finding food for cows.
- Respondent 1 draws a ball and an animal. *"We have a rabbit and a cow. I like to find food for them."*
- Respondent 3 draws a ball. He says, *"We have a small pig. I like to go find for for the small pig."*
- Respondent 8 draws a car, a person and a ball. He says that he likes to find food for cows.
- When asked whether they prefer playing ball or reading books, all of the students say that they prefer reading books. Respondent 7 explains that this is *"so that I can excel."* Respondent 4 says, *"Sometimes we read what we wrote at school. I enjoy that because I can follow in the footsteps while I am studying."* Respondent 5 explains, *"When I am at home, I read. I like to read my Kinyarwanda book. It makes you have good marks when you read at home."* Respondent 3 agrees that she likes reading her Kinyarwanda book. Respondent 7 states, *"I like to read my English book. There are some drawings in it."* Respondent 1 says that she likes to read her mathematics book and to look at drawings in books.
 - *note that these children are in P1 and are likely only beginning to learn how to recognize and read different letters

On how reading makes them feel:

- When asked to describe how reading makes them feel, 3 students respond that it makes them feel happy. Respondent 1 says that she feels happy when her mother reads to her at home. Respondent 4 says that she feels happy when she is reading because she likes it. She prefers reading with others to reading on her own. She likes to read with her friends in school. Respondent 2 says that she feels happy when she is reading for her courses at school.
- Respondent 3 says that he feels sad because he recently read a story that made him sad.
- The students are asked to imagine that they are in a room with a radio, a book, a pen & notebook, and a ball. They are told to choose which one they would pick up. 1 student chooses the radio, 3 choose the book, 3 choose the pen and paper, and 1 chooses the ball. When asked to explain their choices, respondent 5 says that he choose the book *"because it is the best of all."* Respondent 7 says that he chose the paper because *"it is what I write on."*

On their attitudes/perceptions as shaped by interactions with parents:

- When asked if their parents ever talk to them about reading, 4 students respond. Respondent 1 says that her parents think reading is good. Respondent 8 says that his father told him to practice reading. Respondents 6 and 7 agree that their parents also tell them to practice reading. Respondent 6 says that his parents want him to practice so that he will be a good reader when he is older. Respondent 7 says that his parents want him to practice so that he will learn more and be good.
- When asked whether they know anyone who reads a lot, two students respond. Respondent 7 says that his relative reads a lot. He wants to be like his relative so that, in the future, he can teach other children how to read. Respondent 6 says that he knows someone who really likes to read the lessons from school.

On reading preferences:

- When asked what materials they like to read the most, the students respond as follows:

- 3 and 8 say that they like reading about animals. 8 explains, *"The pig was eating [in a story I read]."*
- 7 agrees that he likes reading about animals. He also likes to write whatever the teacher has taught.
- 5 says, *"I like to read about animals. Animals can protect the home. If you tough the dog, it can eat you."*
- 6 says, *"I like a cow."* When asked whether he likes reading about cows, he explains that he *"just likes a cow."*
- 1 says that she feels happy when they read about animals in mathematics class.

On becoming a good reader:

- When asked about what a student needs in order to become a good reader, respondent 7 says that you need to be taught very well. You also need to know how to write in order to know how to read. Respondent 4 says that you need pens to learn how to read and write. Respondent 3 agrees, and says that you also need books and a notebook. Respondent 7 adds that you need to memorize.

On the benefits of reading:

- When asked what their lives will be like if they become very good readers, all of the students respond:
 - Respondent 7 says, *"I can teach my relatives how to read."*
 - Respondent 1 says, *"I will teach my own children – little girls and little boys."* Respondent 2 agrees that she will teach her own children.
 - Respondent 3 says, *"I will know how to read and write well."*

Module 3: Reading Practices in and out of School

On story-telling:

- When asked if anyone ever tells them stories, respondent 1 says that her mother or her relatives tell her stories. When asked what the stories are about, she responds, *"Different stories like animals and fables."* Respondent 6 says, *"They tell me to go to school so that I can be a good reader."*

When asked if they have ever read anything challenging, respondent 2 says that she has, and it is a good thing. Respondent 4 says that he has never read anything challenging.

Module 4: Access to Reading Materials Outside of School

On access to reading materials:

- When asked if there is anywhere outside of school and their homes where they can access reading materials, all of the students agree that there is nowhere they can go.
- When asked about the number of books they have at home (through blind vote), four students report having more than 5 books at home (1, 3, 6, and 7). Respondent 7 reports having 3-4 books at home, and respondents 1, 2, 3, and 8 report having 1-2 books at home (note that their responses are inconsistent, as several students report having 1-2 books AND more than 5 books).

- When asked to describe these books, the students respond as follow:
 - o Respondent 1 has a black book at home. She does not know what is about because her family never reads it.
 - o Respondent 7 has a big book at home. His parents read it to him.
 - o Respondent 5 has a red book at home. His parents read it to him, but he does not know what it is called.
 - o Respondent 4 has a red book at home and she often reads it. Her parents also read it.
- When asked if there are any books at home that they are able to read on their own, the students respond as follows:
 - o Respondent 2 says that there are white books that she reads when she is with her friend, but she does not read them herself.
 - o Respondent 5 says, "In the P1 book, there are some fireflies. They are flying." When asked if he read the book at home, he explains that he read it at home with his brothers, who are good readers.
 - o Respondent 7 says that he reads the P1 book with his friends.

SSI6: GATESI Jacqueline, Head Teacher, Manyagiro P.S., Kabuga cell, Manyagiro sector

Module 1: Cell/Sector Background Information and Contextual Questions

On the availability of books at the school:

- (1) "As of now, we don't have a library. They are currently planning that. Teachers get books from MINEDUC. There are books that students can use, but they are very few." The books are in Kinyarwanda, math, English, and social studies. The students do sometimes bring them home.
- (2) "There is a plan with a certain organization that is helping a certain tribe in Rwanda called Batwa. The organization is planning to start a library mainly for that tribe of people. The library will be here." She explains that there are 45 homes of people from that tribe; they are about 243 people. Those families have around 51 students in the school in P1. There are 6 in P2, 8 in P3 (5 girls and 3 boys), 0 in P4, and 1 girl in P5. That organization (UNICEF) comes every Wednesday to check on the children. The organization works at the sector level. The library that they create will mainly be used by older people, mainly those who do not know how to read and write. It can be used by people who are not in the tribe.
- (3) When asked about whether that tribe has a high rate of illiteracy, she says that only 3 know how to read and write. "Even those 3 who know how to read and write – they learned through a program. They attended classes because there was support provided (books, clothing, food). After they received that support, they dropped out of school. After they dropped out, they started stealing and doing other things. These are the things that stop them from being in school. They were left behind by history. The government built houses for them, but when they were finished they destroyed the houses and sold the materials used to build them."
- (4) When asked whether the Batwa students perform well in schools, she responds, "You find they don't because they have no discipline. We try to give them exceptional attention but it depends on the discipline from the teachers. For example we had a child here who was in P3, but UNICEF had to put her into boarding school."

On literacy in the cell:

- (5) When asked about the rate of literacy in the cell, she responds, "Most of them know how to read and write, especially the people who are bordering this school. They had started classes for the older people too."

Module 2: Reading and Literacy Practices

On story-telling:

- (6) When asked whether story-telling is a popular activity in the cell, she says that "There is a program for people who give information in all villages called abahwituzi. They were chosen to give information in their villages. They talk about umuganda, meetings, information about school registration."
- (7) When asked to elaborate on any tradition of story-telling, she says, "There is no tradition of telling stories apart from the Jehovah's Witnesses or the meetings. But for stories, they are not there apart from the children who have been to school. Parents sometimes tell children proverbs or other stories."

On gatherings in the community:

- (8) When asked about the purposes for which people gather, she lists: meetings, community work, burial ceremonies, and wedding ceremonies.
- When asked about events focusing on literacy, she responds, "They have been organized but the attendance was very low. They invited a teacher to teach older people how to read and write. She was paid by the sector." When asked why the attendance was low, she responds, "Because they never valued this activity. Because there are tea plantations and most people working there. They are interested in working for money rather than coming here to study because this is a poor area."

On the use of reading skills in the cell:

- (9) When asked about the purposes for which people use their reading skills, she responds, "For the older people, you find they want to learn reading from 3pm to 4pm but for the students, they come here to school and to study. The holiday sessions are not well attended."
- When asked to elaborate on when reading skills are useful, she explains, "For the older people – they want to use their reading skills when they bring the lists corresponding to their mutuelles or in cases when they choose people are really need support. We use markets in Uganda, so they read the signs to direct them to the market."
- "For the students, they normally use their skills when they look at pictures with words. Those are the things they want to read. Even announcements on the street where they normally pass. Or they sometimes want to read songs so they can compete amongst themselves."

On her personal reading habits:

- (10) "I like reading books. Books that are related to accounting or financial reports. We buy them or I buy them personally. I buy them from bookstores in Byumba."
- When asked whether she ever reads newspapers, she says that she sometimes does, but that there is no place where they can be bought on a budget.
- When asked if she likes listening to the radio, she says that she never has enough time.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (11) When asked her opinion of the value of reading, she responds, "I value it very much because it helps one to know different things – different information, how far the country has gone. Because we have no access to newspapers here at school, but if someone can spare time to read them. I leave home at 6AM, arrive here at 7AM, and leave here at 5:30. It is not easy – I even have children to take care of."
- When asked why children should be encouraged to read more, she responds, "It is very good. If a child knows how to read and write, it shows they can move to another level."
- When asked why she would want her own children to learn how to read, she responds, "It would be good for me. Taking care of an uneducated child is a problem because the child cannot read signposts or important information."

On teaching children how to read:

- (12) When asked about the best ways to teach a child how to read, she responds, "Materials, such as calligraphic books. [These help a child] learn to read and write, develop good handwriting, and move to different levels at a good pace. But the problem we are facing is that most children arrive without materials. It is therefore difficult to move to different levels. In P1 for example, there are 600 children and about 40 of them have materials. Thus, it is a problem for teachers to see if children can read or write well."
- When asked about the types of texts children should read, she responds, "Some of the texts that can be good are texts that are written in Kinyarwanda but are very simple to them."

On how literacy affects the lives of people in the cell:

- (13) "If the children or adults know how to read and write, it is very helpful. For example, people who have completed their S6 are trying to do rural development activities. They are going to villages to find land documents. They are helping the sector."
- (14) When asked about whether there is a difference between the lives of people who know how to read and the lives who don't, she explains, "There is a very big difference. For illiterate people, they live a careless life. If there is a temporary job, they cannot go for it because they don't know how to read and write. For example, the people who were constructing this building, their managers cheated them [out of pay] because they could not read and write. But the people who read and write can write down their hours work and know the amount they have earned."

On attitudes towards literacy:

- (15) "Most of the community members are interested, but they fail to get materials. You find it is one of their priorities, apart from the poor people who take their children to be slaves in Uganda. Others take their children to school and you find they follow-up."

On challenges facing parents/students:

- (16) When asked to elaborate on the parents who bring their children to Uganda, she responds, "They are very many – more than 50% [of parents]. The children don't go to school. Instead they go to do slave work like digging for them or rearing their cattle. Their parents sent them to do jobs. They do bring money to their families but some of them never come back."
- When asked whether the government is working on this issue, she responds, that "You find the government is involved. They call for parents to face the leaders but they don't go there."
- (17) When asked at what age children typically leave for Uganda, she says, "You find them from 12 years and above. There are very few that drop out to school. Parents do not send all of their children. If a parent has 8 children, she will send the elder child to go and look for food for the young ones. Those are the parents that have their children in Uganda – the children drop out of school to look for work. We have 101 drop-outs. There are very many."
- When asked if literacy is viewed as a pathway to a better future, she says, "They see it that way, but you find that the problem is buying school requirements for students. Last year, in P5-P6, most had to drop out and go to Uganda to find food in people's gardens."
- (18) When asked to explain what she means by the majority, she says, "Yes, most of them. At the beginning, there were 100 students. At the end, 30 students remained. The rest traveled long distances to go to Uganda, removing the remaining food from people's gardens. This school has over 1090 students. Right now, there is not a lot of hunger because we have beans. But if we reach March-April and this food is finished, you find students dropping out to go to Uganda to find food."

On what is needed to enhance children's literacy:

- (19) When asked what she thinks is needed to enhance children's literacy in the cell, she responds, "First of all, if we can get materials that could be used in studying, and teachers that teach Kinyarwanda. You find that a child's background in education all starts in P1, P2, and P3. Kinyarwanda is the focal point of the child knowing all other subjects. A teacher has a period of 40 minutes teaching Kinyarwanda, then she leaves and someone else teaches English. If they are switching out, the teacher cannot follow-up. There should be one teacher for P1-P3, focusing only on Kinyarwanda without changing. They could teach other subjects as well but really focus on Kinyarwanda. Something that really fails us in this system is having a lot of teachers in the same class."
- (20) When asked whether it would be feasible to implement this change, she responds, "It is possible to implement this once the district is also involved. Before the current system was implemented, each teacher had one class. Sometime back they did an investigation in Kinyarwanda – students were asked to write their parents' name. In P5, there were 92 students who didn't know how to write their parents' name and they were taken back to P2. There were 4 classes and now there are 2. So you find they do not know Kinyarwanda, even in P6."

On adults' enthusiasm about reading and reading materials:

- (21) When asked whether the adults in the cell are interested in acquiring more reading materials, she responds, "They are interested but they don't have the means. We purchased some calligraphy books to help with Kinyarwanda but none of them has

purchased a book. We told them that each book is 170 and with a pencil it is 200, but none of them have shown up to buy them. So it is a problem.”

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the most needed investments in the cell:

- (22) When asked about the most needed investments in the cell, for education specifically, she responds, “The first would be to train the teachers who teach Kinyarwanda. I don’t know if it could be possible, but getting calligraphy books for them. Also, what I mentioned earlier about having 1 teacher for Kinyarwanda.”

On previous efforts to improve literacy in the cell:

- (23) When asked whether they has ever been any effort to acquire more reading resources for the cell, she responds, “It has happened before. In 2008, Save the Children donated materials. It was also done for that particular tribe (the Abatwa).”
- When asked whether that program was successful, she responds, “It was, because even the child who was taken to boarding school improved herself during that time. Those three that can read from that tribe: that is when they acquired those skills. Save the Children gave them tailoring machines as well. One girl from that tribe is in P5. She should be in S2, but she had to repeat. In that program, they also provided soap. It was successful because they learned how to bathe. They also started going to churches to pray.”
- Apart from V-Life, which provided us with a water tank, and UNICEF (who bring students to the school but do not provide materials), no other organizations have provided past support.

On the process of acquiring reading materials for the school:

- (24) When asked to describe the normal process of acquiring reading materials, she says, “First of all, we have to ask for financial support. We write a letter to the district level. Sometime back, we wrote a letter to the district about taking care of female children. They accepted our request and sent us money to buy sanitary materials like pads. Also, sometimes when they come to visit it, they give us support and tell us what we need to do in order to receive it.”
- (25)When asked to elaborate on this process, she explains, “Here, we don’t have water, but we are trying to get it. So they come to investigate and see what is missing. They then tell us to write a letter and ask for support. There were some people who came to visit and look at the children in nursery school. They gave us contacts and we wrote to them --- they will now give us a lot of materials for a nursery school and they will build it. [The organization is UNICEF.] They send materials to us and they will send materials to start construction as well, so that we can construct 3 classrooms for nursery students.”

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (26) “It can be very helpful because not all parents would be interested but some would, since there are some parents who come to follow up on their students. Some parents go

to class and ask the teacher to call on their children so they can see how well their children answer. So you even find that some parents ask teachers to tutor their children during holidays. There are even some parents who came to borrow Kinyarwanda books to see if their children could read Kinyarwanda."

- (27) When asked why more parents would not be interested, she explains, "There is a reason. I see that when we call for a meeting and not more than 100 attend. They are supposed to be around 2000 so for those who don't attend, I don't think they would use the book bank."
- When asked what would make the parents more motivated to access and use the book bank, she responds, "No – you cannot change their attitude, unless you give them the support they need." When asked to elaborate on the type of support they need, she says, "Generally, they need food and money. Most of them have gone to work in the tea plantations."

On the idea of gatherings for parents:

- (28) "Unless they (i.e. the government) call for them and mention that they will select those who are not capable or who are poor, it will not be popular. Or if you tell them you will give them materials. If you mention that you will pick those students who have no materials...once you mention that you will support their children, they will come."

On the idea of reading camps:

- (29) "Here, we have a very large number of people who are jobless. So I think they can call for those who are jobless – they will come in a very big number. Tell them that there is support that will be given to them. Sometime back they tried to get people for an entrepreneurship program. They called for a meeting with parents and children and says they wanted to support them. People came in big numbers."
- "You tell them that there is support and they will come. Even if you only have 10 books and you give them to a few people, the parents would come in big numbers."

On the best location for storing books:

- (30) When asked where would be the best place to store reading materials to make them easily available to people in the cell, she says that she thought the school would be the best place. They do not have electricity, but there are plans for them to get it in May.

SSI7: HAKIZIMANA Alphonse, Executive Secretary, Kabuga cell, Manyagiro sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 34-year-old male

(1) Perceived status of literacy at the sector level

According to the cell official, the "majority of people" living in his cell are literate. He usually notices "the difference between people who know how to read and write and those who do not" when "they come to the cell office for meetings". To facilitate discussion, cell officials "put

people into groups”, and select someone “who knows how to read and write to be the speaker of the group”. In his cell “the people who don’t know how to read and write, are usually old people, without income generating activities”.

(2) Availability of reading materials at the cell level

The respondent states that “there is no place [which makes books available to the public] at the cell level but there is one at the sector level”. He adds that “people from [his] cell attend adult literacy classes”, which are organised by “some of the community members at churches”. He adds that in the sector some people “also take classes at the primary school [located in the sector]”.

(3) There are no newspapers available to buy in his cell. The only place close to his cell, according to the respondent, where one can acquire newspapers is “at the [Ugandan-Rwandan] border”.

If there were books available, the inhabitants of his cell would be most interested in reading “stories with pictures, poems, and written dramas”, according to the participant.

Module 2: Reading and Literacy Practices

(4) Reading habits of cell community members

Although the cell official earlier stated that members of the cell community value reading highly, he thinks that “reading books is not popular in [his] community”. To his knowledge, people “own some” books “with different stories and pictures in them” but he would “like [his] community members to have more of them”. He clarifies that an average household in his cell tends not to own any books, but that “It is a very small number of people who have books”. When cell officials “carry out surveys for literacy [assessments], [they] find that those who don’t know how to read, don’t have books; they have no incentives to buy books”. He thinks this would change “if there were support”.

(5) Furthermore, he states that “only intellectuals” in his cell read newspapers. He adds that “for [the cell officials] there are some newspapers, which are given to [them] by the Ministry of Local Government; [they] receive them every three months”.

(6) Those parents “who know how to read do [sit down and read to their children]” but “there are very few who do that”. To this he adds, “we know how these people are – they are very focused on their work, they have limited time to sit down with their children and read stories.”

(7) Storytelling at the cell

The respondent explains that people tell stories to each other “when they come together for community work, or when they come for cell meetings”. They talk about “some stories they read in newspapers, stories concerning [life in the] villages and wrong behaviour”. They further gather for “parent evenings and other [events organised around] government programmes”.

Asked whether he knew of any other literacy related events or initiatives than the adult literacy classes taking place in his cell, the participant mentions Save the Children’s ‘Literacy Boost’ initiative without being aware of the name of the project: “Some people [later adds: from Umuhuza who work with Save the Children] came to our cell and said they will come back in three months. They came and picked four cells. They said their programme would reach

children aged six to nine.” He further says that his “own cell was not picked but that [the cell] also has a nursery school”, which means that they are better served in terms of literacy support than other cells.

(8) Parents “sometimes” tell stories to their children. Mostly they teach them “poems or rhymes” and tell them “fables”. Although parents do not engage in storytelling every day, it is “very common” that parents and children tell each other stories at home “because you find that there are some books that children bring home from school, and [these books] remind the parents of the stories [they know, and which they then tell their children].”

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(9) Attitudes towards reading

The participant maintains that the members of his cell “value reading as very important because [the cell officials] mobilise them and tell them why it is important to read, and [because informing them] is also part of the plan to teach them how to read and write”. He reiterates that “the vision [the cell officials] have is that we want people to know how to read and write”.

Personally, he believes that the value of reading lies in it helping one to “become an intellectual, gain more knowledge, [and being able to] access different kinds of information through reading books”. The respondent would be interested in buying an English dictionary. For one edition that shop assistants in Byuma showed to him and he liked, he would be willing to pay “RWF 5,000 but not at the moment” as he would need to save up first. He estimates that it would take him “a whole month” to save up enough money to afford this dictionary.

(10) Views on strategies to help children acquire reading skills

The cell official has one child. He would like his child learn how to read “first, to acquire knowledge and become someone who will achieve something and [secondly,] to gain more information”. He believes that “the best way to teach children to learn how to read starts with the parents, and then the teachers also have a role.” More precisely, “the parents can help by loving their children, teaching them while they are still young and following up on what they do during the day.” The should check “for example, whether they went to school”, and they should do this “on a daily basis”.

(11) Previous attempts, key stakeholder and potential future obstacles

Apart from “Save the Children, no one has ever tried” acquiring more reading materials for the participant’s cell. The cell official thinks that there should be two main groups involved when one were to try to acquire more reading materials for his cell: “first, the beneficiaries, those who can teach others about the programme, and secondly, the agencies – Save the Children and Umuhuza.” Asked if he could think of anyone else living or working in his cell who would be willing to support the initiative, he is positive that cell officials “could find people”. Moreover, he is confident that also financially community members “would contribute according to their means”.

(12) From his point of view, there would be support to spend funds on acquiring more reading materials for the cell “but there is very few people who could do that”, and the cell itself “has no ability, no funds” to do so.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(13) To find out what “the most pressing needs of his community members are, and what investment would change their life to the better” the respondent suggests allowing them “to present [their] issues” or to “interview them”. In his opinion, the fact that neither electricity, running water nor a health centre are available in his cell are areas that investments of the near future should focus on.

(14) With regards to acquiring more reading materials for his community, the participant states that the cell “leaders [would] need to inform people in [their] call, and find someone in [their] cell who is experienced in [using and/or managing a library], and can show [the community members] how to use that place.” According to the participant, if there were a library in his cell, it would affect its inhabitants in the following way: “they would come out of ignorance, and would also learn about the advantages of what they are doing, and this would reduce the number of ignorant people, which would contribute to rapid development”. The respondent further explains that being able to access a greater number of works in the library and improving their reading skills would help his cell members “to work together with [microfinance] banks”. This is “because if someone knows how to work with banks, how to save and deposit money, that can help them to get out of poverty.” Being able to read well would help the community “to understand written guidelines on how to work with a particular bank, and how to bring money together”.

Module 5: Perceptions of Literacy Boost

(16) Feedback on the ‘Literacy Boost’ concept of book banks

The cell official believes that establishing book banks “could be very helpful and good”. He stresses that “[they] as leaders would also contribute to this because it serves [their] community”. The respondent suggests that the leaders would “first mobilise [their] community members, in order to make sure that the programme is proceeding [well].” He stops and adds that cell leaders would however “need someone to support [them] in that”. Mainly, cell leaders could “Mobilise the community by organising meetings, explaining the activity or event to them, explaining the advantages of the particular activity, and then look at how many people are interested [in participating in the initiative]”. He suggests that cell leaders “could also go to the village level” to “mobilise people”. The participant thinks that the members of his cell community would show interest “because many know the value of reading but have no way of getting something to read”. He believes that they would especially be interested in “reading about government programmes, for example how to work in two cooperatives for development”. The participant is convinced that “there are no obstacles” to making the idea of establishing a book bank in his cell a reality.

(17) The best location for establishing a book bank in the participant’s cell would be “a village called Kigarama”, which is “close to the school”. It would be an ideal spot “because it’s what people are used to; it is easy to access”. This also applies to access for children “since it’s close to the school”. However, like houses in the rest of the cell, the school has no access to electricity.

(18) Feedback on reading camps/reading buddies

The participant very much likes the idea of reading camps and reading buddies. He is supportive of the initiative “because [in the cell there is] also older youth who know how to read and write, and they have completed secondary school, [but] they are home and have nothing to do.” In his opinion, this people “would be the best people to help in these events”. The respondent believes that these youth would be interested in participating “because government encourages them and they want to contribute to society”. He is further confident that parents would be willing to send their children.

(19) Qualifying this statement, he notes that it would be beneficial “if you knew specified days [in advance], so that parents know when their children should attend”. This would be necessary since “normally their children would work at the tea plantations”. Therefore, “to inform [the parents] first would help”. Most of the time the children work at the tea plantations “during the holidays because they are not doing anything at home [during these periods]”.

Parents were unlikely to be able to attend. “Only some could do that”, whereas “others could not make it because they have a lot of chores because if their children are still in school in the afternoon they cannot help their parents at home”. This situation could be resolved by “choosing only one parent [to attend the event], so the other can stay behind [to complete the chores].”

(20) Feedback on the ‘Literacy Boost’ initiative

As the cell official has previously been informed about Save the Children’s ‘Literacy Boost’ initiative, the interviewer asks him if he has “any comments, ideas related to the projects”, and if he sees “any problems or obstacles to successfully implementing it”. The respondent states that he finds the “programme [to be] very good” as it will “help [him] personally and the community members”. He would “appreciate it if the programme was quickly implemented” and guarantees that cell “leaders would also help”.

SSI8: Deputy Executive Secretary, Nyiragifumbi cell, Manyagiro sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 30-year-old male

(1) Perceptions of literacy at the cell level

According to the respondent, people living in his cell “don’t like [reading]” but “a majority of them know how to read and write”. He believes that there is a difference “in [the] level of understanding [of cell members]” between those who are literate and those who are. The participant notices that “at cell meetings” since those that are literate “are usually leaders at different levels, like village leaders, health advisers, village representatives in charge of agriculture or education, or members of the cell office”. It is, however, not only leaders who are literate. The respondent notes that he encounters literate cell members at meetings as “they support the others in leadership positions; [in meetings] they speak in a supportive manner”. The cell official further points out that it is common that more educated people speak for less educated people. He explains that “in [the cell’s] villages there are banners with slogans saying ‘be the eye for others’”, which is akin to “when [literate community members] explain to those who cannot read or write”.

(2) Availability of reading materials

According to the cell official, “only teachers” of all people in his cell have books at home.

The participant states that there is no facility, where reading materials are freely available, neither at the cell nor at the sector level. However, he remembers that “it is one of the things that is planned [to be established]; some things were mentioned [in a meeting]”. As far as he is aware, “there are some books and newspapers sent from the district.” There is “also some [books and newspapers] who were contributed some time ago, and now [newspapers] are given out at [local government] meetings”. Therefore, officials “have thought about this room where we could place all of [these reading materials]”.

(3) The respondent notes that there are “books and bibles available” at churches located in the cell but that “those bibles are only for [the people working at the church]”. When community members go to church “they have their own [books]”.

Newspapers are provided by the district office. They are also “distributed amongst village leaders”. The village leaders “can read newspapers to community members and give [the newspapers] to people who can read”.

Module 2: Reading and Literacy Practices

(4) Storytelling at the cell

Cell community members “normally [tell each other stories] when they are at meetings, for example, when [the cell officials] hand out community awards”. Moreover, since “some community members don’t have radios, those that have radios, have to tell them about [what is on played on the radio].” They further tell each other stories “taking place at home and in the villages, and stories from Uganda”.

(5) Nonetheless, it is “not popular” that parents tell stories to their children. The respondent explains that parents tell him that the reason for this is that “they have a lot of work to do”, so “it is difficult for parents to find time to talk to their children”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(6) In the participant’s opinion, “the best texts [for children] are those with pictures in them”. Such books are “rare to find”, the cell official “could not think of a place [where you could get them in the cell] right now”. It was “a long time ago” that he saw children with “Hobe magazines”, he “saw them in schools.” The respondent clarifies that it was “in the early 2000s”. He remembers that they were popular and that “children would tear off the pictures and put them up on the wall”. The participant elaborates that “children liked them a lot because they had them both in French and Kinyarwanda, [the magazines would contain] pictures and explanations, and also questions in both languages”. If children “sen[t] in their responses [to the publisher] they could win awards”.

(7) Attitudes towards reading

The participant says that “from what [he] see[s], [he believes that] if [the cell] had a library, [cell officials] could encourage people to use it.” However, the cell’s “community members don’t like reading; you need to teach them how to read and to read more”.

(8) The cell official has one child, and would like his child to learn how to read as “ a child who is able to read and write, knows how to direct itself, it is always updated about things.” On the other hand, “those [children] who do not know how to read and write lose direction”.

(9) Personally, the participant “when [he] is tired, relax[es] through reading he “read[s] newspapers or he reads on the internet”, when he wants “to get more information”. He believes that being good at reading is “very beneficial”, as if one “is capable of reading independently and capable of reading to others one can become a leader”. At home the cell official has a bible for which he paid RWF 9,000. He thinks that an average person living in his cell would perhaps not be willing to spend the same amount to acquire a book but “there are some books that are cheap – they cost about RWF 1,500 –, and anyone could afford such a book”. The respondent adds that “the problem is that [community members] don’t like [reading].”

(10) Views on strategies to support children in acquiring reading skills

Asked what – in his opinion – would be the ideal way of helping children to become good at reading, the participant immediately provides an elaborate answer: He thinks that “first of all, you have to find toys for that child, you find books with pictures, and you go through each picture – children will be curious to know”. Then, “after this the children will be eager to read more and request more books from you”. At the beginning, “the parent is responsible for helping the child, then at the age of three it can go to nursery school, after this the teacher must explain everything well and continue with [encouraging the child to read]”.

(11) Previous attempts, key stakeholders and potential hurdles

The respondent states that “no one” has ever tried making more reading materials available for his cell. There is only “additional reading materials at the nursery school”. No one from the cell is involved in sourcing newspapers from the district office; “the district organises it”. While “there might have been some initiatives [to acquire more reading materials]”, the respondent thinks that they probably failed “because they did not know where to keep the books”.

(12) The cell official states that “a library or a place that has different kinds of books” would serve the needs of his community because it “would help motivate people to read”. It would address the problem of there being community members “who know how to read but they have no books”. If some of them “started using the facility, others would also get encouraged”. This would be “very helpful”. He stresses that “first, a library would need to be created, and then [one] can also find more books [to add to this library]”. The ideal place for a library, according to the respondent, “is in a village [located in the cell] called Murambo.” This village “is quite close to the school, [and would therefore] be useful to children of that school”. However, this village “has no access to electricity at the moment; it is planned to get electricity [access for this village]”.

(13) The main obstacle to operating a cell library successfully that the participant can identify consists of “getting people used to reading”. The respondent believes that this “is hard, a difficult task but that with time it can be overcome”. He is confident in this since “those who know how to read want information, they would use the library, and spread the information amongst the illiterate”. This would lead “people eager to find out more”.

(14) The cell official believes that the best way to increase literacy levels in his cell is “by doing exactly that: creating a library because [cell members] cannot get those books [that they are interested in] here.” Yet he would “also install a TV there”. Since “children would first be allowed to watch TV, then afterwards you would make them read, and tell them that after that they can watch TV again”. The respondent believes that this would be a good strategy “because children like TV more than books, and parents would be attracted by the pictures on the screen, so then parents would come to [and use the library]”.

(15) The respondent would term the reading abilities of children living in his cell as “not very good, perhaps average”. He believes the main reason for the unsatisfying reading levels of children in his cell is related to the fact that “when children come home from school parents engage them in home chores, so they do not have time for reading”. This could be tackled “if [the cell] had this library, then [cell officials] could plan some time in for the children to spend it at the library, after school, and convince children to send their children there.” He is confident that parents could be convinced if they were “informed about the advantages and benefits of their children getting better at reading”.

(16) According to the cell official, for a library to be created and reading events to be successfully hosted, “leaders have to be involved, and a person [needs to be chosen] to oversee the implementation”. This person “should receive a small payment because the person would need to put a lot of effort in”.

There would be people in his cell who could financially support these projects but “the people who would be able to finance it, they don’t like reading; they are involved in other businesses and have no time”.

Module 5: Perceptions of Literacy Boost

(17) Feedback on the ‘Literacy Boost’ concepts of reading camps/reading buddies

Having been explained the two concepts, the participant comments that “if these events were organised, [he would find it to] be very helpful”. The respondent cautions that “at the beginning attendance rates will be very low”. Yet “through those who attended the word would spread, and the first people [who attended] would encourage others”. In his opinion, “some parents would send their children but others have different attitudes, and would think that the event their children should be going to is nonsense.” He concludes that “these attitudes would need to be changed before they would send their children next time [such an event is organised]”. The participant believes that “only very few parents” would be willing to attend such events. It would “depend on whether they understand the benefits” of such events.

The cell official has two ideas how to encourage people to attend such events. “Firstly, if [one] know[s] what the books are about, [and one] will tell people, that is one of the ways of attracting them.” Secondly, he thinks that people who attend and “gain from the experience, they will convince others to come next time”.

(18) Knowledge about ‘Literacy Boost’

The cell official is not aware of the name of the ‘Literacy Boost’ initiative, nor that it is linked to Save the Children. He, however, remembers that Umuhuza approached him on topics of

reading and writing in his cell. They “asked how we could train people to read and said that they will come back”.

Mutete Sector, 3/02/14

FGD7: P1 students at Ruhondo P.S., Mutandi cell, Mutete sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	-----	No	Kinyarwanda	No	No	No
2	M	4	No	Kinyarwanda	No	Yes	No
3	M	6	No	Kinyarwanda	Yes	Yes	Yes
4	M	5	Yes	Kinyarwanda	Yes	Yes	Yes
5	F	7	Yes	Kinyarwanda	No	No	Yes
6	F	6	Yes	Kinyarwanda	Yes	Yes	Yes
7	F	8	No	Kinyarwanda	Yes	Yes	Yes
8	F	8	Yes	Kinyarwanda	Yes	Yes	Yes

All children speak Kinyarwanda at home and feel most comfortable with this language. Four of the eight interviewed children state that their parents know how to read and write (4, 5, 6, 8). Six of them have a radio at their homes (2, 3, 4, 6, 7, 8), an equal number says that their parents/someone in their households owns a mobile phone (3, 4, 5, 6, 7, 8). Two of the children say that they have TVs at home (3, 4).

Five of the children have access to electricity at home (3, 4, 6, 7, 8).

Module 2: Attitudes/Perceptions of Reading Outside School

Free Time Activities

Asked to name all the things they usually do the children list the following activities: lighting things (e.g. wood), doing the dishes, drying cassava, fetching firewood, cleaning clothes, fetching water, fetching food for domestic animals, cleaning the house, cultivating the field.

The children are then provided with a few more options: playing ball, playing with friends, listening to the radio, reading a book, drawing/writing

Asked to choose their favourite activity amongst all those that they listed and they were presented with, the children list the following activities: drying cassava, fetching food for cows, doing homework (new), fetching firewood, cleaning dishes, listening to the radio, playing ball, playing with friends

Respondents No. 5 and No. 6 explain that they like “*doing their homework*” best because “*it is good to do it*”. Since none of the children chose “*reading a book*” as favourite activity they are asked whether they ever read after school. Except for respondent No. 1 who explains that he does not have any books at home, all of them say that they engage in reading after school. Most

of them can name their favourite books. All of them are school books: Respondent No. 7 likes his maths and English course books the best, respondent No. 2 "*the red book*", which is his mathematics course book", and respondent No. 6 likes reading her English textbook the best.

Feelings about reading

Five of the eight children who are being interviewed say that they feel "happy" when they read. Three of them choose "excited". However, it becomes clear through further discussion that the children who chose "excited" do not see a difference between feeling "happy" or feeling "excited".

Parents and reading

Asked whether their parents have ever talked about reading to them, four children explain that their parents sometimes read with them. Respondent No. 5 elaborates: "*We [my parents and I] listen to the radio, and then mum reads to us; my parents can read.*" The parents of respondent No. 3, 4 and 7 help them with reading their homework assignments. As No. 3 explains: "*Sometimes, they [my parents] read with me when I read Kinyarwanda, and they show me multiplications*".

All children are then asked how they think their parents feel about reading/when reading. As selecting amongst many emotions turned out to be very challenging for them, the children are only presented with three options (smilies): happy/positive, unhappy/negative, and neutral. Five of them choose the neutral smiley and three of them the sad one. Respondent No. 7 explains that she chose this way because "*when you read and make a mistake, your parents are not happy.*" Respondents No. 2, 3 and 5 say that it is because "*sometimes you go and play (ball)*". The interviewer tries to make them clarify their statement but the children fail to do so. It can be assumed that they mean to say that their parents feel "sad" because instead of reading their textbooks and doing their homework, they go and play.

Different modes of reading

Different reading arrangements are presented to all children: "reading alone", "reading with together other children", and "reading with other children, and an adult", and they are asked to indicate which mode of reading they prefer. Two children state that they prefer reading alone but are unable to explain why (3, 5). Four children say that they like reading together with other children the best, and all of them point out that the reason for that is because they can "talk with each other" (4, 6, 7, 8). Respondent No. 2 says that she prefers "*reading with children and an adult*" because "*the adult will talk to me*". One child cannot make up his mind (1).

Module 3: Reading Practices in and out of School

Storytelling

Six of the eight children interviewed say that they are sometimes being told stories (2, 3, 4, 5, 6, 7). Most of the stories they are told are fables. Respondent No. 3 says he read the fable in one of his schoolbooks, whereas respondent No. 7 heard the story on the radio. Three of the children say they remember a story they had been told and volunteer to recount what happened in this story.

Respondent No. 3 tells a story about a girl and a cat. An excerpt of it is provided below:

" A long time ago, there were a girl and a cat. They went to harvest potatoes, and the girl told the cat (song): 'You don't want me to harvest these potatoes for you, yet it is you who brought me to this farm.' The girl then told the cat that it too should harvest potatoes, and when they were done, they went home. When they were home the girl told the cat (song): 'You don't want me to clean these potatoes for you, yet it is you who brought me here.' The girl then made the cat clean the potatoes. Then, they went to a banana plantation and took banana leaves for cooking..."

It was a friend called "Kibiri" who told respondent No. 3 the story.

Respondent No. 6 also tells a story: *" A long time ago, there were a man and a woman, and the gave birth to a baby. They named this baby 'Shushu'. Then, at some point, the parents wanted to go and cultivate potatoes, and they told Shushu to look after the house. The girl did not want to stay alone, and she ran away because her parents wanted to beat her. So the parents told the fire to set a stick on fire, so they could beat her with the burning stick. But the stick denied. Then the parents asked the water to cease the fire but the water denied. Then they asked the cow to drink the water but the cow denied. Then they told the rope to tie up the cow but the rope denied. So, then the cow ran away."*

Respondent No. 6 claims that "no one" told her the story. It remains unclear whether she does not remember who told her, or whether she read/heard it on the radio, or fabricated it.

Respondent No. 7 also wants to tell a story that she remembers being told. An excerpt of it is provided below:

" A long time ago, there were a man and a woman. They had two girls. One was called Amita and the other Gerere. Then their father went to work far away. Then the girls said 'let's invite dad'. The mum then send one girl far away, and the other one to somewhere very close. She came back very fast but the other one came back late. Then the girl who came back first ask her mother to prepare her food. The mum opened the cupboard and told the girl to jump. The girl jumped..."

It was respondent No. 7's father who told her the story.

All children are then asked if someone tells them stories, who this person usually is. Respondent No. 1 and 2 state that no one ever tells them stories. Respondent No. 3, 6 and 8 are usually told stories by their fathers, whereas it is the mothers of respondent No. 4, 5 and 7 who tell them stories.

Using reading skills outside school

Four children volunteer some answers about in what situations outside of school they read. Two of them say that they read one of their textbooks when they "reach home" after school, "around lunchtime". The other two state that they read "in the evening", after they have completed their chores such as "finding food for cooking".

Everyone, except respondent No. 8, has seen a newspaper before. Presented with picture books, respondent No. 3 says that he has seen such books "at school" before. Respondent No. 7 answers that her dad, who works in Kigali, has brought such a book back home.

Module 4: Access to Reading Materials Outside of School

Availability of reading materials

Six of the eight children interviewed state that they have a bible at home (1, 3, 4, 6, 7, 8). Unfortunately, the children are not confident in counting. Three of them also have other books

at home (3, 4, 7). They are unable to give us an estimate of how many books they have at home. Three children also sometimes have newspapers at home (4, 6, 7).

Three children say that their parents sometimes read out loud to them from the books they have at home (3, 4, 6). It is, however, only schoolbooks that their parents ever used to read to them.

Becoming a “good reader”

All children are presented with four ways of practicing reading, and asked which one – in their opinion – will help them best to become good at reading: “Reading with your teacher, in class”, “reading with your parent”, “reading with other children and talking together about what you have read”, and “reading a lot of books”.

Six children choose “reading with your teacher, in class” as the mode of reading that they felt would help them the most to become proficient at reading. Asked whether they think there could be other ways of reading that would also make them get good at reading, respondent No. 2 explains that he would *“rather read a lot of books because that makes you intelligent”*. Respondent No. 6 adds that *“you can become a good reader when your teacher teaches you”*, and that this is better than *“reading with dad because [her] dad does not usually have so many children around him; he does not know how to teach many [~he has no experience teaching so many children].”*

Respondent No. 5 who chose “reading with your parent” explains that she likes reading with her parent better than with her teacher because *“when you read with mama or papa, they can help you become intelligent.”* She is asked whether she agrees with respondent No. 6 that a teacher will help one more in becoming good at reading than one’s parent. She agrees – *“my will not make me a better reader than my teacher”* –, but states that she believes that she prefers *“reading with [her] mum”* to *“reading with other children and exchanging stories”*.

Respondent No. 7 who selected *“reading stories with other children and talking together about what you have read”*, explains that he thinks that in addition to this *“reading a lot of books”* will also *“help you to become a good reader”*. She thinks this is more helpful than *“reading with your teacher, in class”*, and also that *“reading a lot of books”* is more important than *“reading with your parent”*.

Module 5: Available Time for Reading Outside of School

Choice of activities

The children are asked to imagine they are in a room, which features a ball, pen and paper, a radio and a book. They are asked to imagine each item, its location and what it looks like. They are then made to choose one of these items. One of the chooses the ball, two pen and paper, two the radio, and two the book. Respondent No. 5 who chose the book explains that she did so *“because it is a book [she] like[s]”*. Having chosen pen and paper, respondent No. 6 says that she selected these items *“because [she] like[s] writing”*. She enjoys this more than listening to the radio. Although she prefers having writing materials she *“like[s] reading better than writing because [she] is the [class] best at reading”*.

FGD8: P2 students at Gaseke G.S., Gaseke cell, Mutete sector

Background Information:

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
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1	M	7	No	Kinyarwanda	No	Yes	Yes
2	M	10	Yes	Kinyarwanda	No	Yes	No
3	M	8	Yes	Kinyarwanda	No	Yes	No
4	F	9	Yes	Kinyarwanda	Yes	Yes	Yes
5	F	10	Yes	Kinyarwanda	No	No	Yes
6	F	6	Yes	Kinyarwanda	Yes	Yes	Yes
7	F	7	Yes	Kinyarwanda	Yes	Yes	Yes
8	M	12	No	Kinyarwanda	No	Yes	No

When we asked which language the students speak at home, two of them said that they speak English. However, they were unable to introduce themselves in English or to understand basic English conversation.

On non-print media:

- All but one of the students has a radio at home; respondent 5 does not have a radio. When asked whether they enjoy listening to the radio, respondents 1, 2, 6, 7, and 8 say they do. When asked which programs they like to listen to, respondent 8 says that he likes to listen to the news. Respondent 2 says that he likes to listen to football. Respondents 4, 6, 7, and 8 agree that they all like to listen to football as well. When asked whether they prefer listening to football or reading, respondents 4 and 6 say that they prefer reading.
- Several of the respondents have mobile phones at home (1, 4, 5, 6, and 7), but none of them have ever sent an SMS.
- Only three of the respondents have electricity at home (4, 6, and 7). When asked whether there is somewhere they can go to read at night, respondent 7 says that he goes to his neighbor's house, where there is electricity. The other respondents all say that they have nowhere to go.

Module 2: Attitudes/Perceptions of Reading Outside School

On reading outside of school:

- When asked what they like doing when they are not in school, the students respond as follows:
 - o Respondent 2 likes playing ball with other children. When asked whether he prefers playing ball or reading a book, he says that he prefers reading a book because he learns when he reads.
 - o Respondent 4 likes writing in a notebook. She likes to write mathematics, because it is the subject she likes the most.
 - o Respondent 5 likes reading a book when she is not in school.
 - o Respondent 6 likes eating potatoes when she is not in school.
 - o Respondent 7 likes listening to live matches on the radio. He prefers reading a book, though, "because it is important."
 - o Respondent 8 likes playing ball "because it makes me physically fit." When asked how often he plays ball, he says "every day." When asked if he prefers playing ball or reading a book, he says that he prefers reading a book."

On reading attitudes/preferences:

- When asked what subject they like to read about the most, they respond as following:
 - o Respondent 1 likes reading about mathematics. When asked if he reads it at home, he says that he doesn't.
 - o Respondent 2 likes reading Kinyarwanda. When asked whether he reads it at home, he says he does.
 - o Respondent 3 likes reading Kinyarwanda at home with his relatives.
 - o Respondent 7 says that she wants to know more about Kinyarwanda. She reads with sisters (ages 12 and 4).
 - o Respondent 6 likes to read Kinyarwanda with her sisters when she gets home from school.
 - o Respondent 7 likes to read a book at home with her sister, who is 5 years old.
- When asked how they feel about reading (using emoticons to prompt), the students respond as follows:
 - o Respondent 4 feels embarrassed. When we ask her to describe a time when she felt embarrassed when reading, she says, *"I was home and I was reading and I felt embarrassed because it was so funny I was laughing."* Respondent 5 also feels embarrassed: *"There are times when you are reading so much that you feel embarrassed."* Respondents 6 and 7 also feel embarrassed.
 - o Respondent 7 says that she feels scared. When asked to describe a time when she felt scared, she says, *"I was reading Kinyarwanda and I felt surprised and then scared."*
 - o Respondents 1, 2, 3, and 7 all say that they feel excited. Respondent 1 feels excited *"because it is a good thing."* Respondent 2 feels excited *"because I am keen. It makes me want to learn English."* Respondent 3 feels excited because *"I want to be a good reader."* Respondent 7 feels excited because she *"enjoys what [she] is reading."*
- When asked whether they prefer reading alone or with others, four respondents say that they prefer reading alone and four say that the prefer reading with others.
 - o Reasons why they prefer reading alone:
 - *"Because we have another young child in the house but she doesn't know how to read, so I read by myself."*
 - *"Because I am alone in my house."*
 - o Reasons why they prefer reading with others:
 - *"Because it makes me intelligent."*
 - *"Because my older sister helps me and corrects me when I am wrong"*
 - *"Because my older brother teaches me."*
 - *"Because I want to teach my sister how to read."*
- When asked how they feel when they read something very challenging, the students respond as follows:
 - o Respondents 1, 4, and 6 say that they feel happy. When asked why, respondent 6 says, *"I was home and I read it and it was difficult for me but I felt happy."* Respondent 4 says, *"I felt good."*

- Respondents 2 and 7 say that they feel sad. Respondent 2 feels sad “Because I can’t read it.” Respondent 7 felt sad because “There were a lot of combinations of letters and I couldn’t read it.”

On their perceptions of reading as shaped by interactions with others:

- When asked if their parents ever talk to them about reading, all of the students nod in agreement.
 - Respondent 7 says that her parents teach in Kinyarwanda. She likes reading Kinyarwanda. When asked if her parents think reading is important, she says they do. When asked why, she says, “In order for me to become intelligent like them.”
 - Respondent 3 says that his parents teach him English “in order for me to become wise.” Respondent 2 says the same thing.
- When asked if they know anyone who reads a lot, respondents 1, 2, 3, 6, and 8 all say that they do.
 - Respondent 3 says that his relative reads a lot. His relative is 12 years old and in P5. When asked whether he would like to read a lot too, he says he would because “It is important for me. I want to be intelligent in the future.”
 - Respondent 6 says that her relative, who is 7, reads a lot. She helps her relative learn how to read, which makes her feel happy.
 - Respondent 8 says that his sister, who is 18, reads a lot. She reads the bible and a mathematics book.

On the benefits of reading:

- When asked how reading benefits them in their daily life, the students respond as follows:
 - Respondent 2: “It helps me learn and know.”
 - Respondent 7: “It is important for studying in school.”
 - Respondent 3: “It makes me intelligent. Respondent 6 says the same thing.”
- When asked how being a good reader would affect their lives in the future, the students respond as follows:
 - Respondent 8: “I will be able to read road signs and not get lost on the road. I will be a police officer.”
 - Respondent 2: “I will have a fabulous job. I will be a leader.”
 - Respondent 7: “I will teach other people.”
 - Respondent 3: “I will be a school headmaster.”
 - Respondent 4: “I will be a nurse.”
 - Respondent 5: “I will be a doctor.”
 - Respondent 1: “I will be a police officer.”
 - Respondent 6: “It will be good.”

Module 3: Reading Practices in and out of School

On story-telling:

- When asked if anyone ever reads them stories, all respondents except for respondent 1 say yes.
- When asked who tells them stories, Respondent 7 says that her relative tells her fables every Friday. When asked to share, she told the following story: “There is a black bird and

a white bird. One bird told the black bird to go to cook food, and then the black one said no because he didn't want to go. Then the white bird had children who smelled very good, and the black bird had children who smelled very bad. Then the white bird came back from finding the food and it realized that the black bird had taken all of its children. Then the white bird started cooking for her children. It ran to the cassava farmers and asked if they had seen the black bird who had her children. The cassava farms said that they had seen the bird and it was smelling very bad. Then the white bird went to look and asked the potato farmers if they had seen the black bird. Then the white bird found the black bird and killed it."

Module 4: Access to Reading Materials Outside of School

On what they need to become a good reader:

- When asked to list the things a student needs in order to become a good reader, they list: a book, a pen, a notebook, intelligence, a mouth so that he can speak loudly, a tongue so that he can speak, and a finger so that he can hold a pen

On the availability of reading materials:

- When asked whether they have children's books at home, respondents 5 and 6 say that they do.
- When asked whether they have newspapers at home, respondent 6 says she does.
- When asked if they have any books at home, respondents 2, 4, 5, 6, 7, and 8 say that they do. They describe these books as follows:
 - o Respondent 2 has a Kinyarwanda book. When asked if it is difficult to read, he says it is. When asked if this is good or bad, he says that this is *"bad, because I cannot read it."*
 - o Respondent 4 has an English book.
 - o Respondent 6 has a Kinyarwanda book. When asked if it is difficult to read, she says that it is because of the combinations of letters.
 - o Respondent 7 has Kinyarwanda and English books at home. When asked if they are difficult, she says that the Kinyarwanda book is hard because of the combinations of letters. When asked if this is good or bad, she says that it is *"bad, because I cannot do it."*
- When asked if they have any books at home that are easy to read, respondents 5, 6, and 7 say they do. Respondent 5 says that her mathematics book has some parts that are easy. She says, *"It is good when it is easy so I can be an intelligent student in the future."* Respondent 7 says that she reads her English book alone and it is easy. This is good *"because I enjoy it."* Respondent 6 says that her mathematics book is easy and she reads it by herself.

Module 5: Available Time for Reading Outside of School

On time use:

- When asked to describe what they do on a normal day, the students responded as follows:
 - o Respondent 5: *"I feel the sun in the morning, and I take my bath. Then I go fetch water. Then I go to school. I take my lunch and go find firewood. Then my parents tell me it is time to find food for the cows. Then I take my bath again, and then they turn on the radio. Then we go to sleep."*

- Respondent 2: *"When I wake up, I take my bath, go fetch water, and go to school. When I come home from school, I take lunch, sleep, and fetch water. Then I find food for cows, take supper, then sleep."*
- Respondent 8: *"In the morning, I find food for cows. And when I get back, I go again to find food for cows. Then I cook. When I am done cooking, I go fetch water and then take a bath, and then I eat. When I finish eating, I put on my clothes, wash my hands, and go to school. When I get back, I take my supper, find food for cows, and then take a bath. Then I go to the gate. When I come back from the gate, I take my mathematics book. I read it, then take supper, listen to the radio, and go to sleep."*
- Respondent 6: *"When I wake up, I wash my face, brush my teeth, take a bath, put on clothes, and go to school. Then I take lunch. When the sun sets, I find food for cows."*
- *"When I come back, I take a bath, eat supper, and go to bed. When I wake up, I go to the front get, get back, take my Kinyarwanda book, read it, and listen to the radio and then fall asleep."*
- The students are asked to imagine that they are in a room with a radio, a book, a pen & notebook, and a ball. They are told to choose which one they would pick up.
 - Respondent 5 would choose the radio *"because you can listen to it."*
 - Respondent 8 would choose the notebooks because you can use it to study."
 - Respondent 3 would choose the book.
 - Respondent 2 would choose the ball.
 - Respondent 6 would choose the notebook and pen *"because you can write with it."*
 - Respondent 1 would choose the book because he *"can read it and become intelligent."*

SSI9: NIYINDORERA Malte, Head Teacher, Gaseke G.S., Gaseke cell, Mutete sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) On the availability of reading resources:

- When asked if the school has a library, she responds, "No, we don't have one. But we are planning to start it because there is a new building where there will be a library." When asked whether they used to have one before the construction began, she responds, "This office was not like this before – it used to be a place where children could come and read."
- When asked whether it is hard to find newspapers, she responds, "Yes, because people do not sell them here." When asked whether people would buy them if they were sold her, she responds, "There might be very few people who are interested, due to the price. People in villages have a lot of different things to take care of."

Module 2: Reading and Literacy Practices

(2) On story-telling:

- When asked whether it is common for parents to tell stories to their children, she responds that it is "very rare to find this. Most of them are busy with their work so they don't have time to read to their children."

On her personal reading habits:

- When asked whether she likes to read books or newspapers, she responds, "I don't like reading them very much because I don't have very much time due to all of my work."

On parents' enthusiasm about improving their and their children's reading abilities:

- (3) When asked about the purposes for which people normally gather, she responds that they have different meetings, such as the parents meeting that will take place tonight, although they don't attend in big numbers. Other meetings include heroes day and umuganda. When asked about what percent of parents attend the school meetings, she says that it is between 20-30%. When asked why more don't attend, she explains, "They don't like following up on their children's academics, although most know how to read and write." When asked when is discussed at school meetings, she says that they "Mobilize them about how to follow up on children's education. For example, if we ask children to do things and they don't, such as homework, washing their uniform, attending classes, and staying in school. We also tell them to buy books and pens for their children."
- (4) When asked why more parents don't follow up on their children's education, she says, "They work and they do not value children's studying. They say that nowadays most people who study do not get jobs. They combined primary and secondary school – once they were combined, they were no longer viewed as important."
- (5) When asked to elaborate on why this policy changed parents' attitudes towards education, she says, "The government introduced 9 years of basic education in 2009. It arrived here in 2012." When asked why the change was delayed here, she says, "They started in other schools in the sector. This was the last one because we were neighboring a secondary school, so they started with the others."
- (6) When asked how parents could be encouraged to be more enthusiastic about their children's studies, she responds, "Studying is of great importance to me, so I need to show them that it is good to be an educated person. Students in this school do better on their national exams compared with other schools in the sector. Here, we try to follow up. We have morning preparations when they arrive. At the P6 level, teachers give additional assistance on weekends and holidays." When asked if the parents are accepting of these additional hours, she responds, "Yes – they are interested. Some even pay teachers for their extra hours."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (7) When asked why children should be encouraged to read more, she responds, "The reason is that reading is very important. Once you start working, you can achieve nothing without reading." When asked which jobs are available to literate but not illiterate people in this cell, she explained, "Mostly, they go to technical schools for a few months." When asked whether students in the school are motivated by the prospect of going to technical schools, she says, "Around here, there aren't any technical schools. But they go to Rulindo. Students who complete primary can start up their own businesses, like a small shop. You cannot do this without reading."

On the best way to teach a child how to read:

- (8) When asked the best way to teach a child how to read, she responds, "A child mainly learns to read in P1. The challenge we have is that, in that class, we have a large number of children. We also do not have enough rooms to accommodate all of the children. In addition, the government sends us very few books. You find a large number of children using only 1 book."
- When asked about the type of texts children should read, she responds, "Funny stories; clear stories that are understandable to children. These stories should be related to the Rwandan culture that they are used to."

On how literacy affects the lives of people living in the cell:

- (9) When asked about how literacy affects the lives of people in the cell, she responds, "A person who knows how to read and write is very intelligent. They person is capable of doing research on development."

On the general attitude towards literacy in the cell:

- When asked whether people in the cell view literacy as important, she responds, "Not all of them. Some value it as something important and send their children to school. Others take it for granted."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the funding priorities of the cell:

- (10) When asked about the most needed investments in the cell, for education specifically, she says, "Children are dropping out of school because they are poor and they don't have enough materials. For example, if we send children for uniforms, we find that they are unable to get them. If they cannot get them, they do not come back." When asked if there are other funding needs, she says, "Another thing would be enough books, and a room to divide people in the same class into different classrooms."

On efforts to acquire more reading resources for the cell:

- (11) "Apart from efforts by MINEDUC, there have been none." When asked whether there are enough, she says that there are not.
- When asked how the school could get more, she says, "We have to wait for the government budget and the books they have prepared for us."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (12) "I think it is a good idea because the children would be exposed to different kinds of books. For the children in secondary, this would be very interesting." When asked if she can think of any obstacles to the implementation of this project, she says, "The obstacle might be finding a room to put the books."
- When asked about the best place to store books in order to make them easily accessible to people in the cell, she responds, "I think it would be best here at school so that the school authorities can manage."

On the idea of gathering parents:

- (13) "That could be a very good event. For example, most of the community members who are new here are coming from Kigali. Kigali is becoming very large and developed, so people are pushed to the boundaries and some come here." When asked how these events would help people who have recently moved from Kigali, she explained, "For example, if all of the books are put here, they can organize an event about how community members and students can access them." When asked if she can think of any obstacles to implementing such an event, she says, "Parents here like listening. Many of them might attend, but not all." When asked if she thinks that more people would attend this event than the number that attend the school meetings, she says, "According to what they read, they could be attracted to come here."

On the idea of reading camps:

- (14) "We can also facilitate that event through formal class. We could encourage debates in which everyone would be able to talk. If we organize competitions for older students to read and summarize materials, the younger ones will look up to them."

SSI10: MBERABAGABO Jean de Dieu, Social Affairs & Education leader, Mutute sector

Module 1: Cell/Sector Background Information and Contextual Questions

On the literacy rate in the sector:

- (1) "People do not read very much, but they do know how to read. There are different classes for different cells, mostly based on religion. His year, they have 315 people taking these classes. But the majority of people in the sector know how to read. Among their community, they identify people who don't know how to read and then tell them to join the classes."

On the availability of reading materials in the sector:

- (2) When asked if there is a library in the cell, he says "Yes – we get the books for free. In the schools there are also libraries. They are not only for students – others can use them."
- When asked the rules for borrowing books from the sector library, he says, "At the sector, we find there are many community members who gather here. They can borrow the books they request – then they register the date borrowed and the date to return, which depend on the amount of time you want to borrow."
- (3) When asked whether the churches have books, he says they do not.
- When asked if there is a place where members of the sector can go to read the newspaper, he says, "There is a place [across from the sector office, where the library is located] where they can get a newspaper. They have different kinds of newspapers. They are sent by the district." When asked to elaborate on which newspapers they have, he says, "They send different newspapers, including Nyampinga. There are no rules – everybody who wants to read them can come in and read them." When asked if it is common for people to read the newspapers, he says "not very."
- Most people in the sector own radios. They listen to programs related to better ways of living, politics, or soccer/football.

Module 2: Reading and Literacy Practices

On story-telling:

- (4) When asked whether story-telling is a popular activity in the sector, he says that "People tell each other different stories based on what they read or heard on the radio." When asked whether parents tell stories to their children, he says "Based on Rwandan culture, that is something people do."

On gatherings:

- (5) When asked about the purposes for which people usually gather, he says, "We have government programs, churches, and parents meetings at different schools." When asked if the parents meetings are well-attended, he says, "Yes, because it is required. But you find that there are some people who don't attend because there are other meetings."
- (6) When asked if there are any events related to literacy, he says, "This is usually done in churches, where adult reading classes take place. These are financed by the lower levels of administration. The sector provides materials and sometimes helps to pay the teachers. They supply books, chalk, and papers." When asked if there are any literacy events that are not related to those classes, he says, "There are also things to do with the sector and school libraries. These classes include other activities: preventing HIV/AIDS, hygiene, cooking. There is an international day for people who don't know how to read or write. We move around the sector and lead different discussions to encourage people to sign up for reading classes."

On when people use their reading skills in their daily life:

- (7) "They need reading skills at health sectors and here at the lower levels of leadership. Really, you could not get married without knowing how to read and write. It is not a rule but we use marriage as an opportunity to encourage people to read and write so that they can develop themselves." When asked why this is related to marriage, he explains that it is "among the things that they sensitize people about when they are preparing for civil marriage. There are many things they need to be taught – medical testing, medical insurance, and the importance of knowing how to read and write."

On his personal reading habits:

- (8) When asked if he enjoys reading newspapers or books, he responds, "Yes, I read them very much." When asked about his preferences, he says that he prefers "normal newspapers and classic books or scientific books." When asked if he buys them, he says that he has a small library at home, which is not common.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (9) "It helps one to become open-minded. On the part of the community, it helps them to learn a lot. For example, they learn how to cook imitating what they read in newspapers. They also learn how to do things with keeping cattle or cultivating. It helps them stay current on events outside of here."

- When asked why children should be encouraged to read more, he responds, "So that they can understand their studies and be able to prosper. There is no prosperity without literacy."

On teaching a child how to read:

- (10) "They can organize things like competitions and try to prepare some awards. Those are the best ways to teach children how to read."
- When asked about the best texts to give children to read, he responds, "[it is best] when there are drawings in books – books about their way of living or welfare, small writings with pictures related to the things that surround children. Pictures can also show how to prevent diseases related to drinking and clean water. When we talk about the environment that surrounds children, there are many things that are included in that."

On how literacy affects the lives of people in the sector:

- (11) "There are many things that people gain. When people gain information, they start developing. For example, if a person can read about how unclean water causes diseases, they will learn to take clean water, take good care of themselves, learn how to rear rabbits. That person will know the best way to rear rabbits, and if their rabbits give birth, they can sell them and pay tuition, mutuelle, and soap. So they are very different."

On the general attitude towards reading:

- (12) "Their attitude is low, but for those who understand, they really understand. Those who understand see it as important. Others don't give it any value, depending on the kind of work they do. Much of their work has nothing to do with books. But you find that even these people send their children to school – they work so that they can send their children to school."

On what is needed to enhance children's literacy in the sector:

- (13) "For the children who go to school, the government is doing different things. For example, now there are no children paying fees from primary to high school. They are educated for free." For community members to develop the culture of encouraging their children, they can put newspapers in the public places where people meet." When asked to describe what he thinks would be the best places, he says that trading centers would be best.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the most needed investments for education in the sector:

- (14) "The first thing is training teachers. Then, looking for materials, by which we mean books. Then, our technical schools need laboratories. For reading and reading, we need a lot of books. Newspapers should be put in the places where people normally meet. We should encourage people to attend the events you suggested – we can reach them through radio, television, and newspapers."

On past efforts to improve literacy:

- (15) When asked if there has ever been any effort to acquire more reading resources for the sector, he responds, "It is only the government that helped us to get the books." When asked if the government contributed more or less books here than in other places in Gicumbi, he responds, "It is all the same for all sectors. We don't have anything extraordinary here. And all districts are the same, apart from places in Kigali."
- (16) When asked why there have not been more efforts in the past, he responds, "Because of the sector is very wide and we don't have good roads. You find that NGOs like good roads. Here at the lower level of administration, even if we asked for support we would have to write to the district, and the district would send requests to the provincial and higher levels (MINEDUC). So, it is up to the Ministry of Education to provide what we need."

On acquiring more reading materials:

- (17) "If we happen to get [more reading materials], the only thing we can ask community members is to use them. Depending on the place where we choose to put them, we might ask the community members to help in construction of this place. If we prepare this, then they should also be informed of house to use them."

On the best place to store reading materials:

- (18) "We can put them at the cell offices or else at trading centers where people normally meet." When asked if there is electricity at the trading centers, he responds, that there is no electricity and there are no plans to get electricity in the upcoming year.

Module 5: Perceptions of Literacy Boost

On the idea of a book bank:

- (19) "We would be very grateful for that, if it would be possible." When asked whether people would be likely to use it, he responds, "They would use it because they know it has a lot of books and they can gain a lot. They would also encourage their children to use it." When asked why they would use this library more than they currently use the existing library, he answered, "For the normal library at the sector – people use it but they only come here when they have other issues. If they know that this is a public library, they will find time to use it, including over the weekend." He explains that the sector library is not open over the weekend.

On the idea of gathering parents:

- (20) "We can support that idea and help them go to lower levels to sensitize community members so that they attend." When asked whether people would be interested in attending, he responds, "Yes. Once they are sensitized, they will understand. It can be done the same way as sensitization for other events." When asked to elaborate on this process, he responds, "We organize ourselves at different villages. We have different topics to cover so we go to each village. We mobilize them so that they understand. For example, we tell them to give birth in the hospital, use family plan, or fight HIV/AIDS; there are many topics. Once they understand the importance, they will attend these events in large numbers."

On the idea of reading camps:

- (21) "It would be very good." When asked whether he can think of any possible problems that would arise in implementation, he responds, "It requires time to bring together the older and younger youth, so you will have to plan for enough time. For those who understand, there is an easy way: we as leaders could encourage them to attend. Another thing would be finding books to use in the event. You find that most people do not have the means to purchase books."

On Literacy Boost

- When asked if he had heard of Save the Children's Literacy Boost program, he says that he had not.

SSI11: UWAMALIYA Goreth, Executive Secretary, Mutandi cell, Mutete sector

Module 1: Cell/Sector Background Information and Contextual Questions

On literacy and reading materials in the cell:

- (1) When asked about the literacy rate in the cell, she says that the majority of people in the cell know how to read, but not all.
- There is no library in the cell.
- When asked whether the schools have libraries, she responds, "*They have books that we give them, but not a specific area where they keep them. These books are mainly for students, so if a child needs a book, he will borrow if and return it.*" When asked if there are enough books for the students, she says that there are not. When asked if there are any books besides textbooks, he says that all of the books in the schools are related to the courses.
- (2) When asked if the churches have books, she says that they only have bibles. "*The Christians have their own bibles. Those in the church are used by the people who prepare sermons.*"
- There is no place in the cell where people can read or borrow newspapers.
- When asked if people in the cell ever read newspapers, she says that they don't because they don't have access. When asked if people would be willing to pay for them if they were for sale, she says, "*Yes – if the newspaper does not cost more than 200 Rwf.*"
- When asked if people in the cell own and listen to radios, she says that they do. "They like listening to theatre and news; urumana and musekewya."

Module 2: Reading and Literacy Practices

On story-telling:

- (3) When asked whether storytelling is a popular activity, she responds, "If there is someone who has bought a newspaper, they will tell stories of what they read."
- When asked whether parents tell stories to their children, she says that they do.

On gatherings in the cell:

- (4) When asked about the purposes for which people in the cell normally gather, she responds, "They mostly gather for meetings, community work, an event for the parents, and some trainings." When asked to describe the trainings, she says that they are "mainly focused on the traditional culture of Rwanda."
- (5) When asked whether there are any events related to literacy, she explains, "We have a group who don't know how to read and write so we have people in the church who are responsible for teaching them. There are not other events related to literacy." When asked how these events are financed, she says that they are run by volunteers. When asked where the materials come from, she says that they are donated by the sector (which gets them from the district), but that there are not enough materials)

On when people in the community use their reading skills:

- (6) "They normally use their reading skills when they make plans. Each home has to make a plan and then read them to us and sign them. These plans include what people want to do with their lives. For the people who don't know how to read and write, they are helped by the leaders who write their plans for them. Also, most people who don't know how to read and write have children who do know how." When asked to elaborate on what these plans include, she lists, "mainly, living in harmony with neighbors, having medical insurance, having domestic animals at home, having a modern charcoal stove and practicing good hygiene in their living space."
- (7) When asked whether there are other times when people need to use their reading skills in daily life, she explains, "As I mentioned, most of the people here have bibles; they are Christians. In training, they have books and need to read those books."

On her personal reading habits:

- (8) When asked whether she enjoys reading books or newspapers, she says, "I like reading them." When asked where she gets them, she says, "I have books related to leadership. We get them from the sector. For example, if I go to Byumba or Kigali, I buy a newspaper and bring it with me."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (9) When asked her opinion of the value of reading, she says, "Look at people who have gone to school. If you read something, you cannot forget it. You can gain more knowledge and information."
- When asked why children should be encouraged to read more, she explains, "You find children live different lives today from children in the past. Now, children are encouraged to read and get more knowledge, and advance their studies." When asked why she thinks things have changed, she explains, "A long time ago, there were no efforts to teach people to read." When asked why these efforts have increased, she explains, "IT helps to know more information and gain more information from books."

On teaching children to read:

- (10) When asked about the best ways to teach children how to read, she explains, "The best way would be to have an extra lesson so that children are encouraged to read. For

example, there are children who don't get books and read them. So There should be a lesson period when children read."

- When asked her opinion of the most suitable texts for children, she responds, "The best texts include stories, books, and proverbs; fables, too, if they are available. Especially those dedicated to the Kinyarwanda language."

On how literacy affects the lives of people living in the cell:

- (11) "Reading affects daily life. If there is a signpost, or writings that people do in their daily life." When asked to provide an example of writings that people do in their daily life, she explains, "For example, the committee in charge of the evening for parents needs to give a report of the meeting. The people who attended the meeting need to sign."
- When asked if there is a difference between the lives of people who know how to read and the lives of those who don't know how to read, she says, "There is. For those who managed to study and learn to read, they think about their own projects and then start them. They ask for loans to start their own projects."

On the general attitude towards literacy in the cell:

- (12) "If people can get things to read, they read them. For example, if you put down a book, you will find that someone else picks it up and wants to know what is inside it."
- When asked if people in the cell typically view reading as important, she says, "Yes. Using the books we have as leaders, you find they learn rules and regulations. They learn what they are supposed to do, and they get to know their rights."
- When asked how increased literacy would affect life in the cell as a whole, she responds, "For example, it would help us as leaders because people could read and write for themselves. People could read signposts for themselves."
- When asked if people view literacy as a pathway to a better future, she says yes. "Once they know how to read, it helps them to prepare for their future. For example, they think about different projects and ask for loans."

On what is needed to enhance literacy in the cell:

- (13) "Those who are teaching are, at the moment, volunteers. [It would enhance literacy] if they could be paid something to facilitate the program."

On adults' enthusiasm about improving literacy and increasing access to materials:

- (14) When asked whether the adults in the cell are enthusiastic about improving their and their children's reading abilities, she responds, "Yes. For elder people, they register [for literacy classes] according to their own will. Also, you find that there are no children at home who are not at school."
- When asked whether the adults in the cell would be interested in acquiring more reading materials, she says, "Yes. They are interested, except for those who are very old."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On cell funding priorities:

- (15) When asked what she believes are the most needed investments to improve education in the cell, she responds, "As you mentioned, a library would be very helpful. And, as I mentioned to you before that we have classes for elderly people – we could pay the teachers."
- When asked if she thinks that more resources should be spend on reading materials, she responds, "It is the sector that gave us blackboards, chalk, and books. So, the community members have to buy books and pens for themselves."
- When asked if there have been past efforts to acquire more reading materials or improve literacy in the cell, she explains, "The NGO Red Cross helped us build. That project ended over a year ago."
- When asked if the members of the sector could be mobilized to be involved in acquiring more materials, she responds, "Their involvement is that they buy books and pens for themselves."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (16) "This could be very helpful. Most of the books at school are only read by students. If there are more, it would help parents so that they can read to their children and get to know new stories that they didn't know."

On the idea of gathering parents:

- (17) "Sometimes I see that plays bring students together. After plays, you see that children are together. From the look of things, when parents meet with their children, I see it could be helpful because there are things that parents don't want to mention to their children at home. But in this event, parents could open up with their child. For example, they could read books about sexual development."

On the idea of reading camps:

- (18) "That would be a very good event because the older children could help the younger children who don't know how to read."
- When asked if she can think of any challenges for these events, she mentions that she would be concerned about the library. "Someone might steal some of the books. There are people who might show up who are not happy about the events. It will require a lot of mobilization and sensitization. For those who don't know how to read, they might not see the value." When asked how many people she thinks would be unhappy about the events, she says "about 100."

On the best location to store books:

- (19) When asked about the best location to store books to make them easily accessible for all people in the cell, she responds that the best place would be at the school called Mutandi. They do not have electricity there.

Rubaya Sector, 28/1/2014

FGD9: P3 students at Kabeza P.S., Nyamiyaga cell, Rubaya sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	12	Yes	Kinyarwanda	No	Yes	Yes
2	M	12	Yes	Kinyarwanda	Yes	Yes	Yes
3	F	10	No	Kinyarwanda	No	No	Yes
4	M	13	Yes	Kinyarwanda	No	Yes	Yes
5	F	12	Yes	Kinyarwanda	Yes	Yes	Yes
6	F	12	No	Kinyarwanda	Yes	Yes	No
7	F	11	No	Kinyarwanda	Yes	Yes	Yes
8	F	11	Yes	Kinyarwanda	No	Yes	Yes

Five out of the eight children interviewed state that their parents know how to read and write (1, 2, 4, 5, 8). Six of them speak Kinyarwanda at home and feel most comfortable speaking this language (2, 4, 5, 6, 7, 8). Two children speak both Rukiga and Kinyarwanda at home (1, 3) but say that speaking Kinyarwanda for them is easier than speaking Rukiga.

Only one of the children has a TV at home. It is unlikely that this is true as this girl states that they do not have electricity at home. Yet all but one children (3) have a radio at home, and except for respondent No. 6 they all have a family member who owns a mobile phone. Of the six children whose family owns a mobile phone, four claim to have written or read a text message before (2, 3, 4, 8). Four children have electricity at home (2, 5, 6, 7).

Respondent No. 8 recounts that she used the mobile phone before to read a message that her father had sent. The sister of respondent No. 4 sent him and his parents a text message when she gave birth to her baby. He remembers that his parents and him wrote texted back to her to congratulate her. Respondent No. 3 says that he read a text message when her dad went to Kigali and sent money back to the family. Her mum and her texted a thank you message back.

All children say that they listen to the radio. Most respondents (2, 3, 5, 7) especially enjoy listening to radio dramas or other special programmes about social affairs (6,8). Two children state that they also like listening to the news on the radio (7,8). All children talk about what they hear on the radio with someone from their family. They discuss them with their fathers (2, 3, 4), with their mother (5, 8) or their brother (5).

Module 2: Attitudes/Perceptions of Reading Outside School

Free time & time use

Asked what activities they would engage in during their free time, the children list: fetching water, playing with friends/playing ball, getting food for cows, fetching firewood, cleaning their house, cooking and bathing. Apart from bathing, all of these activities are things that the children regularly do, on a “normal day”.

When it comes to their favourite activities, three of them enjoy playing ball the most, two fetching food for their family's animals, two bathing and one fetching water.

Four of them also listen to the radio in their free time on some days (2, 3, 5, 8), and five of them (try to) read something in a bible or hymnal (2, 3, 5, 7, 8). None of them read books, newspapers or other texts that are not school books in their free time.

Reading skills – use and perceptions

Respondent No. 5 and respondent No. 3 say that they feel “very happy” when they read the bible or hymnal. They are happy “*because we read the gospel*”, as respondent No. 5 explains, and “*because in the bible we can learn about how to be disciplined*”, as respondent No. 3 adds.

Respondent No. 5 says that she remembers being told about one story from the bible “*that says because god loved the world he gave his only son, so that other people gain life*” (John, 3.16).

It is “sentences” (6, 2, 5), “words” (1, 7), “letter combinations” (3, 8, 3) and “English” (4) that they enjoy reading the most in their schoolbooks. Asked whether there were full stories, with a beginning and an end, in their schoolbooks, and whether they would read these sentences, words and letter combinations as part of stories, they all affirm that this is the case. Three of the respondents say that they remember some of the stories that they read in their schoolbooks and are able to recount parts of them (3, 5, 8).

Emotions – Reading

Five of the children say that they feel happy when they read, two feel scared, one excited and another one bored.

Respondent No. 8 usually feels bored by reading but she says she would feel happy if she would read a “funny, exciting story”. Respondent No. 1 explains that he feels excited when he reads “*because [he] is eager to know what happens next*”. Respondent No. 5 says he feels happy about reading when he “*find[s] a story that is fun, [and] interesting*”.

Respondent No. 1 feels scared when he reads because “*when [he] find[s] it hard to read, [he] feel[s] scared.*”

Respondent No. 8 explains she usually feels bored when she tries to read because she “*feel[s] bad in the eyes*”, and is simply not interested in what she is trying to read.

Those who stated that they feel “happy” when they read and also said they have tried to read texts in the bible before, all say that there is no difference between how they feel when they read a bible text and when they read a text in a schoolbook. They feel equally happy about it. Respondent No. 5 and No.1 especially enjoy reading their Kinyarwanda course book, while respondent No. 2 prefers his English coursebook and respondent No. 3 her Social Sciences book.

They all have a friend or family member who “reads a lot” in their opinion. Their older brother (5, 8, 4) or their older sister (3, 6) are persons they specifically identify as being prolific readers. Three of them state that they think it is a good thing that their siblings read a lot because he/she “*feels happy when [he/she] read[s]*” or “*because reading makes you happy*”. Respondent No. 3 adds that she thinks that reading also “*makes us disciplined children*”, and she therefore thinks that it is positive that her older sister reads a lot.

Value of reading

Four children share their opinions on why they think it is good to know how to read. Respondent No. 5 states that the reason is that reading *"is important for us"* and if *"you study from P1-S6 it will make you be able to do different jobs."* Respondent No. 2 agrees with that. Respondent No. 3 thinks it is a good thing to know *"because you improve your marks"*, and respondent No. 8 *"because we have to learn [reading] at school"*.

Parents' attitude towards reading

Six children say that their parents *"feel happy when they read"* or feel that *"reading is good"* (1, 2, 3, 5, 8), and one states that her parents feel positively excited about reading (4). One girl (7) states that her parents feel scared when they try to read. Asked why she thinks they feel scared, she answers that *"they have fear"* but feels to uncomfortable to explain any further. Those who say that their parents feel positively about reading explain that this is because they show that they are happy when the children read to them (1, 3, 4), or when they can show what they have learnt at school (5) and when they achieved high grades because they were good readers (3, 8).

Module 3: Reading Practices in and out of School

Four respondents say that they use their reading skills mostly at school (2, 3, 5, 6). The other two children (7, 8) state that they also sometimes read at home. According to the children they are allowed to take schoolbooks home.

They mostly read texts in schoolbooks that *"teachers give to us"* (3). Respondent No. 3 says that although they are schoolbooks he reads the both for doing his homework as well as for pleasure. Respondent No. 2 agrees and says that he also reads them for pleasure, which respondent No. 5 follows up with stating that *"because we love [reading], we do it for pleasure"*. To the opposite, respondent No. 8 states that she only reads these books if she needs to do so for her homework.

Respondent No. 3 remembers two stories, one called ??? (Umgana hundi) and ??? (*"Avoid the one that can lead you into doing bad things"*). She says that one of the stories is about a girl who was misled by a boy called Gatera. In this story the girl's parents died, the girl got hurt and was left behind alone. She further volunteers to recite two poems/rhymes. The first one talks about a child who is adopted by someone called Kameri. By growing up with this foster family, she *"grows up to be a good girl"*. The second one talks about the memories of a child. The child's parents have been *"macheted"*, the child was injured and left behind.

Respondent No. 8 says she remembers a story with the title *"umgana muhunyi"* but does not want to give a summary of its content. Respondent No. 5 remembers a story called *"the one-year old child"*. In this story, he recounts, a 13 year-old child beats a one-year old child. He explains that the story tells him that he should *"tell the 13 year-old to go away and leave the other child alone"*.

Story telling:

Respondent No. 7 says she never reads and therefore cannot tell anyone about stories. Respondent No. 2 states that he sometimes tells stories he has read to his friend who is also his neighbour. Respondents No. 3 and No. 5 tell stories that they have read to their siblings. None of the other children volunteers a response.

Reading practices

Two children (6, 1) state that they like reading together with other children the most. Reading with others makes them happy (6) and they like that “when you get stuck somewhere [in the text] the other children can correct me and help me” (1).

Three children say that they like reading together with an adult best because “when the text is hard they can correct you and teach you” (3), “the adult can help you” (5) and “if you don’t know a word [adults] can teach you how to read it better” (4). The remaining three children state that they prefer reading alone. As respondent No. 2 explains: “Alone I feel very happy [when I read], [reading] with other people confuses me and it disturbs me.” Similarly, respondent No. 7 says she “[does not] like to get disturbed”, which happens if she is reading together with other people. Respondent No. 8 further believes that “when you read alone, you read very well, and when you go to class you can explain [what you have read] very well”.

Module 4: Access to Reading Materials Outside of School

Availability of /access to reading materials

Three children state that they have books at home (3, 5, 8). It remains unclear whether there might be two more children who have books available at home as they state that they have 1-3 books although they first claimed that they had none at home. Although the interviewers tried to resolve this puzzle, the two children are too shy to clarify their response. None of the children has newspapers at home. Three children say that they have things at home that are not books but that have text that one can read (6, 7, 8). The more vocal children (2, 3, 5) then explain that it is mostly posters or traditional drawings with some writing in them that the other children have at home.

Asked what they believed would make them “good readers” and provided with four options – teachers, reading to and listening to others reading, reading a lot of books and reading at home with their parents – all children answered that they believed that teachers would make them good readers. All of them explained in various ways that they believed so because they thought that teachers would explain how to read “very well” to them, and they would therefore be “focused and memorise [what they taught you] very well”, it would make them “become more intelligent” and help “to pass your exams”.

Respondent No. 5 clarifies that they do not believe that any of the other activities would help one become a good reader because “if the teacher does not teach you and you only have siblings who don’t go to school that would be bad for you [since you would not have anyone who is able to teach you how to read]”. He further adds that “if the teacher does not teach you well, your classmates cannot help you a lot [with reading]”.

When they are asked whether they would think that any of the other options provided would help them become good readers when their teacher was already teaching them how to read, three children find value in alternative choices:

Respondent No. 5 and No. 3 point out that older siblings can help one to learn how to read better. Respondent No. 3 further points out that “if you sit with others and they read out loud you can learn words from them that you did not know [before]”. Respondent No. 4 says that he thinks that you can also practice reading between chores: “You can go fetch water and along the way you practice your reading skills; you sit down for a bit and read, and then continue [walking to fetch water]”. Respondent No. 2 also thinks that “when you get home you can practice your reading skills”.

Module 5: Available Time for Reading Outside of School

Choosing between activities

Being able to choose between playing with a ball, reading a book, listening to the radio or using pen and paper to draw or write, most children (5 out of 8) choose to play ball. Only one child chooses for the radio, and two choose to read a book. The children who choose to read a book justify their choice based on what advantages at school reading texts in schoolbooks and “memorising” them will bring. Those who choose for the ball instead see it as the activity that is the most “fun”, makes them “happy”, “strong” and “physically fit”. Informational value, “hearing about the news”, is what motivated respondent No. 1 to pick the radio. Asking why she would not prefer reading the news reveals that only one of the participating children knows what a newspaper is.

FGD10: P2 students at Rubaya G.S., Muguramo cell, Rubaya sector

This school is very close to the Ugandan border and the students do not speak Kinyarwanda. We used double translation: the head of the school translated between Kinyarwanda and Ruciga.

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	8	Yes	Rukiga	No	Yes	Yes
2	F	8	No	Rukiga	No	Yes	Yes
3	M	7	No	Rukiga	No	No	Yes
4	F	8	No	Rukiga	No	No	Yes
5	M	11	No	Rukiga	No	Yes	No
6	M	9	No	Rukiga	No	Yes	Yes
7	F	10	No	Rukiga	No	Yes	Yes
8	M	12	Yes	Rukiga	No	Yes	Yes

On listening to the radio:

- When asked what they heard on the radio, respondent 2 says, “When you leave school, they can take you to prison.” Respondent 8 says, “I like to listen to the songs because they are about God.” Respondent 6 agrees: “I like to listen to gospel songs.”

On accessing light to read in the evening:

- When asked if there is a way they can read at night since they have no electricity, respondent 1 says, “We use torches.” 8: “We use a small lamp.” 2: “We use candles.” 6: “We use a lamp.”

On mobile phones:

- While all but one of the students has a mobile phone at home (meaning their parents or family members have a mobile phone), none of them have ever sent a text message.

Module 2: Attitudes/Perceptions of Reading Outside School

On what they like to do when they are not in school:

- When asked to draw and describe what they like to do when they are not in school, the students respond:
 - o *"I drew a bowl. I go search for firewood when I am not in school."* (1)
 - o *"I drew a car. I prepare food when I am not in school."* (2)
 - o House; *"I go to fetch water."* (3)
 - o House; *"I like to cook"* (4)
 - o Cup; *"I go to fetch water"* (5)
 - o Clock at home; *"I search for firewood"* (6)
 - o House; *"I fetch water"* (7)
 - o Car; *"I fetch water. I see cars go by."* (8)
- When asked whether they like to read when they are not in school, 3 students say they do.
 - o 1 student likes reading alone; she likes mathematics books in particular. (1)
 - o Another student likes reading with others. He likes working on his homework exercises. He brings home the exercise books (6).
 - o Another student likes reading his Kinyarwanda book at home (8).

On how they feel about reading:

- When asked how they feel about reading, and prompted with emoticons, the students respond:
 - o (7) feels neutral about reading. The last time she felt this way was when she was reading Kinyarwanda.
 - o (5) feels happy about reading.
 - o (8) feels happy about reading. He felt this way recently when he was reading a funny story at home. He brought home a storybook from home.
 - o (1) feels happy about reading *"because it is good."*
 - o (4) feels sad about reading. She does not want to explain why.

On their perceptions of reading as shaped by interactions with parents, teachers, and relatives:

- When asked what whether their parents talk to them about reading, all of the students say yes.
 - o *"They tell us to learn to read."* (1)
 - o *"My parents feel good about reading. They are happy if you know how to read."* (2)
 - o *"Yes. They are very happy about reading."* (3)
 - o *"Yes."* (4)
 - o *"Yes. They told me that I need to know how to read and write"* (5)
 - o *"They do – so I can be more intelligent."* (6)
 - o *"They do. They tell me to learn to read Kinyarwanda."* (7)
 - o *"Yes. They say I need to know."* (8)
- When asked whether they know someone who likes to read a lot, 3 students say they do.
 - o (1) knows Mukunde, her older sister. She is 23 years old and likes to read mathematics. She helps (1) learn how to read.

- (2) knows Ratasha, a friend who is 10 years old. He likes to read Kinyarwanda, and he tells (2) to learn how to read Kinyarwanda. He likes to tell stories.
- (8) knows Antoine, his cousin who is 13 years old. Antoine likes reading Kinyarwanda and helping (8) learn how to read.
- When asked why their teacher wants them to learn how to read, two students respond:
 - *"When he knows how to read, it makes him very happy; it is very good for him."* (3)
 - *"So that we get more intelligence that will be good for our lives."* (1)

On the benefits of reading:

- When asked what their lives will be like when they grow up if they read a lot of books now, (1) and (8) both say that they will have a good life.
- When asked what they will do when they are grown up if they are very good readers, the students respond: teacher (1), nurse (2), local defense force (3), soldier (6), teacher (8), *"I will know how to read a funny story"* (8), *"If I don't know how to read, I will be stupid"* (1).

Module 3: Reading Practices in and out of School

On story-telling:

- When asked if anyone ever tells them stories, 2 students responds:
 - A friend/neighbor tells her stories about animals. In one story, the animal ate the rabbit. The stories are interesting. (5)
 - Someone tells her a written story about a character that went to visit animals (1).

On reading at home or at school:

- When asked whether they prefer reading at home or at school, 2 students says they prefer reading at home and 5 says they prefer reading at school.

Module 4: Access to Reading Materials Outside of School

On their access to and use of reading materials at home:

- When asked if they have access to resources at home, the students respond:
 - Yes, his family has books about characters. His mom reads them to him everyday and it makes him happy. (6)
 - Yes, her family has Kinyarwanda books. She reads them by herself everyday when she gets out of school. (7)
- When asked if they are aware of any place outside of their home where they can get access to reading materials, the students respond:
 - Yes, he borrows from his neighbors. Hey borrows Kinyarwanda books. He also borrows Kinyarwanda books from school. (8)
 - Three students report borrowing books from the school (12, 6, and 8)
 - Four students report reading books in church (1, 4, 6, and 8)
 - When asked which books they read in church, 1 and 8 say they read the gospel. They say that it is easy to read.

On becoming a good reader:

- When asked what makes a person a good reader, 4 students respond that a “teacher” makes you a good reader. Other responses include: intelligence, reading a lot of books, and social studies lessons.

Module 5: Available Time for Reading Outside of School

On preferences over use of free time:

- The students are asked to imagine that they are in a room with a book, a radio, and a ball. When asked which one they would pick up first, 8 and 1 respond that they would pick up the book. 1 responds that he would also pick up the ball. 2 and 5 respond that they would pick up the radio “*because it is a good thing.*” None of the students want to explain why they picked up a particular item.

On time use outside of school:

- When asked what they do on a normal days, the students respond:
 - o *In the morning, I go fetch water. At noon, I cook. At night, I cook again. (1)*
 - o *I go fetch water. I search for firewood. At noon, I cook and, at night, I cook. (2)*
 - o *I search for food for cows. I clean the barn. I fetch water for cows. I go to school. I go search for food for the cows again. I eat and then I go to bed. (3)*
 - o *I get up, bathe, and then go to school. I cook after school. At night, I cook, clean, eat, prepare my bed, and then go to sleep. (4)*
 - o *If I have to study the morning shift, I go to school, then search for firewood, search for food for the cows, then I clean the barn. I go fetch water. Then I take my bath and I go play ball. After playing ball, I go home, take supper, and go to bed. (5)*
 - o *I go to fetch water and search for firewood. Then I cook, eat, and go to school. After school, I play football, bathe, eat, and go to bed. (6)*
 - o *She goes to fetch water, search for firewood, clean dishes, and cook. (7)*
 - o *When I wake up, I search for food for the cows. I clean the barn. I fetch water and then I cook. I take a bath and eat. Then I go to school. At night I feed the cows, fetch water, and take a bath.” (8)*

SSI12: HABYARIMANA Emmanuel, director, G.S. Rubaya, Muguramo cell, Rubaya Sector

Module 2: Reading and Literacy Practices

On gatherings in the cell:

- (1) “There are Parent Teacher Association (PTA) meetings before the academic year begins to prepare. We gather all of the school materials.”
- “During midterm we have a general meeting with all of the parents according to the rules of MINEDUC.”
- (2) “In the case of an emergency, we may call for an extraordinary meeting to take care of issues. Normally, we see how we can develop our school, improve the quality of the school, and receive parents’ contribution to improve education in general and our school specifically.”
- The school is now preparing for the second General Assembly of the PTA. They are introducing a new combination of courses focusing on computer science, economics, and

math. Because the school is in a low-income area, education is free. However, “we are seeing how parents can make a contribution so we can buy computers. We only own 1 laptop. We received help for the purchase of a second laptop. These two laptops are not sufficient so we can get a small contribution.” They also take disciplinary measures against students during the General Assembly meetings.

On literacy and the use of reading skills in the cell:

- (3) “In our community, we have many illiterate adults. What we do as a school is lend them classrooms and chalk. We give them Kinyarwanda and mathematics books.”
- “Because we are neighbors to Uganda, which is more developed in terms of business, the people in the community are obliged to go to Uganda to find a job. If you can’t read, you cannot find a job in Uganda.”
- “The government of Rwanda has targets. If you are a leader, there are targets to have to attend. With those targets you need to educate illiterate people in order to reach the Vision 2020.”

Module 2: Reading and Literacy Practices

(4) On the value of reading:

- “I am going to start with a French proverb: ‘The people with the best schools have the best people. If it isn’t today it will be tomorrow.’ We encourage children to read because they will be future leaders of this country. They will replace us in our work. Our future development will rely on them.”

On how literacy affects the lives of people in the cell:

- (5) “Learning how to read and write has changed. In the past you could see in 1 district only 3 people who were literate. I attended high school in 1983. In secondary school, we were 3 people from 1 district. I finished high school in 1989. At that time, we had very few literate people. To educate them – health, education, etc. – the level of understanding was very low. So the parents are comparing the past with this time. They feel that they are being penalized [for not knowing how to read and write] so they want their children to learn to read to avoid this.”
- (6) “We have a lot of people working in VUP. When people go to stamp to pick up their monthly salary, they are embarrassed. They feel embarrassed of their situation.”
- When asked whether literacy is a pathway to a better future, he responds, “While I studied education in high school, in university I did economics. I will respond like an economist and an education officer. You ask whether literacy is a pathway to a better future. Mindsets will change quickly. Economists say that there will be no development if there is no mental change. To change society, you need to be literate. That is why the people who know how to read and write will be the key to development and communication in the future. He will read different things and different scenarios about things outside his community and that will change his mindset.”

On improving children’s literacy:

- (7) When asked what is needed to enhance children’s literacy in the cell, he responds, “Materials. We should include stories that will attract the attention of children so they can get excited about the stories and read them without help. For example, when I was

in university, there were books that attracted us. We heard about them from our brothers and we wanted to read them.”

- (8) He added, “The leadership should include in the curriculum how to encourage people to read books and newspapers. We can ask the government and other partners so that they can spread newspapers in rural area, because these things stay only in cities. Here, they don’t reach us. If they reach our area, children will be attracted to them.”
- “In the schools with the help of partners, there can be some reading competitions. Even if they give small rewards, this would approve the attractive of children to the culture of reading.” When asked about existing competition, he explains, “We have this competition but we put more emphasis on secondary. We have a media club that includes 40 students. They have reading and writing competitions and I give them rewards such as small books. We also do small theatres so we can go to other schools to perform. This club is very active because it is headed by teachers who teach languages.”

On adults’ enthusiasm about improving their own and their children’s reading abilities:

- (9) When asked whether parents were involved in their children’s education or enthusiastic about helping their children learn how to read, he explains, “First of all, many parents in Rubaya are illiterate. That could be the cause of low participation. Those parents who know how to write would be more interested. If students have books, they can help. Otherwise, for a student from a poor family, if he doesn’t pick up the ability to read in school, his parents encourage him to leave school.”
- “The other influence is from Uganda, especially for girls, because a girl from Uganda gets married at age 16. If a girl here reaches this age and her parents are illiterate, they encourage her to drop out of school and search for a husband.”

On adults’ interest in acquiring reading materials:

- (10) “If there is a newspaper in Kinyarwanda, they would buy it. Because if I go to Kigali and buy a newspaper, people are very excited and ask me to lend it to them.”

On the idea of book banks:

- (11) “I would not choose this proposal, because of the management of books. To gather parents and children, the results could be very weak because of the mindset of parents in this area. As I told you, a large number of them are illiterate.”

On the idea of reading events for parents:

- (12) “We can have a team to follow-up; that would be effective in my opinion. In this education field, if you involve one person and no other partnerships with parents, teachers, students, and central government, it will not be effective. So you need coordination.

On the idea of reading camps:

- (13) “The one I agree with because these days we have a contract with the Ministry of Health so that we gather students, teaching them about reproductive health. Because it is similar to the Ministry of Health program, including the youth to teach the younger children if we could combine the programs.

SSI13: TUYIZERA Theoniste, teacher, Kabeze P.S., Rubaya sector

Teaches: English P3; Kinyarwanda P2, P5, and P6

Module 2: Reading and Literacy Practices

On events related to literacy:

- (1) "Sometimes there are events that are organized. People come together and organize events to teach people who are older and don't know how to read."

On the uses of reading skills in this cell:

- "People use their reading skills when they gather in churches. They use their reading skills to read the Bible."

On his personal reading habits:

- (2) When asked whether he reads books or newspapers in his free time he explains, "It is very obvious for someone who is educated and open-minded, like those of us who have the culture of reading, and we also encourage children to read."
- When asked what he reads he responds, "Most of the time they are books that we read here at school. Depending on the topic you want to know about, you can go to the library. You could also buy a newspaper – you might find someone selling them when you are walking. I buy them often. It depends on when I find them. I can't say if I read it every day, week, or month."

On adults' reading habits in the cell:

- (3) When asked whether the people in this cell read newspapers, he explains, "As you can see from the look of things around here, most people don't have the culture of reading. When people have primary level education, you find that people are not interested. It is difficult to get newspapers here because to get one you have to travel to the border to Uganda."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (4) "When a child comes from home and arrives here at school (bringing knowledge from home), the teachers need to give him/her other knowledge. We teach reading, writing, mathematics, and how to listen to a work and read it. The child cannot know any of that unless he knows how to read. Reading is the root of everything, and you cannot move between levels without it."

On the best ways to teach a child how to read:

- (5) "The first thing is for a child to know consonants. The vowels come after those. Then, afterwards, the child will follow what the teacher is reading and follow the teacher. Most of the time reading and writing go hand-in-hand. So the best way for a child to learn is to learn consonants and vowels in P1, then they will go on following the teacher. Practice also helps children remember words – if a child practices a word often enough, they will not forget it. So I think it is best if a child practices words more than once."

- “We face a big challenge of teaching a large number of students. It would be better if each student went to the board to read a word himself. If the student says the word the wrong way and the teacher corrects him, he is not likely to forget the word.

On the types of texts children should read:

- (6) When asked what types of texts children should read, he responds, “These children that we have – especially those in P1 – they should read things that do not stress them. For example, a child in primary 1 is supposed to read funny stories that do not have complicated words. If it is funny and not too difficult, it will encourage the child to read. If he/she reads a difficult story, it might convince him or her not to be interested in reading. So I think simple stories should be given to young children. These stories should also give lessons about their daily lives.”

On the general attitude towards reading in the cell:

- (7) “Their attitude is that they think literacy is important. They don’t like reading but not because they don’t understand its value. Depending on the life they are living and the work they are doing, they do not have time or they cannot apply what they read. Sometimes they feel that reading Kinyarwanda when they receive an SMS is enough. But reading a story, depending on their work, they might not think it is useful. If there is a story that would be useful to them, they may not have the attitude to use money to buy books.”
- (8) “Sometimes they think they’ve reached a certain level where they need to be, but most people urge their children to study. For example, if a parent cannot read/write, and they are called to school because their child is doing something very wrong, you see the parent is very sad because they remember that they did not succeed. Not all but many follow up on their children’s academics, so you find they really want their children to learn how to read.”
- (9) “In this cell, if we talk about outside the school, people are not interested in the culture of reading. But here at this school, we do read. People come here to read. We even read dictionaries. Because when we are teaching these children, we ask them to read and we give them books to read according to the subject. So, here at school we read, and so do the people who go to the adult classes. SO you see that reading is mainly in the domain of education. So if you find when they arrive at school, they are not interested in reading outside. So that is what I can say concerning reading. There may also be a few community members who read a bible – you find that some people own a bible or brochures from religious organizations such as Jehovah’s Witnesses. Though that happens sometimes, it is rare. If you research that, you will find that it is a very small number of people who do that.”

On how literacy affects the lives of people living in the cell:

- (10) “Reading is important to every person, not only the people living in this cell. It shows that a person has other skills. The importance of reading skills includes traveling to other places so that you can read signs, or reading words on clothes in a marketplace.
- “A person who knows how to read is different from a person who doesn’t. For example, if a person is given medicine at the hospital, they may not understand the prescription. They could take medicine unknowingly.”

On what is needed to enhance children's literacy in the cell:

- (11) "Something to do with reading. When they talk about reading, they just look for that at school because parents cannot teach their children since they did not go to school. Improve children's reading has to flow from the teacher."
- "Most of the teachers here studied education but, in these conditions, we find that children do not reach the level they should at the end of the year. We also find that teachers have many weaknesses – they lack training – and most of the teachers here last attended training when they were in school. It stresses the teachers."
- (12) "Another thing that can be looked at – while we are teaching children – not all children have access to the books we use. It would be great if children could go home with a book and practice what we learn in school."
- "These children come from different places – some come from afar. When they arrive, they are very tired. They do not pay attention to the teacher because they are tired. Some have parents who do not take care of them. Some kids only attend school three times per week. They do not have the same knowledge as children who attend five days per week. We find that we try our best but there are other factors."
- "And another thing that could make children learn how to read... They normally use Kinyarwanda and Ruciga. When we speak Kinyarwanda, the child understands, but after teaching Kinyarwanda, another teacher teaches English, another teaches math, and another teaches science. We find that this is a lot for a child to bear. So we find that this is a very big problem. This leads the children to be disorganized – their capacity for understanding is very low."
- (13) "It would be very good if the Save the Children program included all of the different subjects – reading, writing, mathematics, listening – to increase children's knowledge. If we encourage children to read, they can learn other information. But the other subjects are also very important. If you tell a child that $15+15=30$, they are not likely to understand that. You should tell Save the Children to also include that in their plan."
- "Another thing we see is that there are other challenges – for example, if the child is an orphan and does not study, depending on the means of the child. That child also has the right to study. We find that we do not have the means to support these children. It would be good if NGOs could help us to help these children."
- "Also, there is a real need for training for teachers. You find this increases their confidence when teaching and helps them teach things that are up to date."

On whether adults in the cell are enthusiastic about improving their and their children's reading abilities:

- (14) "They are interested. Sometimes the government donates some books for reading. For example, a program concerned with politics donated books and papers. You find that the parents of our students are fighting for these materials and books. In my opinion, it is not because they want to destroy them. Parents come into the school and ask to borrow books."
- "But I have to mention, also, that the parents who cannot read are not interested. In this sector we have a program to train the older people. If you carry out an evaluation on this people you can see that they can understand something."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (15) "I think that would be a very good thing, not only for the children. Personally I sometimes want books but cannot get them. These books here are at the level for children but if you want to read something else it is not available. This would be a solution for us. If a child asks for a book and I tell her it is in the book bank. But we find most of the time we give them books and they only read the chapter we covered in class. If that library is established, the child can go there when he is not in class to get whatever information he wants. We as teachers sometimes need books to get more information or knowledge, but we are not getting those books at school. If that book bank is established to help us and parents, we could get a lot from that. Sometimes if you find people are not interested in reading, it is because they do not have materials."
- (16) When asked if he can think of any obstacles to the successful management of a book bank, he explains, "Depending on the means, it will depend on where it is established. For example, if you establish it here at school – we have children who travel 3-4 kilometers so they or their parents may not travel here to borrow a book. You could even establish the book bank at a place that is closer to more people. One of the challenges about the library – you can see that we have children here and we want to stop them from stealing books, so the school is losing. Another challenge can be about the person who is managing the book bank. It would be good if that person is aware of how to manage, because not all people would see the value of the books. It can be very challenging to manage these things. There are people who want to get knowledge from the books, so the way of borrowing and returning them should be simple. In order to overcome all of those challenges, because there are no meetings to talk specifically about that, I think that before the book bank is established there should be trainings on how to use it. People should be taught about the use of those books."
- On the location of the book bank, he explains, "The children who come to this school are from different cells. There are also those who come from a different sector. Talking on behalf of all patients who have children at this school, I think it would be better if it was put here at this school and at another one in the sector. It is difficult for people to come from down there (pointing at a valley). I think it would work best that way."

On the idea of reading events for parents:

- (17) "It can be something very good because you find around this area that most of the effort comes from teachers. But if parents also help us teach their children, it would help us very much. Most of the children we are teaching do not have time to review at school. When they get home, their parents take them immediately into housework. If a child practices more, and is encouraged by their parents, they could gain more knowledge."
- (18) "We encourage parents to help their children practice what they learned in school. Many of them have 1-2 children to follow up with. But for us, with too many children, we can only spend 1 minute with them. Parents and children can spend hours together."
- "Although there are some challenges – illiteracy, negative attitudes, children not bathing, children without pens or books – sometimes we send for their parents and their parents do not come to school. Sometimes parents do not take time for their children. If this event is organized and parents take time to help their children, that would be very good."

- (19) When asked whether he can think of any obstacles to the successful management of this event, he explains, "One obstacle I can mention is about attitudes in this area. For example, here at school when we organize conferences. If we have 600 students, not even 100 parents attend. Parents here have a different attitude about their children's academics. One challenge that can be encountered is low attendance. You find most of the time they don't attend voluntary activities – you have to pay them to attend these activities."

On the idea of reading camps:

- (20) "It can be very good, too, because it is similar to the other proposal. Sometimes I try to find out that the young ones really want to learn from the older ones, and the older students want to speak. If the older youth can help the young ones, their knowledge will increase too."
- "Sometimes these children are more comfortable with their older siblings than with the teacher. This can help both the teacher and the children."

SSI14 HABIMANA J.B., Executive Secretary, Muguramo cell, Rubaya sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 35-year-old male

(1) Perceptions of literacy at the cell level

According to the cell official it is "common" in his cell that people know how to read and write. He estimates that "the majority knows how to read and write"; it is about "98% who know how to read very well". He stresses that this figure "does not include people who do not read well or who cannot write". The respondent sees a difference between literate and illiterate people in his cell in terms of "the way the live". He thinks that "those who know how to read and write lead a life of prosperity compared to those who do not." The cell official proclaims that he would notice a difference between these two groups of people "even if they produce the same product - those that know [how to read and write] are faster and better". Further, "they have better knowledge about hygiene".

(2) Availability of reading materials at the cell level

The participant explains that the cell rents a room in a school located in its judiciary, called GS Rubaya, which is used as a public library and allows "everyone" to access the books stored there. It is "mostly students and their parents use it because everyone who is capable to read can go there and read". There are no fees charged for using the library. The school, at whose grounds the library is located, decides about rules for access. Unfortunately, the cell official does not know who provided the school with the books they make available to the public. He notes that "the Sector Education Officer might know".

(3) According to the respondent, there is also no books available at churches located in the cell. He believes that "people bring their own books because those books that are located at the church belong to the priests".

(4) It is, however, common for members of the cell to own radios. As the participant puts it, “listening to the radio is in their culture”. He explains that “people have them on their mobile phones but also at home”. Two radio dramas, “Runana” and “Icyanimo” that are “aired on Tuesdays and Saturdays” are “very popular”. Apart from radio dramas, community members also frequently listen to “the news, children’s programmes, and programmes related to the welfare of families.”

Module 2: Reading and Literacy Practices

(5) Storytelling habits in the cell

The cell official states that “it is very rare” that people “tell stories to each other in their homes” but that “at certain events it does happen [that people tell each other stories]”. One example for such an event are events organised through “a programme for parents to gather in the evening hours; mainly to reduce conflicts that happen in homes, and reduce poor nutrition habits.” At these events they “for example, discuss how to feed children and grow vegetables”. At these events “families who have conflicts” are provided “counselling”, and cell officials “help them to resolve [these conflicts]”.

(6) Reading related events

There are adult literacy classes available at the cell level. Yet it is mainly sector officials who are responsible for their organisation. As the respondent explains, “the sector tries to ask for books to help teaching old people, they try to identify people who don’t know how to read and write.” On the other hand, “the cell also tries to motivate [older illiterate people] to attend”. The cell officials do this “once a month at a general meeting”.

(7) Reading habits at the cell

According to the cell official, members of his cell use their reading skills “to read sign posts, secondly, if a friend has written a letter to them, if they are a person doing business, or a person that is expected to be a leader to other people.” In his opinion, “those are the most important” reasons and situations for which and in which people living in his cell need to use their reading skills.

(8) The respondent believes that “writing each other” is common as he says “texting is part of the culture”. While “text messaging is replacing letter writing, it still exists, and is common in the cell”. He cannot tell how frequently people write letters to each other “because [he] cannot get to know if someone writes a friend.”

(9) Personally, he finds it “very difficult” to read books or newspapers in his free time since “getting access to books is not easy”.

He states that looking at cell members “you find that they don’t put much effort into [getting access to reading materials]”. They “usually fail to get something to read, and most of them are occupied with agricultural activities.” Yet he believes that “if newspapers could be accessed, [community members] would read the newspapers; they would find the news interesting and learn about the news”. He further thinks that the average person in his cell would be “willing to pay about RWF 100”, on a daily basis to get a newspaper.

Personally, he would pay “not more than RWF 5,000 – unless it is exceptional – for a book” that he would be interested in, such as works on “psychology, philosophy and history”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(10) Perceived value of reading

In the cell official’s opinion, “reading is so valuable”. This is because “firstly, you gain more information – things that you did not know – , [and] secondly, you gain knowledge – you will know what you did not know and even the language itself. “ Moreover, he thinks that “what you gain [when you are] reading, can help you live in society”. He gives an example to illustrate his point: “In a book that I read, they explained to me how the genocide took place in Rwanda. There were different teachings about Rwandans, based on ethnicity. White people created this distinction. For a long time, I thought that this is not possible that the white people could not have achieved that. But then I read this book called ‘Culture’. In that book I read that the white people also went to Brasil. I read that there they also created that distinction. They divided people into three groups. That showed me that a person can introduce distinctions into society. It taught me that you should not value profits more than the person you live with. You should try to get a profit but not to the detriment of other people.” To this he adds another example for what he sees as the effects on reading on knowledge: “Often families live with each other, the wife, the man and the family. Then you find [through reading books] that what you are doing is not that [what a book would suggest], and you realise that what’s going on between you and your wife is not alright”.

(11) The participant explains that he would like his children to learn how to read – “which is very understandable” – because this will “enable them to develop themselves in different ways”. He thinks that “you cannot live in this world without knowing how to read and write, and learning more about the world”.

(12) Views on strategies for children to acquire reading skills

The respondent states that “in [his] opinion, one has to encourage [children] to go to school, [and] one should have different books at home; children should have access to books.” He notes that “because of [his] means [he] cannot provide for that”. In fact, his children “are dependent on what [reading materials] they get at school.”

(13) To increase reading skills amongst children, the cell official thinks “the system of [sending children to] nursery schools” plays a central role. He points out that this happens as part of the government’s “Early Childhood Development Programme”. He is convinced that “a lot of effort should be put into this programme because people learn how to read at primary level”. When they are taught “this should be with books that allow children to learn how to read”. Furthermore, “school leaders should organise time for children to read.” This should happen in such a way that “children know that there is a specific time when they are supposed to go and read a book.”

(14) Previous attempts and potential hurdles for future efforts

The cell official is unsure who provided the books that are now stored at the sector library located at GS Rubaya, and is therefore unable to tell who has made the initial effort to acquire more books for the sector community. According to him, key stakeholders would be “school

officials and sector officials, who would help with logistics". He believes that "there is no way that money could be raised at the cell level". Instead, he would "suggest asking sector officials and school officials for help".

(15) The respondent states that the "best place for a public library is at that school [GS Rubaya] because it has many rooms [that are unused]". Alternatively, he could imagine that "the training centre located in his cell" would be a good place for establishing a community library". However, there is "no electricity yet" at either of the two locations. He "does not know the exact time" of when electricity will be made available but he "know[s] that they already put the [power] poles up."

Module 5: Perceptions of Literacy Boost

(16) Knowledge about 'Literacy Boost'
The participant is unaware of the initiative.

Feedback on the concept of 'Literacy Boost' book banks

Presented with what creating book banks would involve, the cell official comments that he perceives this to be "a very good idea". He explains that he believes so because "as [he] has said before, people are not interested in reading because they don't even have access to books." He then remembers that "local leaders have come up with the idea of getting more books before but then did not get the financial backing".

(17) According to the respondent, there are several things that would help to motivate people to use the facility. As he explains, "the first thing is that there must be some chairs, so people can sit and read" as it is important "to make them feel comfortable". In addition, he thinks that "community leaders could contribute", they would "need to teach community members all about reading". Moreover, he believes it would be a great idea if one would "motivate [community members] to publish newspapers that have stories in them that are interesting to people here and that are informative".

(18) In his opinion, there are two main obstacles to making this idea a reality. First, he believes, that "getting a ground for the library to be built on", and secondly, one would need to "get a person who can work there [at the library]". The second problem derives from the fact that "it is understandable that the person would like to be paid because this person would need to work all day."

(19) Feedback on the 'Literacy Boost' reading camps and reading buddies initiatives

After having been explained what reading camps and reading buddies would involve, the respondent states that he thinks that "this could be a very good way of increasing the number of people who know how to read". He likes the idea that "older people read to younger people" as this would "motivate younger people [to read]". The participant further claims that "parents would be very much willing to send their children [to reading camps]". It would, however, be more difficult to make parents themselves attend such events. They "could be interested to attend but it would need mobilisation because it's the first time for them [that they would] attend such events". He is convinced that parents could be motivated by providing them with "all the information necessary for explaining this idea", and that by "pick[ing] parents who

already understand the idea and giv[ing] announcements during other meetings” would aid this process.

(20) From his point of view, the only problem or obstacle that could be faced is that “attendance would not be 100 %”.

Questions

The respondent asks in what ways Laterite helps Save the Children to implement the project.

SSI5: UGURIJORO Leonard, Executive Secretary, Nyamiyaga cell, Rubaya sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 26-year-old male

(1) Perceptions of literacy at the cell level

The official states that “not all of [the cell community members] know how to read and write”. There is “a small percentage that don’t know how to read and write”. He thinks that there is a perceivable difference between literate and illiterate people in his cell. Those who are literate “are open-minded in their daily duties and their personal actions are developed”. Those who are illiterate “have a lower level of understanding”. He notices that when the cell officials “are trying to change them and partner with them to implement government activities”. In these situations these persons “are difficult to work with”.

(2) Availability of reading materials and reading habits

The participant claims that there is “no such place” that provides books for free to the public, “but there is a primary school, and if people need anything, they can go there”. To the question whether it is common that community members make use of the library, the participant states that “they do go there but not all the time”. This is because intellectuals in his cells have different interests, such as “lawyers, youth leaders, women leaders and authorities”. It is “usually in the evening, after work when people go there”. He is unable to describe in detail what reading materials are available at the library but adds that “those people who try to go there, they are usually aged between 30-40 because these [the books that are available at the library] are the materials they have come across when they were in school, and they are curious to read them again.”

(3) The respondent adds that “at the churches there is also books”, which are for “the older people who attend adult literacy classes there”. The “books were donated not too long ago, about two years ago” but he is “not sure whether they were provided by government or by an NGO”.

(4) According to the cell official, there is, however, no place in the cell where one could buy newspapers. People from his cells listen to the radio “very much”. The “first thing that the community members like are the radio dramas, and secondly, the programmes related to families because some women who listened to them changed positively; it improved their lives.” The community members “discuss them a lot and retell stories to each other”.

People living in his cell also share other stories. They are “often about how they live with each other, for example if there is a home that is always in conflict, [and] if they have misunderstandings with each other [they talk about it”.

Module 2: Reading and Literacy Practices

(5) Asked whether it is also common that parents tell stories to their children, the participant notes that it is more common that children read stories to their parents. He explains that “if a child knows how to read, the parent asks the child to read to the parent.” He qualifies his statement, adding that “it rarely happens; usually only if the parents are done with their chores”. If parents “know how to read well, they also read to themselves, otherwise they give the book to the children.”

(6) The cell official maintains that children are allowed to take books they get at school home. He states that community members “have different books at home”. For example, “Christians have bibles in their homes, others have books from P7 – they keep them for long –, and they also have books from 8th grade because there is very good stories in these books”. They can “relate to these stories because they read them when they were in school”. He adds that then “the children reads the story to the parent, and the parent repeats the story to the child”.

(7) Typical community events

According to the cell official, people gather in his cell for several types of meetings: “official meetings, different leadership meetings with community members, meetings at the village level – especially meetings of women associations and parent evenings–, and for adult literacy classes”. At these events community members “try to pint out problems with behaviour, such as poor nutrition and reasons for it, they teach arents how to prepare meals in a better way ,[and they also] resolve family problems and neighbourhood conflicts”.

Concerning the adult literacy classes, the cell officials “finance the people who have already started [taking part] in these literacy projects, like for example the people from the church.” The cell officials “help to find chalk and blackboards and books for them”. According to the cell official, “another thing [they] do [is that they] mobilise those who do not know how to read and write, and then give that list to the churches [hosting the adult literacy classes]”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(8) Views on the value of reading and reading practices

The participant does not have any children. He sees the value of reading to lie in its role in the current education system. The respondent explains: “Owing to the current development [of the country] everybody is supposed to have completed secondary school. The government supports people up to that level. For those who do not have the means, [the government pays their tuition fees]. Others who have the means to do so continue to university. This [education] helps them to live in peace with other people.”

He believes that children learn how to read because they are integrated into the current education system. Learning how to read “is a long process” and “it depends in the people who know the practice, on teachers”. He believes that the only way for children to acquire reading skills “is through government programmes”.

(9) In his opinion, the fact that “adult literacy classes produce graduates and that they get certificates shows that [community members] are very happy about [learning how to read]”. However, he notes that “there are some challenges because those who finish and get certificates, they think ‘that’s it’ and they do not need to do anything else”. This is problematic because he and his fellow cell leaders “don’t want things to happen that way”. They “would like them to do follow-ups to gain more skills because they [the literacy class graduates] have not yet reached the level of capacity that they need.”

(10) In the cell official’s opinion, the members of his cell would be interested in acquiring reading materials. He bases this on his observation that they already own some books, and sometimes frequent the library located at the primary school – “this indicates that there is interest and if [the books] were available they would use them.”

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(11) Previous attempts, key stakeholders and potential future hurdles
According to the respondent, “no one” has ever attempted to acquire more books for his cell. He thinks that “cell leaders” would be the ones who need to be involved in the process because they would be the ones who are supportive of the initiative. Yet he is unsure about the extent to which they could help as “the problem is how to get these books and where to get them from”. He sees the main value-added in “[the cell leaders] having connections to the primary school” but he believes that they “have no other means” to assist the process of acquiring more books for his cell. Asked whether he would think that the people who are hosting the adult literacy classes at churches in the cell could be interested in supporting other literacy initiatives, the participant maintains that he “do[es] not know the people who organise these classes”. The respondent does not suggest any other way or persons that could be contacted to assist the initiative. S

Module 5: Perceptions of Literacy Boost

(12) Feedback on the ‘Literacy Boost’ book banks

Having been explained that concept of book banks, the participant comments that he thinks it is “something powerful and valuable because it is supporting the government’s programme that is happening at the moment”. He clarifies that by that he means the adult literacy classes that are supported by the government.

(13) The respondent identifies two main obstacles to successfully delivering on the idea of book banks: First, “finding a location [is problematic] because you cannot put that many books in any place”. He suggests that “a good place would be the primary school but they don’t have enough rooms [to allow for storing more books than there are currently]”. Secondly, he projects that “there will be problems related to people using the facility”. He bases this on his observation that “community members have a different understanding [of the value of reading], and at the beginning very little [of them] would use the facility.” This would only change “if there level of understanding increased”. This could be achieved by “explain[ing] them the venue, let[ting] them visit the place and explain this reading space to them.”

(14) Feedback on the 'Literacy Boost' concepts of reading camps/reading buddies

After having been introduced to the concepts, the participant judges that "this is a very good idea because it seems that right now only older people are involved in reading activities". He would think it would be a great addition "if you could organise events for people of different reading levels". He believes that "parents would send their children there because they even send them to events focused on entertainment". Moreover, he thinks that "parents would also be interested, mostly because of the different books you could find [and read] at these events".

(15) Current knowledge of 'Literacy Boost'

The cell official states that he has "never" heard of Save the Children's 'Literacy Boost' initiative before.

Questions

The participant is interested in knowing more about the planned programme, and wonders whether it is part of other Save the Children programmes he know of such as their support of the "Early Childhood Development Programme" and a programme called "Rays of Hope".

Rushaki Sector, 4/02/14

FGD11: P3 students at Ngabira P.S., Gitega cell, Rushaki sector

* Note: As we found that Ngabira PS only has one P3 class, at which 14 children were present that day. Furthermore, the only teacher who was available to translate between Rukiga and Kinyarwanda for us, was the head teacher of this very P3 class. Therefore, we decided in conjunction with teachers of Ngabira PS that we would interview the entire P3 class, and use their teacher as a translator. *

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	12		Rukiga	No	11/14	12/14
2	M	9		Rukiga	No		
3	M	11		Rukiga	No		
4	M	11		Rukiga	No		
5	M	9		Rukiga	No		
6	F	8		Rukiga	No		
7	F	9		Rukiga	No		
8	M	12		Rukiga	No		
9	F	12		Rukiga	No		
10	F	7		Rukiga	No		
11	M	8		Rukiga	No		
12	M	8		Rukiga	No		
13	F	8		Rukiga	No		
14	F	9		Rukiga	No		

All children speak Rukiga at home and feel more comfortable speaking Rukiga than Kinyarwanda. Eleven of the fourteen children present state that they have a radio at home. For

twelve of them there is someone in their household who owns a mobile phone. None of them has access to electricity at home, and none of them has a TV at home.

Module 2: Attitudes/Perceptions of Reading Outside School

Free time activities

Asked what they *“usually do after school, in their free time”*, the respondents list a host of diverse activities: harvesting, climbing trees, washing clothes, fetching firewood, repairing a bicycle, cycling, cleaning the house, fetching water, cooking, playing ball with friends, leading domestic animals from A to B, fetching food for domestic animals, cultivating the field, playing with friends, going to the market to buy sth, going to church/praying, singing, beating beans out of their shells, apiculture/taking care of the beehives, eating, playing with a rope, changing clothes.

They are then presented with three additional activities – listening to the radio, reading a book, drawing/writing.

Amongst all of them – the ones they themselves came up with and the additional ones they were provided with – the children choose their favourite activities. They choose the following (multiple): cycling, repairing a bicycle, cleaning the house (2 persons), fetching water, cooking, playing ball with friends, taking care of domestic animals, fetching food for domestic animals, going to the market to buy something, going to church/praying, singing, taking care of beehives, changing clothes, eating (2 persons), playing with a rope, reading.

Reading habits and favourite books

Once everyone has made their choice, the interviewer asks for what reasons someone might have picked “reading” as their favourite activity. The girl who picked this activity explains that she chose that way *“because [she] like[s] to study”*, and she *“like[s] to read a book”*. Another girl, then, interjects and explains that she especially likes reading “P3 books” such as the “English book that the teacher gave” her.

All but two children say that they have a favourite book. Some of them share with us what their favourite books are: Seven of them say that the Kinyarwanda textbook is their favourite book, two like their English textbook the best, and one says he likes his mathematics textbook the best.

Reading and emotions

Five children state that they feel “happy” when they read, two feel “sad”, two “surprised”, one “shy/embarrassed”, one “bored”, two “excited” and one feels “scared”.

Of those that stated that they feel “happy” when they read, most children explain their choice by pointing out that *“they enjoy it”*, and that it makes them *“be an intelligent girl/boy”*. One boy elaborates on why he feels happy when he reads: *“I enjoy it. I want to be a good reader. I do not want to get confused. I don’t want to get stuck. I want to know that an ‘A’ is an ‘A’, and not a ‘B’, that a ‘B’ is a ‘B’, and not something else..”*

One of the two children who stated that they would feel “surprised” when they read explains that he feels that way *“because there is text, words, letters that [he] might not understand”*.

The one child that selected “shy/embarrassed” tries to whisper her reasons for choosing so into the translator’s ear but ends up being too shy to tell him.

The two children who said they would feel “excited” when they read, explain that they feel that way because “reading is a good thing”, “it makes [them] intelligent”, “because it’s enjoyable”, and “because it’s not very hard, it’s quite easy”.

The child who stated that he would feel “scared” when he is reading says this is because “sometimes some [written] characters might be fighting, and you get scared”.

One of the two girls who feel “sad” when they are reading explains that she experiences this emotion “because [she] feel[s] scared”. She cannot tell whether there are “some texts that are scarier than others” but she is confident that “not all of them are scary”.

Module 3: Reading Practices in and out of School

Some children have also read or tried to read books that are not their schoolbooks. Three of them state that they have tried reading some passages in the bible, and four of them have read in religious songbooks (hymnals) before. They explain that they got them “from the church”, “from home”, or “bought them at the Catholic parish”.

Storytelling

All children say that “it is common that someone tells them stories (‘inkuru’)”. Four of them say that they are mostly told fables (“imigani”), and five more get told more general stories (“inkuru”).

Two children volunteer to recount a story that they remember having been told. An excerpt of the story that respondent No. 6 told, is provided below:

“ A long time ago, there were a man and a woman. The woman gave birth to a child. They called the child Makobwa. When the child was a young girl, she went to harvest potatoes. She met a hyena along the way. She told the hyena to put the basket with the harvest onto her head, so the hyena can carry it [for the girl]. She told the hyena, she would give her a potato if she [the hyena] did that. Then they went, and when they went along, the girl gave the hyena a potato. Then the girl asked the hyena: ‘Will you eat this potato at home?’ The hyena said: ‘ I will eat this potato cooked’. So the girl cooked the potato and gave it to the hyena. The hyena told the girl : ‘I want some vegetable sauce [‘isupu y’imboga’, to eat with the potato].” The girl told the hyena if she wants that she needs to go to the farm and find the vegetables. The hyena went to search for the vegetables and brought them home. Then the girl asked the hyena to accompany her. The hyena accepted [the girl’s invitation to accompany her somewhere], and they went. As they went along the hyena got very cold, and said: ‘ I am very cold’. The girl said: ‘Let’s find a fire so you can be warm.’...”

It was respondent no. 6’s brother who told her the story, but she does not know where her brother learnt about this story.

Another girl volunteers to tell a story. An excerpt of her story is provided below:

“ A long time ago, there was a man who had two wives. They were called Gito and Keza. Keza gave birth to a boy called Mussa. Gito gave birth to a child called Ruhundo. Then, there came the time, when the

husband, who was called Muno, was called to the battlefield. In the battlefield he received bad news: Keza had died. The king gave Muno permission to leave the battlefield to bury his wife. Then he told Gito: 'Please take good care of my two boys.' Then he returned to the battlefield. Then Gito started treating Mussa very badly. Then she called three strong men into the house. Then she sent Mussa and Ruhundo to fetch things. She sent Ruhundo to find firewood on the hill. Then she gave Mussa a container to fetch water. For Mussa the river was near [so he did not have to walk far]. The three strong men started digging a hole. She put a carpet onto the hole. The three strong men stayed to hide in the house. And when Mussa returned, then she told Mussa: 'My beloved son, sit down, I want to give you a reward because you were fast.' When he sat down, he fell into the hole that the three strong men had dug. Then the three men came out and tied Mussa with strong ropes. After they finished tying him down, they took him far away into the forest, and went away [leaving Mussa behind]..."

The girl says that her mother told her this story, and that "she told [her] that she read it in a book." The girl knows the book that her mother got the story from. They "have this book at home", and "it is easy to read".

Apart from parents and siblings telling children stories, one girl says that her "grandpa" also sometimes tells her stories. However, not everyone has someone that tells them stories. Several children shake their head, or murmur "no one", when the interviewer asks the group who usually tells them stories.

Becoming a "good reader"

The children are presented with four different ways of reading: "reading stories with other children, and sharing what you have read with them", "reading a lot of books", "reading together with your parent", and "reading together with other children and your teacher, in class". They are asked to select the one that they believe will help them the most to become proficient at reading ("a good reader").

Nine of the children select "reading together with other children and your teacher, in class", three select "reading with your parent", and two "reading together with other children and your teacher, in class".

The respondents that chose "reading with your parent" explain that they think it will help them the most in getting good at reading "because when [their] parent teaches [them], [they] remember [what they were told] very well". One of them states: "I prefer reading with my dad because he teaches me very well."

Those that state that they prefer reading with their teacher name similar reasons. They all feel that because "she [the teacher] teaches you very well", and "because [their] teacher is very good, [they] memorise things very quickly".

None of the children who chose that they prefer "reading stories with other children, and sharing what you have read with them" volunteers to explain their choice.

None of the children is able to comment on why they did not see "reading a lot of books" as important.

Different modes of reading

All focus group participants are explained two different modes of reading: "reading alone/on your own" and "reading together with other children and/or adults".

They are asked to state what mode of reading they prefer.

Half of the children state that they prefer “reading alone/on their own”, and half of them prefer “reading together with other children and/or adults”.

Those that prefer reading on their own explain that they do so because it aids their comprehension, and helps them to advance their reading skills more quickly than reading together with other people:

- “When you are alone, you memorise well.”
- “[Reading alone] makes you understand better.”
- “You memorise faster.”
- “When I read alone, I understand vowel combinations very well.”
- “[When you read on your own], you understand very well.”

Asked why they do not like reading with others as much, they all see it being related to them being disturbed by other students, and they feel that the other students’ inferior reading skills are holding them back:

- “They [the other students in her class] don’t know well how to read, so they confuse you.”
- “Whatever I tell them [the other students], they don’t understand.”
- “They [the other students] confuse us [those that like to read alone] because they forget [things], and that confuses you when you are reading together.”

Those students that declared that they enjoy “reading with other children and/or adults” better, stress the social nature of the experience when they explain their reasons for preferring this mode of reading:

- “When you know how to read, you can teach your friend how to read.”
- “If it gets difficult for you, you can ask your friend [for help].”
- “[If you read together], you can teach your fellow.”
- “When my friends teach me [how to read something], I remember it very well.”
- “[When you read together], your friend can teach you.”
- “When you read with others, you can help each other, and all get very intelligent.”

Using reading skills outside school

Asked whether they can think of situations or places outside school, in which or where they use their reading skills, the children first cannot think of any examples. They are subsequently prompted with three scenarios: when they are on the road, when they are at a shop, and when they are at a friend’s or neighbour’s house.

Some children remember reading or trying to read road signs. One of the participants remembers “a sign that says ‘here we sell beans’”. Another respondent remembers “a road sign that tells you about the umudugudu boundaries; there is one that tells you where they start, and one where they end”.

Some other respondents remember having read things outside a shop. One child recounts: “There is one [sign] on the shop that shows what they sell. It says they sell bread, salt and sugar.” One of them says that she has read texts in a religious songbook at a friend’s house.

Module 4: Access to Reading Materials Outside of School

Availability of reading materials

Only one of the children knows what a newspaper is. Rather than seeing it as something one can gain information from, she says it is “*used for book covers*” [many parents wrap their children’s notebooks in old newspapers or other paper to stabilise the fragile cover].

Eight of the fourteen children being interviewed state that they have books at home. Five specifically say that they have a bible at home, and eight have a hymnal at home. The participants’ ability to count is poor, and the question about the amount of books they have at home is therefore dropped.

FGD12: P1 students at Rushaki P.S., Kamutora cell, Rushaki sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	10	Yes	Rukiga	No	Yes	Yes
2	M	9	Yes	Rukiga	No	Yes	No
3	M	7	Yes	Rukiga	No	Yes	Yes
4	F	9	Yes	Rukiga	No	No	Yes
5	M	9	Yes	Rukiga	No	Yes	No
6	F	----	Yes	Rukiga	No	Yes	Yes
7	F	8	Yes	Rukiga	No	Yes	Yes
8	F	6	Yes	Rukiga	No	Yes	Yes

In this school, many of the children had trouble understanding Kinyarwanda, so the teacher helped translate between Kinyarwanda and Rukiga. The children seem to be very shy; perhaps this is related to the teacher’s presence.

On non-print media:

All but one of the students has a radio at home. When asked about the programs they like listening to, R5 says that he likes listening to songs. R6 and R1 agree – they like listening to Ugandan music, and Rwandan melodies, respectively. Asked whether they like listening to anything besides music on the radio, R5 says that he also likes to listen to the news. Asked whether he prefers listening to the radio or reading, R5 says that he “*prefers radio because he can listen to it.*” R8 and R1 agree that they like listening to the news. R1 likes listening to salutation (i.e. when people call into the radio). He prefers listening to the radio over reading.

Module 2: Attitudes/Perceptions of Reading Outside School

On what they like to do outside of school:

Asked, without prompts, to describe their favorite thing to do when they are not in school, R7 says that she likes cleaning. R6 and R4 say that they like cooking. R3 likes cooking and studying. R8 likes fetching food for cows. R2 likes fetching water and harvesting potatoes. When prompted with additional images (including a ball, a painting set, a child writing, and a book), the students respond as follows:

- R1 chooses the picture of the ball and says that he likes playing ball *"so that I can be physically fit."*
- R2 chooses fetching water. Later, he adds that he also likes harvesting.
- R5 chooses the painting set *"so that I can be intelligent."* Asked why this would make him intelligent, he responds, *"because I can reproduce whatever the teacher draws on the board."*
- R8 chooses fetching food for cows *"so that the cow can be intelligent."*
- R3 chooses the child writing and says that he enjoys writing.
- R4 chooses cooking *"because my parents tell me to do it."*
- R6 chooses fetching water *"so that I can be intelligent."*
- R7 chooses fetching water *"because my parents ask me to."*

Asked whether they prefer the activities listed above over reading, the students respond as follows:

- R7 says that she prefers reading a book.
- R2 says that he prefers fetching water *"so that I won't be thirsty."*
- R1 says that he prefers reading a book.
- R8 says that she prefers fetching food for cows *"because a cow can give birth to another small cow."*

On attitudes towards/perception of reading:

Asked how they feel when they are reading (with emoticons for shy, angry, happy, scared, sad, and surprised), the students respond as follows:

- R8 says that she feels shy. She does not explain why.
- R5 says that he feels angry. R6 agrees that he sometimes feels angry, too. R5 explains, *"I used to read and feel angry, from home all the way to school feeling angry."*
- R1, R2, R5, and R8 say that they feel happy. R8 says that she feels happy because reading makes her intelligent.
- R3 says that he feels scared. (*Note that the children have only recently begun to learn how to read, as they started P1 about 1 month ago).

On attitudes towards reading as influenced by interactions with parents/teachers/others:

Asked if their parents ever talk to them about reading, only R8 responds. She says that her parents told her to go to school so that she could learn how to write.

Asked if they know anyone who reads a lot, R1, R2, and R6 say that they do. R2 says that her sister Mukandi, who is 13, reads everyday. Asked if she would like to be like Mukandi, she says that she would, *"so that I can be intelligent."* R6 says that her neighbor reads a lot. Asked if she has ever talked with her neighbor about reading, she says that she has not. Asked if she would like to read everyday too, she says that she would. R1 says that his brother, who is 20 years old, reads books everyday. He says that this is good because *"I can ask him to teach me, too."*

On the benefits of reading:

Asked how they imagine their life will be in the future if they become really good readers, R1 says that he will be president and R2 says that he will be a teacher. None of the other students respond.

Module 3: Reading Practices in and out of School

On story-telling:

Asked whether anyone ever tells them stories, R1 says that his mother tells her fables sometimes. He sings a song in Rukiga, which the teacher does not understand and cannot translate because she says that it is a different form of Rukiga, coming from Uganda (where his mother is from). R2 and R5 say that no one ever tells them stories.

On reading preferences:

Asked whether they prefer reading alone or with others, all of the students say that they prefer reading with others. Three respondents give reasons: *"because they give us books," "because it is good,"* and *"so that we can be intelligent."*

Asked whether they prefer reading at home or at school, all of the students say that they prefer reading at home.

Asked what students need in order to become good readers, they list: a book, a notebook, a pen, and studying.

Module 4: Access to Reading Materials Outside of School

Asked whether they have ever seen a newspaper before, two students say that they have. They do not have them at home.

Asked whether they have books at home, six students say that they do. Two students have Kinyarwanda books at home, two students have Rukiga books at home, two students have English books at home, and three students have French books at home.

Asked whether there is a place where they can go outside of their homes or schools to borrow books, three students say that there is. They all say that they go to their neighbors.

Asked whether they have any children books at home (using props to explain that children's books are illustrated books with simple sentences), they all say that they have none.

Module 5: Available Time for Reading Outside of School

Asked two describe what they do on a normal day, the students respond as follows:

- R1: *"In the morning, I go to find food for the cows. Then, I take a bath and go to school. Then, I go fetch water and find food for cows again. I take supper, and then go to sleep."*
- R5: *"I wash my face, fetch water, and then take a bath. Then I go to school. Then I go find food for cows, and then fetch water again. Then I take my bath again and then I go to sleep."*

The students are asked to imagine that they are in a room with a children's book, a notebook and pen, a radio, and a ball. When asked which item they would pick up, they respond as follows:

- R2 would pick up the radio because he likes listening to the news. R5 agrees.
- R1, R8, and R6 would pick up the notebook and pen.
- R5 would pick up the ball.
- R4 would pick up the book.

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 35-year-old male

(1) Perceived state of literacy at the cell level

The respondent believes that “the majority of people [living in his cell] know how to read and write”; being literate “is very common”. He notices a difference between community members who are literate and those who are not “if, for example, something happens, like elections.” In such a case illiterate cell members would “need to sign with [their] fingerprints, [and] they need explanations how to do that.” The cell official finds that the illiterate community members “don’t have a very complicated way of thinking but their way of life is very similar [to those cell members who are literate]. Yet “most of them are older – aged 65 or above.”

(2) For these adult literacy classes “there are no purpose-built schools but people are taught at cell offices and churches, twice a week in the afternoon.” Having successfully completed the course, the participants of these courses, “at the end, they are being awarded certificates”. Yet the cell official thinks that some “challenges” reduce the success of these courses at reducing illiteracy rates in his cell. In his opinion, it is because “some people who are old are not available to attend these courses, they are physically too weak [to go and attend]”.

(3) In the respondent’s cell “few people have books” but “every Christian, [or at least] most of them have bibles.” According to him churches in his cell have books available for free for the community to read but there are “only books related to church affairs, works about government programmes and primary school books for teaching [the adult illiterates of the cell] how to read and write.”

(4) A room in the cell office, to which “the whole community” has access, has newspapers on display. New issues are received “once in a while, every month or so”. Asked how frequently community members would come and read newspapers in the cell office, the participant points out that “just a few hours ago there were some people reading them”. Usually, community members “come on Wednesdays [to read newspapers]”. He maintains that the cell officials “made them [the community members] used to it [using the newsroom at the cell office]”. It works smoothly that “they take [the newspapers] home and return them after they finished [reading them]”. As far as the cell official is aware, no formal guidelines for the maximum loan period “but that it should not take [community members] longer than three weeks to return them”. The respondent states that “most [of the users] respect the rules but the problem is that there are too few [copies of newspaper issues]”. He estimates that “not more than 28 people” could take out a newspaper at the same time. Not wanting “to go too far” in criticising the current arrangement, he still feels compelled to mention that the newspapers that are available at the cell office “are not very interesting newspapers to them”. If the members of his community could “they would go somewhere else to get their reading materials”. The newspaper issues currently available fail to interest his community because “they usually arrive late, [and therefore] are very out-dated.”

Module 2: Reading and Literacy Practices

(5) Storytelling in the cell

The cell official states that “it is common” for parents living in his cell to tell their children stories. He adds that “most parents encourage their children to study”, and that “many parents come here [to the cell office] and ask for support”. The cell leaders “then try to find these children, and try to tell [these children] what they can achieve in the future [if they study], and take them back to school”.

(6) The participant reports that most stories that are being told in his cell are about “ways of living, and how people should build for their future, and bad peer groups, and that you cannot only survive on agriculture because there is limited land”. He adds that because of the limited opportunities that pursuing agricultural activities in his cell offers, he would “tell [the cell members] to find jobs outside agriculture”.

(7) Apart from these matters, “community members are not used to telling stories [that they heard on the radio, read in books or remember]”. He notes that “even on the radio most things are about politics, they don’t talk about that [discussions of politics they hear on the radio]”. Moreover, parents would not want to tell their children about stories they got from listening to radio dramas “as even [cell officials] who have TVs, [they] don’t tell [stories they see on there] to their children.” To the contrary, “if the children watched [the TV dramas], we would need to punish them”.

(8) Apart from the cell office, community members could go to “the town centre of Byumba”, where “a bookstore called ‘Jeohvanis’”. As the participant explains this bookstore offers different types of reading materials “but [this bookstore] does not have enough [materials available to cater to all interests]”. However, it would be possible “to order from Kigali” through the bookstore, what was not in stock. It would depend on a “the type of book and the person’s interest” whether such requests could be satisfactorily fulfilled.

(9) Personally, the cell official would be interested in acquiring “a French-English dictionary”, but he “cannot get it in Gicumbi; [he] cannot find it”. He is unaware of much such a dictionary would cost. The respondent thinks that “if [he] had the means, [he] would be willing to spend RWF 10,000” on such a dictionary.

(10) The participant is sceptical whether community members would be willing to spend money on acquiring books as “they are used to getting them for free; lending them, and returning them”. Nonetheless, he believes that “those who know how to read would be interested in owning such books [as they might get in a library]”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

Attitudes about reading

(11) The participant states that the cell community members “view reading as important”. He finds that their high regard of reading is illustrated by the fact that “there are even those [adult community members] that we are teaching [how to read and write]”.

Personally, he is convinced that “reading has great value”. It is because “if you do not know how to read, you are in poverty, and there is nothing you can do.” Asked to explain in what

sense he sees the ability to read and poverty to be linked, the respondent explains: “For some areas, like in agriculture, you find that certain crops need certain fertilizers . This is written in books. If you [as a cell official] organise a meeting, if [community members] don’t attend [and hear you] explain to them [what fertilizers to use for which plants], if they cannot read, they cannot read up on it. If that happens to people who know how to read, they come to the cell office and get materials, [or] some of them even have different books [on that topic that they can consult at home]”.

(12) The respondent “would like his children to learn how to read” for the same reasons, and since he believes that “knowing how to read” also helps one “to learn how to live in a community with other people”.

(13) Views on strategies to improve children’s reading abilities

The participant sees attending nursery school and primary school as what allows children to learn how to become good at reading. Nevertheless, he mentions that “[the cell officials] meet different challenges at schools”. They would observe that “a child in P4 or P5 often does not know how to write its name”. The respondent thinks this happens because “there are too many students per classroom; there are 45-47 students and one teacher”. Teaching “so many students” is “not easy for a teacher”.

(14) The cell official sees “books used for teaching young children reading and writing in school” as an example of reading material that he would find to be appropriate for children to read. In addition, “magazines that feature profiles of different people, telling their life stories” would also be something that would be beneficial for children to read.

(15) The respondent maintains that he does not believe that the poor reading abilities of children in his cell are related to the availability of reading materials for them. He thinks that “with regards to the books you can find in schools – there are really enough for all children”. Rather “the number of children per class is the problem”, combined with the fact that “they don’t have enough time to read those books”. He reiterates that “the government is trying to send more books” but that “at the moment there are enough books”.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(16) Previous attempts, key stakeholders and potential future obstacles

The cell official states that he is certain that expanding the cell library would “change the lives of young people [in his cell] to the better”. He explains that “in [his] cell, [people] are living a life of limited means but that [cell] library does not even offer what people need to read.” The participant criticises that “there is not much information [that is useful to cell members] in these books”. This is especially problematic since his cell would be comprised of many villages that are hard to reach and “2-3 weeks can pass without meeting all community members”. Consequently, the “community is uninformed because [the cell officials] failed to reach them and inform them”. If they were able to access all necessary information through reading books at the cell library, this problem could be, in the participant’s eyes, be resolved.

(17) According to the respondent to get make more reading materials available for the community members of his cell “has never been tried before; all because of the limited availability of means”. He, however, envisions that his cell would transform if “there were any support to get such books to increase [the cell’s] knowledge.” Then the cell members would “change [the cell’s] economy through research, found technical schools, increase technical capacities and other things related to that”.

(18) A potential obstacle the participant can identify is that “first you need to inform people, [and] explain the advantages [of a project] to them”. He suggests that this should be done “through advertisements on the radio because most community members listen to local radio stations and leaders too”. This would be necessary so that “people are actually interested”. Yet he believes as soon as they would know “they would be interested on the first day” to make use of an improved public library because “they have been longing to get books but could not get them [so far]”.

(19) The participant maintains that “the best place [for the library] for students to have access to it” would be “close to the school”. Yet he cannot think of a place that would be available at the moment. Land would need to be bought, “which is not easy because most land around the schools belongs to the church or the government”. However, he takes courage in the fact that the cell official have so far always successfully managed to procure land to “build one more classroom every year for a school around [the cell office] around here”. The only thing necessary would be “a good understanding between the people implementing the initiative and the government”, then “everything would be possible”.

Module 5: Perceptions of Literacy Boost

(20) Feedback on the concept of ‘Literacy Boost’ book banks

The participant states that in his opinion starting a book bank “would be a very good thing because those books, [are those that] we don’t have access to”. The books that the cell library would currently feature “are not interesting to read”, the are mostly about “family planning, how to do accounting, basically, only related to government programmes and nothing else”. Instead, the cell official would like to see “books with stories, which at the same time have pictures assisting the words, like showing two persons in conversation, so that the reader knows which persons says what”, to be added to this library. He believes that if cell members had such books available they would most likely tell their children stories about what they had read. The respondent explains that he thinks so “because [the cell] received some books some time ago that talked about bad behaviour and manners”. Subsequently, “parents used them to show children the outcomes of [unsafe] sexual behaviours, like diseases, pregnancies et cetera”. The cell official notes that this affected “some [behavioural] changes” in the community. Yet “some children still commit such bad sexual behaviour”, since “, of course, you cannot get all members of a society to comply”. Nonetheless, the outcome was “over all positive”.

(21) Feedback on ‘Literacy Boost’ reading buddies/camps concepts

Having been explained the concepts of reading buddies/camps, the participant, comments that “it would be important” to host such an event but “how to get the older youth involved” would be problematic. He believes that “because most o them go to school or work on the tea plantations” it “would be very difficult to get them for this event”. He thinks that “if they

would get paying jobs around this area [close to the cell centre]”, the would be able to participate in such events. However, it is “difficult to get boys; it is mostly only girls living around here”. Asked why it would be problematic in his opinion if most youth participating in the event were female, the cell official explains that “it’s no problem, [as in the cell there is] even girls who go to the technical school”. These girls would be educated enough, in his opinion, to participate in the event. The participant is confident that “people would send their children [to such events] because most of them have their children [enrolled] in nursery or higher levels [of education]”. This would be indicative of their willingness to send their children to events with educational purpose.

(22) The respondent believes that “it would be better if these events are [scheduled for] the same time” as the children’s usual classes, or “organised to take place close to when school classes end”.

(23) The respondent sees “the contribution of leaders and parents of these children [who are participating in these events]” as crucial to the events’ success. He estimates that parents would be motivated to assist if one would “tell them that their child gets help to gain knowledge and they should be prepared to assist and give something back to the people who started this initiative [targeted at helping their children]”.

(24) Current knowledge about ‘Literacy Boost’

He is not aware of this programme, nor any programmes by Umuhuza or Save the Children.

Question

The participant wants to know whether there is an implementation plan for the suggested book banks.

SSI17: MUNSANE J. Damascene, Sector Education Officer, Rushaki sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 35-year-old male

(1) Availability of reading materials in the sector

The participant states that “in this sector, people usually don’t have books at home”. Rather “those who want to read come to the sector library”. He adds that “those [community members] who are really interested go to the school libraries”. The respondent “do[es] not know how often they visit these libraries”, but it is “usually very few people” who do that. He elaborates that it is “mostly people from the community around here, because they don’t have far to travel, who come and visit the library”.

Apart from the sector library, there is “only a school libraries but those only have schoolbooks”. At the sector level “there is some”, available “at the sector library”.

(2) The participant believes it “would be good if there were several [libraries], to make [books] accessible at the village level”.

(3) Perceptions of Literacy at the Sector Level

According to the SEO, “the majority of people in his sector” are literate. He notices a difference between literate and illiterate members of his sector community, which lies in their “ways of understanding and thinking, and their welfare in general”. Those who are illiterate “have a better understanding”. He observes this when sector officials try to cooperate with community sectors on “programmes of education or other programmes of the sector”. In such circumstances, working with the literate makes “it very easy to implement [these programmes].” Those “who know how to read and write have a better life than those who don’t, and the way they behave around others is different to the behaviour of people who don’t know how to read and write”. He adds that “in this sector [the illiterate] have a lot of problems in their homes, for example, concerning the relationship between wife and husband, and the way they handle their children.” The illiterate tend to “leave their children to themselves, [and] they neglect their education, [because] they don’t understand the value of their children going to school”.

Module 2: Reading and Literacy Practices

(4) Reading habits in the sector and attitudes about reading

The participant “do[es] not think” that people living in his sector would buy newspapers “because it is not their culture; they are not used to buying newspapers”. To get them interested in newspapers “would at the beginning be quite difficult”. He believes “that if there were continuous mobilisation, they would start buying newspapers.” According to the cell official, reading “because it’s something that is not common in their [the community member’s] culture, they are usually not interested in reading”. However, he believes that if a literacy “programme came here [to the sector], and [the sector leaders] would inform them, [community members] could be really interested”. If “books [were] put at the village level”, as the official believes, “in the afternoon [sector community members] could go to the [umudugudu] office and read them”. He thinks that community members would be interested in “Books with different stories, about better ways of living [relevant to] community members, and historical books, and books about different parables.”

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(5) Personally, the participant feels that reading is of “great value”. He believes so because “firstly, [reading] increases someone’s understanding in different domains – you can gain a lot from reading –, and it can help to develop yourself and [other] people.”

(6) If members of his sector would become better at reading and read more, he envisions that “because reading adds to someone’s knowledge, it would make them gain [more knowledge], and also help [the sector] leaders.” He sees benefits for the sectors leaders in such a development “because talking to people who are understanding is much easier”. He hopes that “instead of going from place to place and organising meetings, [sector officials] could instead give [community members] stuff to read.” He explains that when he “is talking about literacy, [he is] talking about low levels.” Community members “learnt [how to read and write] a long time ago, [but because] they had no access to books to make them practice [reading], their reading skills are poor”. Therefore, increasing the reading ability of community members “would help [sector officials]”.

(7) The participant has one child. He would like his child to learn how to read as “firstly, it is the child’s right, [and] secondly, it can be of great importance for the child [to know how to read] in it’s daily life”.

Views on strategies to improve children’s reading ability

(8) According to the SEO, children “firstly learn [reading] from home, secondly they learn it at school.” He reassures: “I studied pedagogy and teaching.” The participant points out that “there is these children who have educated parents, and they know about children, they can teach children, [but] that [kind of set-up] is not common.” He adds that “also, it is an issue of money because [most parents in his sector] don’t have the means to assist [their children].” The respondent believes this is linked to money because “those who don’t have the skills [to teach their children themselves], would hire someone to do it for them”.

(9) In the participant’s opinion, “for somebody to learn how to read and write, one needs to start at a low level.” First children should learn “letters, names, syllables, [and] repeat words, then short sentences, and the you go to the level of textbooks.” He believes that if good “textbooks were available, then children would learn how to read”. Correcting himself, he adds that making children acquire adequate reading skills “requires the input and effort of both teachers and parents [...]”.

(10) The SEO thinks “it is not easy” to motivate parents to assist their children in acquiring reading skills as “parents take education to be the business of teachers”. It “will take a lot of mobilisation to make [parents] understand the importance of their involvement in their children’s education”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

Storytelling at the sector level

(11) The respondent explains that people living in his sector “normally [tell each other stories] at evening meetings they attend”. In addition to this, the sector officials “communicate information to [their] community members” through one spokesperson. That way the information is “pass[ed] onto the community members”. According to the sector official, the community members mainly talk about government programmes and religion”. He “do[es] not know” whether parents in the sector commonly tell stories to their children “because this happens in homes”, and he claims to, therefore, not have any certainty about it. The respondent cannot think of any “stories that are popular in the sector, that are commonly told to each other, or stories that everyone knows”. In his opinion, it would only be the “umudugudu leader who knows [about this] because he is close to the people.”

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

Previous attempts, key stakeholders and potential future obstacles

(12) The SEO states that it has “never” been attempted to make more reading materials available for his sector. He is convinced that the reason for this is “because [no one] has ever seen a person who would be willing to buy [more] books [for the sector].” Then, however, he notes that the “sector leaders tried [to acquire more books], but [they] mainly focused on getting

books for schools, [they] never thought about getting books for [the sector community members]." He explains that if the sector leaders "would tell community members [to assist such a process], it would not be easy, they would not have enough means [to support the acquisition of books]." Rather "they have a lot of other needs they would like to take care of [first]."

(13) As the "majority of the sector members – 90% of them – are farmers investments [would need to] focus on agriculture, [or] arts and crafts" to achieve a life-improving change in their lives. However, he stresses that "this should not be done, forgetting education, since education is the base ['grassroots'] of everything".

(14) If the community were to financially support the acquisition of further reading materials "it would be a long process because they community members have limited means". Rather one "would have to find other sources of support". Concerning logistics, planning or implementation issues, the sector leaders "have ways of helping with that – implementation and follow-up" since "it is part of the leaders responsibility at the sector and at the cell level."

(15) The respondent is asked about his opinion on what 'the best way of increasing reading levels of children living in the sector, quantitatively and qualitatively, would be'. He maintains that the best is already done "at schools but they could do that at homes and the community too." If one were to "facilitate children at home, they would learn very rapidly, very easily." The SEO believes this could be achieved since "the system in Rwanda schedules for two school shifts". Those "that go home in the afternoon could be brought back to school". He imagines that there would be "a person who helps them [study] in the afternoon, and the holidays." This would "make children more interested [in school and reading]."

Module 5: Perceptions of Literacy Boost

(16) Feedback on 'Literacy Boost' reading buddies/camps

Presented with the reading buddies/camps concepts, the SEO judges that "these could good events because it would be an event that would involve the youth across all different ages; it is good that they would somehow be involved [in a community event]." He cautions that as "some youth are still in school, one needs to coordinate things, so they can attend school and still go to the event". Another obstacle he identifies is that "some children who don't know how to read and write [yet] – [the sector officials] take them back to schools, but they don't go out of their own will, and drop out [again] to earn money". He believes that such children would perhaps not be interested in the initiative, but "they are few in number" as he explains.

(17) The respondent is also worried about the remuneration of persons involved in organising and helping to run the event. To illustrate his point, the SEO mentions that although adult literacy classes in his cell are currently run by volunteers, they "are not happy because they are not being paid". This leads "to classes not going well". He further registers "parents' attitudes" as a potential obstacle. To circumvent it, one would "first need to train parents, and let them know about the event." Asked to elaborate, the participant explains that he is worried that "parents might not even send children to these events, and would ask instead 'how many more classes should they attend?', 'why is school not enough?'" Giving "them trainings and an idea of what is going on, would motivate them to get [the parents] involved".

(18) Feedback on 'Literacy Boost' book banks

The SEO believes that establishing books banks “could be something very good, but still, [such] books [that a library like that would feature] are very expensive”. To make it successful “that place would need to be closer to the community, not at the cell or sector level, but at the village level – it would make it much easier [for people to access it].” He shares another idea: if “community members could manage [the library] themselves, it would very pleasing to them, it would increase interest and also encourage them to train each other.” The only problem he can identify is that “village leaders have no office to operate from. Hence, “to find a specific place for the books to be put would be challenging”. As the participant reports, neither the cells of his sector nor the villages have access to electricity.

(19) Knowledge about 'Literacy Boost'

The participant has “never heard of [the initiative] before”. Based on the core components of the project that are presented to him, he has “one suggestion”. He advocates “try[ing] to establish school libraries at the village level, and start implementing [the initiative] at the village level, and get community members involved.” In addition to this, it would be crucial “to inform community members to facilitate the attendance of children at [reading] events.” Moreover, it is important “to inform other leaders, as for [him it would be] no problem [to support this project] but if others could be informed, it would be good”. Then “they could also give [Save the Children] advice concerning this programme.”

(20) Questions

The participant asks what happens with the research once it has been completed.

Rutare Sector, 31/01/14

FGD13: P2 students in Kojojo P.S., Bikumba cell, Rutare sector

Background Information:

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	9	Yes	Kinyarwanda	No	Yes	Yes
2	M	9	Yes	Kinyarwanda	No	Yes	Yes
3	M	9	Yes	Kinyarwanda	Yes	Yes	Yes
4	M	9	Yes	Kinyarwanda	No	Yes	Yes
5	F	7	Yes	Kinyarwanda	No	Yes	Yes
6	F	10	Yes	Kinyarwanda	No	Yes	No
7	F	9	Yes	Kinyarwanda	Yes	Yes	Yes
8	F	8	Yes	Kinyarwanda	No	No	No

On non-print media:

- Most of the students do not have electricity at home. When asked if there is a place where they can go to read at night, two students respond. Respondent 7 says that she

goes to Rambura (a nearby neighborhood) to read mathematics. Respondent 3 says that he goes to Kibongo with a book.

- One of the students (respondent 6) has a television at home.
- Most of the students have radios at home. When asked what they like listening to, respondent 3 says that he likes listening to the news. Respondents 1, 2, and 7 agree that they also like to listen to the news.
- When asked if they like listening to music, they all say that they do. Respondent 7 says that she likes listening to gospel music. Respondent 1 likes listening to melodies, and respondent 3 likes listening to Rwandan music.
- When asked if they like listening to stories on the radio, respondents 7 and 4 say that they do. Respondent 7 says, *"I like to listen to a fable about Bakamé and Rovobo. Rovobo told Bakamé to steal maize from the farm. The police caught them and killed them."* When asked whether she ever reads any stories about Bakamé or other animals, she says no.
- Respondent 4 says that he likes listening to fables on the radio. When asked if he would share one with his, he says, *"There was a man and a woman who gave birth to two children. One was called big belly and the other was called small belly. Big belly climbed a tree to search for fruits. Then he ate and ate and ate and then after he ate a lot of fruit, he fell back then he broke his legs. Then small belly went to his mom to tell her that big belly was dead. That was the end."* Respondent 4 then asked if he could tell another story, and told the same story again.

Module 2: Attitudes/Perceptions of Reading Outside School

On reading outside of school:

- When asked (unprompted) about their favorite thing to do when they are not in school, four students says that they like reading (7, 4, 5, 6). Three students says that they like writing (3, 1, and 2), and one student says that she likes fetching water (8). When the question was asked again with prompts (books, writing, fetching water, getting food for cows, preparing meals, and radio), the students respond: preparing meals (1), fetching food for cows (2), writing (3), fetching water (4), preparing meals (5), listening to the radio (6), reading (7 and 8). When asked why, they responds as follow:
 - o Respondent 2 likes fetching food for cows *"because the cow gives us milk and fertilizer."*
 - o Respondent 1 likes preparing meals *"so that we don't starve."* When asked whether he thinks it is more interesting to read or prepare meals, he says that it is more interesting to read.
 - o Respondent 3 likes writing *"so that you can revise the lessons the teacher has taught you."* When asked whether he prefers revising or reading, he responds, *"It is more fun to revise than to read a book."*
 - o Respondent 4 chose fetching water *"so that they can prepare a meal for you."* When asked whether he enjoys this activity, he says he does. When asked whether he prefers reading, he says he does.
 - o Respondent 5 chose preparing meals because *"you cook after school and then you eat."* When asked whether she sometimes reads, she yes that she sometimes reads a book before she cooks. When asked whether she prefers reading or cooking, she says that she prefers reading.

- Respondent 6 chose listening to the radio *“so that you can know the time. If you turn on the radio you will know the time and you cannot be late.”* When asked whether she prefers reading or listening to the radio, she says that she prefers reading.
- Respondent 7 chose reading because *“it is important for me in my daily lesson at school.”* When asked what she likes to read the most, she says mathematics and English. When asked whether she reads storybooks, she says that she reads one at home, in Kinyarwanda. Her dad bought it for her.
- Respondent 8 chose reading because it makes her intelligent. She likes to read the gospel and to pray.

On reading attitudes/ preferences:

- When asked whether they prefer reading alone or with other people, all of the students say they prefer reading alone, except for one. When asked why, they respond as follows:
 - Respondent 5 says that she likes reading alone *“because there are no other people.”*
 - Respondent 6 likes reading alone *“because the others are on the farm, so I read alone.”*
 - Respondent 4 likes reading alone *“if she is not around, I stay alone and I read.”*
 - Respondent 1 likes reading with other his brother, who is 10. They read mathematics together.
 - Respondent 2 likes reading alone *“because others are on the farm, carrying fertilizer, so I stay at home.”* When asked what he reads, he says that he reads stories. When asked to share one of them, he says, *“I read a story about a child fighting with another. A man came and told them to separate. One of the children had his hand on the other child’s neck. Then he ran away. The story was in Kinyarwanda.”* When asked where he got the story, he says, *“we have it at my home – my dad bought it.”*
 - Respondent 3 likes reading alone because *“When I’m alone, I can feel lonely, Then, I go and take a book and read.”* When asked where he got the book, he says that it is a mathematics book that his father bought for him.
 - Respondent 8 likes reading alone *“because we don’t have other children at home. I read the Kinyarwanda book from school.”*
- When asked how they feel when they read something challenging (with emoticons to prompt them), the respond as follows:
 - Respondent 8: *“I feel angry because it is so difficult for me.”*
 - Respondent 7: *“I feel happy because I want to be happy.”*
 - Respondent 6: *“I feel embarrassed because I feel sad.”* When asked what her thoughts are when she feels embarrassed, she says, *“because you’re supposed to know that and you don’t.”*
 - Respondent 5 feels embarrassed *“because it is so difficult.”*
 - Respondent 4 feels sad *“because I don’t know it.”*
 - Respondent 3 feels happy. *“When you read a difficult text, and then you read it even though it is so difficult, then you feel proud.”* When asked if he can tell us about any difficult texts he has read before, he says no.
 - Respondent 2 feels surprised *“because I find it hard.”*
 - Respondent 1 feels happy because he enjoys reading.

On their perceptions of reading as shaped by others:

- When asked if they know anyone who reads a lot, five respondents say that they do (3, 7, 8, 6, and 5).
 - o Respondent 5 says that Respondent 7 reads a lot. When asked whether she would like to read a lot too, she says yes. She thinks it is a good way to spend her time.
 - o Respondent 7 says that her brother reads a lot. He is 12 years old. When asked whether she enjoys reading, she says that she does, and explains, *"When I am reading, I can read on and on and on."*
 - o Respondent 4 says that his father likes to read English. When asked whether he likes to read English too, he says he does. When asked why, he says, *"You can read as fast as possible so you can do other things like work."*
 - o Respondent 8 says that respondent 3 likes to read a lot. When asked whether she thinks this is a good way to spend time, she says, *"When you have time, you can read."*
 - o Respondent 3 says that his relative, who lives in Kibongo, likes to read a lot. He is 25 and he likes to read English.

On the benefits of reading:

- When asked what their lives would be like if they read a lot of books and became good at reading, the responds:
 - o Respondent 3 asked, *"Can you give us more materials?"*
 - o Respondent 7 says, *"It would be very important. When I finish all school, I can be either a nurse or a teacher, I don't know."*
 - o Respondent 3 says, *"I will be a police officer. It will be very important. When you are a good reader, you continue to high school, so you do not become a street child."*
 - o Respondent 4 says, *"I will be a soldier. I will be a good parent. Because when you have finished all school and given birth to children, you tell them to do housework for you."*
 - o Respondent 8 says, *"I will be a teacher."*

Module 3: Reading Practices in and out of School

On story-telling:

- When asked if anyone ever tells you stories, only respondent 7 says yes. When asked if she would share a story with us, she tells us the following story, which she heard from her aunt: *"There was a man and a woman who gave birth to two children: big belly and little belly. When time passed, they gave birth to another daughter called Makobga. Then one day they were cooking meat. When the meat was ready, big belly started to take the pieces of meat one by one. When he finished eating, he put the bones back in the dish. Then when their mother came back, she found only bones and asked who did this. Big belly says that it was Makobga, and her mother got angry and cut Makobga into small pieces. Then she put her in a small box and put the box along the road. Then a person passed by, and the remains of Makobga began to sing, 'Big belly lied to my mom and he will pay for that. You man, passing by. Continue on your way.' Then, her mother began to hear her song. She took Makobga out of the box and put her back together. Then she became a person again. Then Makobga's mother took big belly and cut him into pieces because he lied. Then they took his body, put it into a tomb, and buried him. Then a boy came and asked where big belly was, and the parts of big belly started singing, 'my mother was out and we were cooking meat. I ate the meat and I lied. They cut Makobga into pieces, and then my mom found out about it and this happened to me.'"*

- When asked about when reading is useful in their daily lives, three students respond:
 - o 4: *"use it to read books"*
 - o 8: *"in a notebook"*
 - o 7: *"on road signs"*

Module 4: Access to Reading Materials Outside of School

On becoming a good reader:

- When asked to list the things that a student needs in order to become a good reader, they listed: a teacher, writing, a notebook, a pen, a stick to read words that are high on the blackboard, a book, and a cow (*"as a gift for being a good student."*)
- When asked if they have books at home, respondents 7, 3, and 6 say that they do. Respondent 7 has Kinyarwanda books. Respondent 3 has mathematics books. Respondent 6 has English books.
- When asked if there is somewhere they borrow books to take them home, such as a library, school, or church, all of the students respond. 7, 3, 2, and 6 say that they borrow books from the church. 4, 1, 5, and 8 say that they borrow books from school. When asked which books they borrow, the students who borrow books from the church all says that they borrow hymnals. The students who borrow books from school says that they borrow Kinyarwanda and/or mathematics books.

Module 5: Available Time for Reading Outside of School

- The students are asked to imagine that they are in a room with a radio, a book, a pen & notebook, and a ball. They are told to choose which one they would pick up.
 - o Respondent 4 says that he would pick up the radio *"because they teach me about time so I won't be late to school."*
 - o Respondent 8 choose the book because *"when you have a book, you can be a good reader."*
 - o Respondent 3 chooses the pen and notebook *"so that I won't lack something to write on."*
 - o Respondent 1 chooses the radio *"so that you can listen to good music."*
 - o Respondent 2 chooses the radio because *"the radio updates me about the time so I won't be late to school."*
 - o Respondent 4 chooses the ball because *"when you play ball, you enjoy yourself."*
 - o Respondent 4 chooses the ball because *"you can play it on the playground."*
 - o Respondent 7 chooses the ball *"so you can be physically fit."*
 - o Respondent 4 chooses the book because *"when you read a book you will be intelligent."*
 - o Respondent 7 chooses the ball, *"so you can kick it on the ground."*

FGD14: P3 students in Nyagatoma G.S., Nkoto cell, Rutare sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	10	No	Kinyarwanda	2/8	No	No
2	M	11	Yes	Kinyarwanda		Yes	Yes
3	F	12	Yes	Kinyarwanda		Yes	Yes
4	M	11	Yes	Kinyarwanda		Yes	Yes
5	M	11	Yes	Kinyarwanda		Yes	Yes
6	F	11	Yes	Kinyarwanda		Yes	Yes
7	F	11	No	Kinyarwanda		Yes	No
8	M	13	No	Kinyarwanda		Yes	No

All of the children speak Kinyarwanda, and no other language at home. Five of the eight children being interviewed state that their parents know how to read and write (2, 3, 4, 5, 6). Seven of them have a radio at home (2, 3, 4, 5, 6, 7, 8), and five a mobile phone (2, 3, 4, 5, 6). Only two have a TV at home (2,3), and only two children are sure that they have access to electricity at their homes.

Module 2: Attitudes/Perceptions of Reading Outside School

Free time activities

The children are asked what they usually do in their free time. They list the following activities: fetching water, doing the dishes, fetching food for domestic animals (cows, goats), washing/cleaning clothes, sweeping the house. After completing these chores they usually: play with friends, revise for school, or look after their younger siblings.

They are then presented with three more activities – listening to the radio, drawing/writing and reading –, and asked which of all the activities, amongst those that they listed and they have been provided with now, they would enjoy doing the most.

They choose (multiple): fetching wood, fetching food for domestic animals, reading (2 persons), writing/drawing (2 persons), listening to the radio (2 persons), cooking, washing clothes, playing with friends and fetching water.

Respondent No. 2 is asked why he liked spending his free time reading best. He explains that “because when you read a book you learn”, and respondent No. 3, who also chose reading as his favourite activity, adds to that “*when you read a book, you will become a good reader; you will learn more and know how to respond [to questions that you are being asked at school]*”. His favourite book is his Kinyarwanda textbook.

“Fetching food for cows” is the activity that respondent No. 6 selected. He says that he enjoys this more than reading in his free time “*because the cow gave birth to a baby and gives you milk*”.

Respondent No. 7 chose “cleaning clothes” and explains she likes it best because “when you clean your clothes, you are clean and you look smart”.

Although respondent No. 5 chose “*fetching water*” as his favourite activity, he explains that he selected it because “fetching water is important; to have water for cooking, cleaning yourself and your clothes” but that after he had completed his chores he would enjoy reading. He especially enjoys reading his Kinyarwanda textbook. He does this “*so he] know[s] how to read and respond [to questions asked] in class*”. To this he adds, “if the teacher gives us homework then we turn the light on at night”, and he does his homework at night, in such cases.

Respondent No. 6 says she does her homework after finishing her domestic chores, or *"if [she has] a lot of homework [she] do[es] it at night."* Respondent No. 8 also does his homework after finishing domestic chores.

Feelings about reading

Most children's favourite book is their Kinyarwanda textbook (2, 4, 6, 7). Some prefer their English (8), maths (1) or social sciences textbooks (3). When they are reading four children say that they feel "happy", two of them "excited", one "shy or embarrassed" and another one "sad".

Respondent No.1 who said she would feel "sad" when she was reading, explains her reasons for choosing so: *"Sometimes there is a lot of work to do at home, and I am home alone, and when I read I am sad because I have to get back to work after that; the work is not finished yet."*

Respondent No. 7 who said that she would feel "shy/embarrassed" about reading explains her choice by stating: *"At times, when you read and when it is difficult [to read for you], you feel embarrassed."*

When he thinks about reading, respondent No. 6 feels excited *"because when [he] see[s] that someone is given a book, [he] also fell[s] like reading"*. Respondent No. 5 says he feels the same way. Of those who stated that they felt "happy" when they read, respondent No. 2 explains that she feels that way because she simply enjoys reading. Respondent No. 3 elaborates on this: *"When you read and you read correctly, you feel happy."* It is being encouraged by his parents, what makes respondent No. 8 see reading as an activity that makes him "happy". He explains: *"Sometimes, at home, they [my parents] tell me good things [when I am reading], and then I am happy."*

Asked about whether their friends or parents have ever talked to them about reading, all children volunteer a response: Respondent No. 2 tells the interviewer that when her "mother is away in the field [her] older brother teaches [her] how to read, and when [she] is wrong, he slaps [her]; if the mother is not around. *"The neighbour of respondent No. 6 sometimes "sits with [him] and helps with [school] exercises"*, when he *"is wrong, she corrects [him]"*.

It is respondent No. 2's mother *"who teaches [him] how to read" and "exercises together with [him]"*. If he *"give[s] correct answers she is proud of [him]"*. The father of respondent No. 3 usually teaches him and *"when [he is] correct he gives[him] a Kinyarwanda book he owns"*.

Respondent No. 6 says that his parents *"always check [his Kinyarwanda] notebook and check whether [he has] done [the exercises] correctly."*

The father of respondent No. 7 rewards her with shoes or clothes when she learns well what he teaches her. Respondent No. 1 says her parents check her notebooks when she comes back from school for mistakes and watch her while she corrects them.

Respondent No. 8 often reads for her parents who reward her if she has "done well. " Respondent No. 5 says that his parents usually "teach" him and "do exercises together" with him, and that he is rewarded if he "does well".

Parents' feelings about reading

Five out of the eight children being interviewed state that their parents "feel happy" if they are engaged in reading or are talking about reading. One of the children says that they feel "excited", one chooses "scared" and one "shy".

Those that state that their parents feel “happy”, most of them justify their choice by explaining that their parents rejoice if they see them read well:

- No. 6: *“Because when a child knows how to read, and reads for its parents, if it is a good reader its parents will be proud.”*
- No. 5: *“Because when they teach you and see that you have read correctly, they are happy.”*
- No. 2: *“When they [parents] give me [reading] exercises, and I do them well, they are happy.”*

Respondent No. 8 points out that also *“when a parent is reading, if the parent has done well, the parent can feel happy.”* Saying that her parents feel “excited” about reading, respondent No. 6 gives a similar reason. She believes her parents feel “excited” about reading because they enjoy it.

Having selected “scared” as the emotion that her parents would feel when they are reading, respondent No. 1 explains her choice the following way: *“Sometimes you ask your parents about a word when you are reading, and they don’t know it, and then they feel scared.”*

Respondent No. 7 has a slightly convoluted explanation for her choice: She believes that her parents feel “shy/embarrassed” when her “parents read” and she is *“looking at the parent while the parent is reading.”*

Becoming good at reading

Three of the children say that they feel that especially *“reading with a parent”* will make them good readers, and four think that *“reading a lot of books”* will achieve this, while only one believes that *“reading with other children and talking about what they have read with them”* will help to make them become proficient readers.

Those that give importance to reading with a parent, stress that they find it beneficial because the parent would *“teach them something new”* (2, 8), *“correct them”* (1), and that by teaching you first enables you *“to teach other children how to read”* (2). Respondent No. 1 elaborates on the advantages of reading with one’s parent: *“Sometimes when you are in class the teacher teaches you something, but you miss a part, and if you sit with your mum after school, she can remind you – ‘this is something that you have missed’.”*

Although initially only four children picked *“reading a lot of books”* as the activity they thought would help them especially to become proficient at reading, most of the children had something to say about why they thought *“reading a lot of book”* would be beneficial.

For example, respondent No. 7 points out that *“if the teacher gives you exercises to do, you can look into the book”*, and this as respondent No. 3 explains allows you *“to do [them] correctly”*. Respondent No. 4 thinks similarly. He stresses that if *“you read a lot you can achieve one hundred per cent”* on school assignments.

Respondent No. 1 and respondent No. 5 think that reading a lot of books is important for becoming skilled at reading *“because if you read a book you learn things that you did not know before”*. Agreeing with this, respondent no. 3 adds that *“reading a lot of books”* makes *“you get smart and know how to respond [to questions a teacher asks you]”*.

Finally, respondent No. 8 hints at that *“reading with your parent”* and *“reading a lot of books”* can both contribute to making one a proficient reader: *“Sometimes you can read out loud to your mum, and if you read correctly she will know you are smart and reward you.”*

Apart from these two options, four of the eight children think that *“reading with a teacher in class”* is equally important in helping you to acquire reading skills. They think so *“because the teacher teaches [them] well”*.

Module 3: Reading Practices in and out of School

Storytelling

“To avoid sleeping” respondent No. 2 and his siblings tell each other fables *“when the parents left [them] at home”*. He explains that his siblings *“get these stories from books”*. Respondent No. 1 says that his older brother usually tells them fables, while respondent No. 3 is told stories by his father and mother. The brother of No. 1 *“knows the stories by hard and just tells them like this”*. *“After [finishing all] domestic work”*, respondent No. 6 explains, she *“sit[s] together with siblings and parents”*. They then play a traditional call and response game (*“ibisakuzu”*), or her and her siblings *“tell them [their parents] stories, or they tell them to us”*. She explains that some of these stories are invented and some of them are stories that she and her siblings or her parents *“memorised”*.

Asked whether they remembered what happened in any of the stories that they were told, respondent No. 3 answers that he remembers being told a fable, and that he retold this fable to other children. He read this fable in a book that he has at home. Respondent No. 2 volunteers to recount one of the stories that he remembers reading: *“ A long time ago, a man and a woman had two children. They were called Mutari and Gaturu. The parents sent the two children to get firewood. The one that returned first was given one-hundred Rwandan Franc.”* But *“that is all [he] remember[s]”* of the story, which he read in a book that he found at a friend’s house.

Preferences regarding different modes of reading

The children are asked how they prefer to read: alone, together with an adult, or together with other children.

Five of them say that they prefer *“reading together with an adult”*, three of them like *“reading with other children”* better, and two rather read *“alone”*.

Respondent No. 7 explains that she enjoys reading on her own best because you are first, *“you know [the text] and you can tell your friends about it”*.

Those children that state that they prefer *“reading together with other children”* since *“when you read and do something wrong, the other children can correct you”* (2), and because *“you can also correct yourself and then tell others [how to read correctly]”* (8).

They perceive it to be beneficial that they can seek help from their classmates, as respondent No. 1’s answer illustrates: *“When you are [reading] together like this and you are wrong, you can go to your fellow, and he will correct you. Or, if he does not know how to help you, you can go to another student”*. Although respondent No. 2 warns, *“you can go to a friend for help, but if you ask to many questions the friend can get bored and walk away.”*

Using reading skills outside school

The interviewer asks the children *“in what situations, or when they use their reading skills outside school”*. Half of them state that they use their reading skills at home (4, 8, 2, 6), after they finish their domestic work chores, or when they have free time. Respondent No.2 elaborates: *“When I finish with domestic work, I read, or I go to the neighbours. They have a book.”*

The respondents are then prompted with a few options – have they used their reading skills “on the road”, “in a shop”, or at “friend’s or neighbour’s houses” before?

Respondent No. 1 remembers reading a road sign that said “two kilometres”, and respondent No. 6 recollects that “during the Remembrance period [she] read a poster on the road”. Both respondent No. 2 and No. 3 remember reading something in a shop. Respondent No. 2 read “*a sign that has ‘we sell MTN airtime here’ on it*”, and respondent No. 3 recalls reading “MTN” and “TIGO” on the outside of a shop.

Two respondents state that they also read books at their friend’s or neighbour’s homes (5 – Kinyarwanda textbook, 2 – Maths textbook).

Module 4: Access to Reading Materials Outside of School

Availability of books

Six of the eight interviewed children say that they have books at home. None of them has more than five books but two of them have four or five books at home. The remaining children have between 1-3 books at their homes. Most of them are school books or bibles. Only one of the children knows what a newspaper is (1).

Module 5: Available Time for Reading Outside of School

Choice of activities

Faced with choosing between a ball, pen & paper, a book or a radio, three children opt for the radio, three for the book, and two for pen & paper. The children who chose for the book explain that they do so to learn more or become better at reading. Reading a book “makes you know what you did not know before” (6). It “*makes you become a good reader*” (4, 5). The children who picked the radio explain that they did so because they like listening to radio dramas. Respondent No. 2, however, says that if he could pick several items, he would first listen to the radio and “*when [he has] finished listening to the drama, [he would] ask for a torch and then go and read a book*”.

SSI18: MUHIRE Donat, Executive Secretary, Nkoto cell, Rutare sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) On literacy in the cell:

- “It is very common. They know how to read and write. For the older people who don’t know how, there are classes.”

(2) On the availability of reading resources in the cell:

- When asked whether there is a library in the cell, he says that there isn’t.
- When asked whether the schools have libraries, he explains that the schools only have books donated by World Vision each year. The books are in mainly in English and Kinyarwanda; very few are in French. The number of books in English and Kinyarwanda are roughly equivalent. When asked whether there are enough books, he says that there are. When asked whether there are books that are not course-books, he

says yes, because there are also dictionaries and storybooks for kids in nursery school. The students are all allowed to borrow books.

- When asked about whether there are books available in the churches in his cell, he says that there are none.
- When asked about whether there is a place where people in the cell can go to read newspapers, he says that there are none.

Module 2: Reading and Literacy Practices

(3) On story-telling:

- When asked about whether story-telling is a common practice, he says that "Some of the stories are from the radio. People bring newspapers from Kigali and then tell the stories to each other. People often exchange newspapers. They also tell their children proverbs."

(4) On gatherings in the cell:

- When asked about the purposes for which people in the cell gather, he explains that people gather for meetings, prayers, umuganda, and allocation (to contribute money). There are no literacy-related events.

(5) On reading & literacy practices in the cell:

- When asked the purposes for which people in the cell/sector need to use their reading skills, he says that they use them "in meetings when there are things that need to be read, on road signs, on announcements, during church services when people read to each other, and when parents help their children with homework."
- When asked about his personal reading habits, he responds, "I like reading and I normally read the rules and regulations given to us by the government. I also read the news on the internet and I revise what I learned in school."
- When asked whether people in the cell read newspapers, he says, "They like reading newspapers but they don't get them here. They are not sold here." When asked how much people would be willing to pay if newspapers were sold here, he says that people would be willing to pay 500 Rwf per week."
- On radios, he says that 99.5% of people own radios. They listen to the news, programs related to history, sports programs, and programs that broadcast what is written in the newspapers. When asked about his preferences he says, "I like both reading and listening to the radio."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(6) On the value of reading

- When asked his opinion of the value of reading, he responds, "First, you can know what happened in the past and it can help you prepare for your future. Secondly, you can find information that is up to date. This way, you can gain more knowledge. And, finally, you can avoid falling for the rumors that are everywhere."
- When asked why children should be encouraged to read more, he responds, "For them to know that teacher is not teaching them how to think. To allow the child to think for himself and discover more than what the teacher gives him or her."

(7) On how to teach children how to read:

- When asked about the best methods for teaching children how to read, he says that you need to use different methodologies. For example, "gathering children at the same level so that there is someone specifically there to help them" or "helping children practice pronunciation."
- When asked about the best texts for children to read, he responds, "The texts that could be good would include stories with pictures in them, depending on their level of development, so that children grow up loving reading. [Those texts will help] the child learn to read well."

(8) On how literacy affects the lives of people living in the cell:

- "A person who knows how to read is up to date and can do many things for him/herself. For example, accessing newspapers, reading announcements at the cell office, reading announcements on the Internet, or reading about projects and programs. People who know how to read can read signposts. They can also grow spiritually through reading the Bible. When you find a person who knows how to read, you find that they also know how to write and do mathematics because these things go hand-in-hand. For example, if a person is having an argument, they can write down what it is about. They cannot be cheated out of being paid."

(9) On the general attitude towards literacy in the cell:

- When asked about the attitude towards literacy, he says that it is positive. "Fore example, older people who never had a chance of going to school because they felt left behind by history now attend classes in large numbers. People who did not study in the English system also want to learn in the English language. They make an effort to speak English. You find that people are really thirsty and eager to know how to read and write."
- (10) When asked whether people view literacy as a pathway to a better future, he says that they do, "very much." "For example, parents who didn't go to school but who have children who did – when their children come home and speak English, they think the child is trying to abuse them. So the parents want to learn to read and write so that they can do something for themselves outside of this cell. Already, we see that borders are lowering and people want to do business in other countries. People want to learn so that they can do business outside of the borders of Rwanda."

(11) On what is needed to enhance children's literacy in the cell:

- "I personally think that what can help is, in the schools, they can spare 1 hour when children are supposed to go to the school library and have a teacher who can help them go find English and French books." When asked if he believes it would be feasible to implement this change, he says, "We have talked about the idea but you find that, according to their timetables, they do not have time. In order to find that time, it has to be a uniform activity at the national level."

(12) On acquiring more reading materials:

- "You find that we have very few materials. The teachers for the adult classes use only 1 book. So, we are lacking books."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(13) On the most needed investments in the cell:

- "In my opinion, the government has tried to create a program of basic education for 12 years. That is its only investment. 90% of children have a chance to attend those 12 years. But we have a long way to go to establish schools in more areas. The already existing schools do not have enough materials. More books are needed to be distributed to children. We should also focus on technology. Children should be given laptops so that they can access the Internet. If there could also be investment to start up private schools, that would be helpful because some parents would send their children there. We still have a long way to go."
- "We also need more effort put towards nursery schools so that a child can move through school from being a baby to the middle and then the upper levels. By the time a child reaches P1, it will have achieved a certain level. In brief, it would be good to establish nursery schools so that young children have a place to go to school, get tea, and sleep."
- (14) When asked which of these needs is the most pressing, he responds, "The level that needs much more effort is nursery school, because they say that for a child to fail, it starts at the beginning. So I think we should start from the lower levels so schools will have the materials they need."
- When asked whether he feels the cell should spend more of its resources on reading materials, he says that, "At the moment, the cell has no budget."
- When asked about the process of acquiring more reading materials for the cell, he explains that there is "low potential for the government to access this funding. They talk about it but they don't have the means. Any means they get, they pay for the teachers who are teaching adults how to read."

(15) On previous efforts to increase literacy:

- When asked if there has ever been any effort to increase literacy in the cell in the past, he responds, "The only materials we received were those to support older people. If we travel and come across books that would be useful, World Vision will finance them for us. World Vision donates books to schools."

(16) On the best place to store books:

- When asked about the best location to store books to make them easily accessible to people in the cell, he says, "Actually, we are consulting with the village offices. If there could be a mobile library, we could take the books from one village to another, and maybe they can be kept here [at the cell office]. We also want to put a TV in here so that people can watch the news. If we get enough books, we could leave them in the umudugudu offices." When asked if these locations have electricity, he says that they do.

Module 5: Perceptions of Literacy Boost

(17) On the idea of book banks:

- "It is possible and if we could get that library, it would be very helpful to community members, especially the guidelines for how to use the books. I think that these books

should be used carefully. For example, if a person has guidelines on how to borrow, it means that a child can be sitting near their parents and parents can read to a child who cannot yet read. And, in some cases, the child could help their parents understand books in English. The child will be able to read to their parents and explain to their parents."

(18) On the idea of gathering parents:

- "IT can be a very good idea if those books are there because parents will be encouraged to know about what their children are reading. For parents that had the chance to go to school, this will help their children learn to read with examples from how they learned. Parents will tell their children that they used to study hard. So it would be helpful if they all gathered together to talk about that instead of each child going home to careless parents. If they are gathered together with that objective, nothing can distract them."

(19) On the idea of reading camps:

- "Bringing together the older youth and young children, you have to think about this carefully because you might try to bring together people of a different age interval, so it will require bringing people who are in secondary depending on what they study. For example, you cannot take a child who studies science and give them a child and a history book. You have to choose people who are social so that the young youth will feel comfortable. Then you will have a positive outcome. When you bring young children together, they will need help and moderation to have a positive outcome. When they are reading and sharing stories, someone should be there to explain different things."

(20) On Literacy Boost:

- When asked if he has heard of Save the Children's Literacy Boost program, he says that he has not.

SSI19: AMBAZIMANA Laetitia, Sector Education Officer, Rutare sector

Module 1: Cell/Sector Background Information and Contextual Questions

Background: 30-year-old female

(1) Perceived state literacy at the sector level

According to the SEO, "the majority" of people living in Rutare sector "know how to read and write". She adds that "even those who don't know are taking adult literacy classes provided by A.D.E.P.". Yet "there is some who remain [illiterate]". It is "not only old people [who are illiterate] but also some youth, [...] most of the times it is people with a low socio-economic status."

(2) Availability of reading materials at the sector level

In her sector, "teachers, intellectuals and other educated people" have books at home. Sector community members "who belong to A.D.E.P., most of them own bibles". The only books that are publicly available at the sector level "are at the library for the adult literacy classes". This library is however "too far away", and sector officials are "currently looking for a new place,

somewhere close to the school". This library has "very few books; mostly simple Kinyarwanda books targeted at literacy programmes".

(3) There is no newspapers available for free or to be bought at the sector level "but some people from the district [office] give it to the secretary [of the cell]". She says that she "some 'The Independent' newspapers being circulated in the cell" but notes that "this [does] not [happen] anymore". Now, the respondent, points out "there is only Nyanampinga magazines at schools".

Module 2: Reading and Literacy Practices

(4) Storytelling in the sector

According to the participant, it is common in her sector that people tell each other stories. Indeed, "it is very popular." She believes that also "parents tell stories to their children" but she is "not very sure" what kind of stories they tell them. She thinks "it is very well possible" that neighbours tell stories to each other but she "get[s] home very late", and therefore would not witness if they were telling stories to each other. However, she says that she "sometimes [herself] find time to talk to [her] child or [her] flatmates".

(5) People in the respondent's sector gather and exchange stories "usually during community work, when they are coming from church, when they are at trading centres or markets, and when neighbours are visiting each other".

(6) Currently, youths in her sector who finished school or are still going to school read novels about topics they are interested in and also books about general knowledge topics." Since in the participant's sector "there are a lot of people who completed secondary school, and there is adults who are still in school", who "if these books [that they are interested in] would be in a library, they would come and read them." Only "very few own books" but "one cannot generalise because it depends on the age and the education level of youths [whether they own books or not]". If one were to provide them with a wide selection of books "one could see what they are interested in".

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(7) Attitudes about reading

The respondent thinks that "you can see that [sector community members] are not very interested in reading", and she adds that "it is also common in Rwandan culture that people don't like reading". In her opinion, there are "three main reasons for this". First of all, "people do not have enough time to do that [reading], sit in a library, pick up a book and start reading." Secondly, "they do not find anything interesting about reading". Thirdly, "they are careless and lazy [when it comes to reading]".

(8) Personally, she finds reading to be "valuable because one can gain more knowledge, more vocabulary by reading more [texts] and more words, one gets to know different kinds of information".

(9) From the participant's point of view, the "main effect of improving reading skills and making more reading materials available to the community" would be felt by those "who are not educated and have little understanding". They could then, "for example, understand guidelines on modern agriculture". A "person who is literate will put everything into practice". The respondent feels that this would be a realistic outcome because "the RAB [Rwandan Agricultural Board] actually gives books to people, [and] if they actually would read and implement [what is written in] them, that would have a [positive] impact on their lives".

(10) She does not believe that people would be interested in buying newspapers on a daily basis "because many of them do farming, they are not interested". In her opinion, people deriving their income from agriculture and who are not very educated would ask "why is it important?, why buy one?". On the other hand, "the educated would be interested". The SEO estimates that they would be willing to pay about "RWF 500 for a daily newspaper" and that "they could afford it [spending RWF 500 on a newspaper] any time".

(11) Asked "what books people in the sector could be interested in acquiring", and if "there was anything that could motivate them to go out and buy a book", the participant admits that she "did not assess the interests [of her sector community members with regards to reading books]". However, the respondent could imagine that they would enjoy "books related to agriculture and cooking". She warns that "youths [however] would want novels and magazine articles, with stories that are very interesting to them - this could also include [articles on] general knowledge".

(12) Views on strategies targeted at improving children's reading skills

The SEO states that, in her opinion, "the best way to help children to learn how to become good at reading" is the following way: "First, teachers should teach children and take good care of them. Often teachers teach [in such a way that their teaching is] targeted at [students of a] higher level [ability in reading], so those of a lower level get left behind. Then, if those with a lower level of reading are promoted to upper classes but their basic reading skills are not enough to keep up. This will haunt them in the future. To solve this problem, teacher should follow up on children. If a child is promoted from P1 to the next level, the child should know everything expected from the [P1] level [graduates]. If all this is done in the most effective way, and there is libraries with small books that are interesting to children, then a child will be attracted to reading, and encouraged to read more. It will gain more knowledge, improve its reading skills and acquire more vocabulary. This is the best way to help children to become good at reading."

(13) The respondent is asked what she 'thinks of the role of parents in this process, and whether they even have a role to play in it'. The SEO believes that one "problem is that there are illiterate parents". Furthermore, "parents do not have a culture of helping their children". Instead, usually "after school children have to do domestic work". Their "parents don't follow up on problems children might have". Yet she thinks that "if [parents] would do that, it would help [children to become good at reading]."

(14) In her opinion, "sensitisation of parents would encourage them to help their children". Moreover, "if the visited the school and saw what's happening, [it would change their attitude]". At the moment, "parents send their children to school and think that's it". To change

this, one would need “to put more effort into educating parents because there is a lot of time that children spend at home”. If “parents would follow up on their children[’s] learning, it would be of some help”.

(15) Perceived root causes of low literacy levels at the sector level

The SEO very promptly answers that she sees “two main problems” as central to the low literacy levels of primary school children in her sector: “First, children come to school too late and they miss a lot of classes. For example, today they miss a [school] day, and the following day the class has moved ahead. [This aggravated by the fact that] teachers cannot follow up on an individual child who fell behind. Secondly, there is a problem related to the profession. The [current government] programme [requires] teachers to switch between classes. This makes it difficult to follow up on specific children. The teacher only spends a short time with each class; the teacher does not know the problems of the children. This makes it difficult to help them. Also, they [teachers] shed responsibility. Children can go and continue to miss classes, and no one notices. Teachers do not feel responsible [to prevent that].”

(16) The SEO is then asked whether she believes that the language of school books commonly used in schools in her sector would affect this problematic or not. The respondent explains that she recognises that “after the change [from French to English as language of instruction at public/state schools] there were many problems”, and that “teachers were not used to using English [for teaching]”. However, she is optimistic because “this problem is tried to be solved”. The SEO explains that at General Schools (GS), “those that have primary school and secondary school combined, they have a mentor [available] who helps teachers with English.” These mentors “organise debates in school to practice English”. She is confident that “as time passes, the situation is improving and somehow getting there.

(17) She does not think that it is problematic that schoolbooks are not in Kinyarwanda as all schoolbooks for children enrolled in P1-P3 are in this language. However, the SEO is adamant that “it is a big problem” that “children do not acquire enough English skills by [the time they enter] P4 to study in English”. It is very problematic “to advance in a subject and then also change the language.” She believes that “it has a negative effect on the children’s understanding”. Indeed, if she “were to make that policy [anew], then [she] would start [foreign] language teaching earlier, so that [the children] are proficient at P4.” This would constitute a change because “at the moment they only learn English from P4 onwards, [before] in P1-P3 they only learn English orally.” She retracts that comment, clarifying that she is sure that “in P1 they only learn English orally but [she is] not sure about P2 and P3.”

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(18) Previous attempts, key stakeholders and potential future obstacles

According to the respondent, there “is one project lead by World Vision” that attempted to improve the literacy of school children. This project is currently being piloted at the sector’s “Kinjojo school”. The project involves “rearing pigs”. The “money derived from selling the pigs is invested to pay for teachers to offer extra tutoring” outside normal school hours. The project is currently undergoing an impact analysis. If the analysis shows positive results, it will be expanded to include other schools. The official can imagine “that the project could be successful

but there are some problems". She gives the example of "children being offered to attend free, tutored study sessions over the school holidays". The problem is that "parents do not send their children". This is because "usually [the parents] have a lot of domestic work, and they do not want to send their children because they would loose a lot of labour power".

(19) Apart from improving teaching and changing parents' attitudes, the SEO maintains that making more books and a greater variety of topics available would help to improve reading skills in her sector. She says that "if you look at what books are available at school libraries, [you see that] there are only very few." She adds "that there are some more at the district office but the only books were ever acquired for the district are simple Kinyarwanda books for the adult literacy classes".

(20) The participant believes that key stakeholders with regards to supporting the process of acquiring more reading materials for the sector are "sector officials, and the SEO - [herself]". These persons would be able to help "finding a place to store books, if it is available, and procure things like shelves, and protect these things." Asked what she thinks about involving volunteers from the sector community to assist the process, the SEO states that officials would "work hand in hand with [the volunteers]". The respondent maintains that "people who teach the adult literacy classes" have worked well with the sector officials before. She further suggests "work[ing] with headmasters and cell leaders".

Module 5: Perceptions of Literacy Boost

(21) Knowledge of 'Literacy Boost' initiative

The respondent has an information leaflet about Save the Children and Literacy Boost ling on her table. She states that she had not had the time yet to read it. She knows that Save the Children "would like [the sector officials] involved in training teachers, [and] assist in different activities to help children to learn how to read."

(22) The participant then is asked whether she has any suggestions, sees any room for improvement or can identify any obstacles for the project "as far as she is aware of what the project entails". The SEO states that "as much as she understands about the project", she thinks that "the project could be very good if it is implemented properly". In order for it successful, "cell leaders have to be involved and you have to work with the community". It would be most important that "community members first understand the programme and its importance, only after that the programme should be started". If community members "understand the [positive] impact [that this programme could have], then they will be involved and active". This "would be the main problem" that needs to be tackled. The respondent thinks that especially "having more reading materials available, a library, and books in different languages at schools and the community" would be "very helpful in creating a culture of reading".

Rwamiko Sector, 27/1/2014

FGD15: P3 students at G.S. Rwamiko, Kigabiro cell, Rwamiko sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	9	No	Kinyarwanda	Yes	Yes	Yes
2	M	10	No	Kinyarwanda	No	Yes	No
3	M	10	Yes	Kinyarwanda	No	Yes	Yes
4	M	10	Yes	Kinyarwanda	No	Yes	Yes
5	F	10	Yes	Kinyarwanda	No	Yes	No
6	F	10	No	Kinyarwanda	No	Yes	Yes

Programmes they like to listen to, on the radio:

Fables and stories (4), drama shows on the radio (5, 1- "Runana", 6 - "Umusekeweya") and news (3).

Languages:

All children say that Kinyarwanda is the language, which is easiest for them to speak. Two children (1, 2), however claim that they also speak English at home. Respondent No.1 says her mum speaks English. Yet neither 1 nor 2 understand what the interviewer asks them in English. One girl (6) claims that she speaks Rukiga at home but then produces made-up words when she is asked what the Rukiga words for "pen" (epeni) and "book" (ehbook) are.

Electricity:

Only one child (1) says that she has electricity at home. "*Having electricity at home*" is further explained by asking whether children have light at home at night and whether they can plug things into the wall such as a mobile phone charger, a radio or other electronic devices, and charge them.

Module 2: Attitudes/Perceptions of Reading Outside School

Free-Time:

Two children (5,6) like "*helping their parents with housework*" the best. Respondent No. 2 prefers to spend his free time playing ball and respondent No. 1 playing with her friends. Respondent No. 3's favourite pastime is reading.

When asked what they "usually" do during their free time, respondents No.1 and No.3 say that they spend it reading textbooks for school. For No.3 his favourite and usual activity thus do not differ. The same applies for respondent No. 6 who "usually" helps her parents during her time off from school.

Respondent No. 2 plays with friends, although he would prefer playing ball with them. Respondents No. 4 and No. 5 listen to the radio, although No. 5 enjoys helping out at home more, and No. 4 would rather do crafts.

Respondent No. 1 explains that she prefers playing ball over reading because "*playing ball is more fun because there are no good stories to read*". She, however, does not think that "*reading is hard*".

Respondent No. 3 says he chooses to read in his free time "*because it makes [him] an intelligent student*". He likes to read his Kinyarwanda textbooks that they use for Kinyarwanda classes at school.

Feeling – Reading

Four out of six children say that reading makes them feel “happy” (2, 3, 4, 5), and indicate so by choosing one of several emoticons that were explained to them in advance. Two children said that they feel “bored” (6, 4) when they read.

No. 2 explains that he feels “happy” when he reads because reading “improves your intelligence”. He especially enjoys reading his Kinyarwanda textbook and his maths textbook.

No. 4 says that reading makes her “*happy because of the fun stories*” that one reads. He especially liked one story about a hyena and a gorilla that he read (Bihehe na . He only remembers that they were using an axe to cut down trees though. No. 5 volunteers to complete the story. She says that at the end of the story the monkey ate too much and died.

Parents & Reading

All children confirm that their parents sometimes talk about reading to them. Respondent No. 2 explains that “*they ask [them] what [we] have learnt*”. None of the children thinks that their parents views reading to be “*dull, boring or not important*”. Four of them think that their parents believe that “*reading is very important*”, and all of them respond that their parents think that “*reading is good*”.

Friends/Family & Reading

All children claim to have a family member or friend who “reads a lot”, in their opinion. Respondent No. 1 talks of “Kabira” who is a friend of hers who loves to read the English textbook and is a good reader. Respondent No. 5 has a relative called “Guyimana” who reads a lot of Kinyarwanda books. He thinks that it is good that his friend reads a lot “because [reading] makes you intelligent”. Respondent No. 6 has a friend called Liliane. She greatly enjoys reading English textbooks and she is a good reader. Respondent No. 6, nonetheless, thinks that it is “not good” to spend your free time reading “*because when you sit you get bored*”.

Module 3: Reading Practices in and out of School

Using reading skills

All children think that reading skills are useful in daily life. Five of them (1, 2, 4, 5, 6) say that they use their reading skills on the road. They read signs on the road. Respondent No. 4 says he uses his reading skills when he is in a shop; to read labels on packages. Four of them read the bible or hymnals. Most of them do that at home but respondent No. 5 says she does this “at the parish”. The bibles they read belong to their parents and not the church. They have to take them to church to read them there during mass.

Storytelling

Most of them hesitate to respond when asked whether anyone tells stories to them. After encouraging them to speak up, respondent No. 4 finally explains that he has a friend called “Pascal” who reads stories and then tells them to him. When asked whether they would ever talk about the stories they heard on the radio only respondent No. 5 affirms. She says that she knows stories about characters in the radio show “Rumana” but that she never discusses them with anyone.

Reading independently vs. shared

All children prefer shared reading over independent reading. Respondent No. 5 says that is because “when you’re wrong [the teachers and other classmates] correct you. Respondent No. 3 and No.2 explain that they do not enjoy reading independently because they get bored or distracted, and “fall asleep” (No. 3).

Challenging texts

Three children say that they feel “sad” if they are reading a challenging text. Respondent No. 5 explains that “you get sad because there is no one who can help you”. When asked what would happen if they were not alone during reading, she responds that he would still be sad “*because it is so hard for [her] and that just makes [her] sad*”. Two children said that they would feel scared when reading a hard text. The idea that they could be left to struggle with the difficult text on their own scares them. One person (2) answered that he felt excited when he reads a difficult text. He then states that this is a negative feeling. Asking him to describe the feeling, the interviewers conclude that he means feeling “anxious” rather than “excited”. He explains that he feels that way because he “*generally feels happy when [he] reads but anxious when the text is so hard for you.*”

Reading in school vs. outside the school setting

Only two children volunteer a response. Respondent No. 5 says she prefers reading in school because “*the teacher explains [her] things*”. To the opposite, respondent no. 2 prefers reading during the holidays because “*parents help you to read*”, but he does not think that his parents are better at helping him with learning how to read than his teachers.

Module 4: Access to Reading Materials Outside of School

Types of reading materials

None of the children has ever tried to read or read a newspaper. All of them have read a book before. None of them has ever read a book that was not a school textbook. Of the books that they have read, they like their Kinyarwanda textbooks (6), their math books (4), English books (1, 3) and social science books (2, 5) the best.

Availability of reading materials at home

Two children state that they have books at home; the number increases to three when they are asked how many of them have bibles at home. No one has access to newspapers. Those who state that they have books at home, say that they own 1-3 books. Four children say that their parents occasionally read to them. All four explain that it is school books and the bible their parents read to them from. None of the children knows where they could get books or other reading materials from/could access them.

Becoming a good reader

Four children state that they believe that their teacher will make them good readers. Respondent No. 3 explains that she thinks so because “*if you are wrong the teacher will correct you*”, and respondent No. 5 adds that “*when [the teacher] explains things you will understand them more well.*” Respondent No. 2, who claimed that “*reading a lot of books makes you a good reader*”, elaborates that she thinks so because “*reading a lot of books makes you learn more letter combinations (rw, mw, kw etc.)*”.

Module 5: Available Time for Reading Outside of School

Choosing between different activities

Being able to choose between listening to the radio, reading a book, playing with a ball or using pens and paper to draw and write, one of the children chooses to listen to the radio. Four choose for the book and one chooses for using the writing materials. Respondent No. 2, who chose for the writing materials, explains that he did so *“because you can do your school exercises in them”*. The girl who chose to listen to the radio (Respondent No. 1) says that she did *“so that [she] can listen to radio dramas”*. Respondent No. 5 says that she chose for the book rather than the radio *“because in the book there are school exercises”* and that she likes *“[the book] better because it will make [her] become more intelligent [than listening to the radio]”*.

All children state that if they were told that there is an interesting story in a book that they would try and read it.

Typical day & time use

In the morning, before going to school, children say that they sweep and clean their house, get feed for their cows and help with cooking (5, 6). After school they go to fetch water (6) or firewood (5), find food for their cows (1, 4) or play ball with their friends (5). They would first help their parents (5) or have lunch (1, 4, 3), and then do homework afterwards. Two children state that they also sometimes do homework at night if they still have enough light to do so (5, 6).

FGD16: P1 students at Rwesero G.S., Nyagahinga cell, Rwamiko sector

Module 1: Contextual Information

- The group includes three 7-year-olds, 1 9-year old, and 4 students who do not know their ages
- 5 of the children report that their parents know how to read
- 6 report that they mainly speak Kinyarwanda with their parents; 2 report that they mainly speak Ruciga with their parents
- 5 have electricity at home

Module 2: Attitudes/Perceptions of Reading Outside School

On what they like to do when they're not at school:

- The students are asked to draw a picture representing their favorite thing to do when they are not in school. Two students draw small cars and say that they like cars. One student draws maize, and explains that she helps her parents with their work when she is not in school. One student draws a flower and explains that she likes flowers when she is not in school. One student draws a house and says that he stays in the house when he is not in school

On what their parents tell them about reading:

- 5 students report that their parents sometimes talk about reading:

- *"They tell me about reading. They say it is good."*
- *"They feel it is something good."* (After a boy makes this comment, the girl sitting next to him says "He is lying. He doesn't even own a book")
- All 8 students report that they know someone who reads a lot.

On how they feel about reading:

- When asked to choose emoticons representing how they might feel about reading, 1 child reports feeling "neutral," two children report feeling sad, and 6 children report feeling happy. When asked to *"tell me about a time when you were reading and you felt like that,"* the child who reported feeling neutral says, *"It was a few days back when we were in class and I read a vowel i."* Another child explains that he felt happy when he was reading the vowel i.

On the importance of reading:

- When asked how reading will affect their future, two students raise their hands. One says, *"It is very important. I could teach others to read."* The other says, *"So that we have more intelligence. I can get to another level."*

Module 3: Reading Practices in and out of School

On story-telling:

- When asked if anyone ever tells them stories, all students raised their hands. When asked to give an example of a story someone told them, one boy says, *"It's about animals. They told me a story about a tiger. The tiger ate a child. Then it ate all the children. Then the tiger went away. Mutoni told me."* When asked if the story was written or told from memory, he says that the story was from a book. Mutoni likes to read stories about children. No one else in his family likes to read. He does like to read.
- When asked who reads to them, all students respond:
 - *"My mom reads to me."* Her mother reads fables and written stories to her. She does not read them alone, but she wants to.
 - *"My mom reads to me."*
 - Mutoni reads to him. Mutoni is 6.
 - Her sister reads to her. Her sister is in P2.
 - Her sister reads to her. Her sister is 10. Bernard reads to her – he is 12. Her parents sometimes read to her.
 - *"My dad reads to me."*
 - Her mom reads to her. Her mom likes reading.

On the school library:

- When asked if the school has a library where they can borrow books, one student explains, *"No: they never lend the books to us."* Another explains, *"They lent them once but then they took away the books."*
- When asked which books they would like to borrow, one student explains, *"The books that include stories because I would like to be told stories. Someone would read them to me."* When asked who would read to her, she explains, *"Rosaline reads to me. Rosaline is my sister – she is 10. She is intelligent. Bernard also reads to me."*

- When asked whether she reads by herself, she explains *"I like to read alone because I am about to be a good reader."* She says that, because she is in a class with very young kids, they are going too slowly. She is the oldest of the group.

Module 4: Access to Reading Materials Outside of School

On the reading materials they have at home:

- 4 students report having books at home.
 - o 1 student explains that she has a green book with stories. Her parents read her stories from the book. When asked to tell us one of the stories, she says, *"My mom has brought a child to the hospital. I forgot the rest of the story."*
- 1 child reports having a blue book at home. When asked whether the book has pictures, he says that it has drawings.
- 1 child reports having 3 books at home: red books and blue books. When asked what happens in the books, he says that *"some characters are farming."* When asked whether his parents read the book to him, he says that they do. When asked how he feels when his parents read to him, he says It makes him happy.
- Another child reports having 3 books at home and says that *"There are characters who are cultivating."*

On how to become a better reader:

- When asked how they would become a better reader (prompted with different examples, i.e. at school or at home), the students respond:
 - o My mom
 - o My sister will teach me how to read
 - o At school
 - o My mom will teach me and I will practice
 - o My mom will teach me
 - o My mom will teach me

Module 5: Available Time for Reading Outside of School

On choosing between a ball, a book, a radio, or paper and pen:

- 6 students chose the ball and 2 choose the book. At this stage in the discussion, there were students outside the room prompting and encouraging the students to choose the ball.
- One of the students who chose the book explains, *"The book makes you improve your intelligence. I could get to another level."* When asked which book she would choose, she says that she enjoys drawings and would like a big book.
- The other student who chose the book explains, *"I would pick up a yellow book. There are different characters. My brother reads it to me. He is in P2."* When asked whether anyone else reads to him, he says no.

On time use outside of school:

- When asked what they do on a normal days, the students respond:

- Wake up, bathe, school, home, lunch, sit, do nothing
- Wake up, bath, school, sit, sleep
- Wake up, bath, school, lunch, bath again, eat, help parents with their work
- I help my parents to cook
- Wake up, clean the house, bathe, school, clean the house, go fetch water
- Wake up, fetch water, bathe, fetch water, eat lunch, bathe, eat supper, sleep
- Wake up, fetch water, bathe, go to school, study in the afternoon, take lunch, fetch water in the evening, bathe, eat supper, sleep
- Bathe, eat, go to school, fetch water, bathe, sleep
- Fetch water, bathe, and sleep

SSI20: NSIZIHIWE Cyriaque, Sector Education Officer, Rwamiko sector

Module 1: Cell/Sector Background Information and Contextual Questions

On literacy in Rwamiko sector:

- (1) When asked about the level of literacy in Rwamiko, the respondent explains, “Most of them know how to read. We have a library where we teach them how to read so most of them know how to read. Every year they have these classes and at the end there awarded certificates.”
- When probed more about the library, he explains that the library is part of a national literacy program started in 2007-2008 that focuses on teaching adults how to read and write Kinyarwanda.
- (2) The respondent reports that the Ministry of Education pays for the libraries. “In relation to the number of students, the books are not enough. Very few of them are in Kinyarwanda; many of them are in English. Anyone can borrow books. Before they had just 5 days, but now they can take the books for longer if they note it down.”
- -The respondent explains that the program is run at the cell level. “The program asked village leaders to ask among those who are not too old or of school. They made a list of those people and they came to the classes.” Class size has decreased over time as they have made their way down the list of illiterate people. “Classes are normally in the afternoon; the cells decide themselves.”
- When asked about libraries at the cell level, the respondent states that “The cells don’t have libraries yet. That is one of the things they still want to do.”

Module 2: Reading and Literacy Practices

On gatherings in Rwamiko sector:

- (3) When asked about gatherings in the sector, the respondent explains that people gather mainly for meetings at the village, cell or sector level, or for umuganda.
- When probed about literacy-related gatherings, he explains that “Normally they gather in the program of the library.” People normally come individually but sometimes come as families.
- (4) When asked whether literacy events are well-attended, he explains, “It is very rare for these events to be well-attended because there are problems. For the people who are teaching are not motivated. The teachers are given small bonuses for working on this

program. Students are not given enough materials to use; they expect to get everything from the sector. People above age 30 think that reading is not important for their lives.”

- When asked about efforts to motivate more people to attend, he explains, “They are trying to do mobilization through meetings, taking a small sample of people who completed the program and asking them to read announcements in front of others.”

On reading habits in Rwamiko:

- (5) On his personal reading habits, the respondent explains: “I read newspapers because books are a lot of work. We get the newspapers from the district – we have a membership card. There are some for free, but I buy others.”
- On whether citizens in Rwamiko read the newspaper, he explains that it is not common for people in the cell to read the newspaper. Educated people read them; he is not sure if people would be willing to pay for them. Institutions like churches and health centers might be willing to pay for them.

On the use of radios:

- (6) The respondent reports that the majority of people in the sector own radios. They mainly listen to radio Rwanda, and shows pertaining news/gospel/politics. The respondent explains that people prefer radios because even those who can’t read can listen to the radio.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (7) When asked about the value of reading, the respondent explains, “From where Rwanda came from, we were never encouraged to learn how to read or to study. This is the cause of our less development. In the census, you find that most can’t read or write. If all Rwandese can stand up and encourage people to read, Rwanda will develop. When you look at the examples of developed countries, you find that their development is based on education.”

On the best ways to teach a child to read:

- (8) When asked about the best ways to teach a child to read, he explains, “For a child to learn how to read, you need materials such as charts, because you cannot forget things once you read them. You need to have books in Kinyarwanda, so that when a child goes home, he/she can discuss with their parents what they learned. Parents can help in indirect ways even if they don’t know how to read. Learning in a foreign language, a child will only be able to practice at school.”

On the types of texts children should read:

- (9) When asked about the types of texts a child should read, he explains that children who are learning to read should not read full texts. They should start with letters then build to words; full texts are the last level.

On how literacy affects the lives of people in the sector:

- (10) When asked about the difference between the lives of people who are literate and the lives of those who are not, he responds, “There is a big difference. For example, you

arrived when we were talking about medical insurances. When someone has an insurance card, it is written that they paid but they may not know that. Also, people who don't know how to read cannot work with business institutions. They cannot read their bank balance. They cannot read announcements at the market, even if the pertain to them. They cannot travel to different places. There are many people like this. They cannot teach their children."

On attitudes towards literacy in the sector:

- (11) When asked about the general attitude towards literacy in the sector, he explains, "Depending on the meetings, some of them understand the value of reading and encouraging their children to learn. Others are so rigid: they say their children shouldn't go to school because their ancestors didn't go. Some of these people change their mind."
- (12) When asked about whether literacy is viewed as a pathway to a better future, he explains, "Once we increase literacy, more people will become entrepreneurs. There are some entrepreneurship organizations around here, such as Sacco. To get credit, you need a project including plans. For that, you need to know how to read."

On the needs in the sector in order to increase literacy:

- (13) When asked about what is needed to enhance children's literacy in his sector, he explains,
 - o "(1) Teachers/trainers: once they are motivated and happy, they can use their time effectively
 - o (2) Enough materials – blackboards, chalk, books, room to teach
 - o (3) Trainees: focus on studying; help with pens and books"

On adults' enthusiasm about improving their own and their children's reading abilities:

- (14) When asked whether adults are enthusiastic about improving their own and their children's reading abilities, he explains, "Yes, they are interested because most of the time they say they don't have materials."
- When asked how to make adults more motivated to improve their and their children's reading abilities, he explains, "Because this program is trying to assist people, it is required that people get materials for free. Once they have understood that studying is very important they will be willing to pay for them. Next time hopefully people will be able to buy their own materials."

On available materials:

- (15) When asked about the available reading materials in his sector, he explains, "We have new boxes of materials for people who are starting nursery school. We have to train people who take care of nursery schools."
- "At the secondary school, there is a new nursery school that started in 2013. UNICEF donated support to nursery schools in Gicumbi. They turned them into daycares. UNICEF provided materials for "Early Childhood Development." There are books in 3 languages for the teachers. They gave specially designed toys for children. Sometimes the toys include the forms of letters to help children learn letters. UNICEF is partnered with MINEDUC."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On sector investment priorities for education:

- (16) When asked about the most needed investments in his sector (for education), he lists the following:
 - o “(1) Early Childhood Development programs: If we had this in every cell, it would help.
 - o (2) Classes for older people who cannot read. We need more materials: this would help us finish educating older people.
 - o (3) We wish that even primary and secondary schools could get enough books. There are 700 children – if each of them gets a book.
 - o (4) ICT materials. The world today is all about technology. Children graduating from this school do not know what a computer is about. We need to organize students to access the computer lab. It would be great if it were at school or even sector level. We need to put more emphasis onto 1 Laptop per Child.
 - o (5) Vocational training/technical schools. There is only 1 in this sector and it is not enough. Many students complete O or A levels and want to go to vocational school but there is not enough room for them. There are very few places to accommodate students and there are not enough materials.
 - o (6) Training on teaching because they know little more than what they learned in school; they are not updating themselves.
 - o (7) Electricity and water. Many schools do not have water, and hygiene is a problem.”

Module 5: Perceptions of Literacy Boost

(17) On the proposal to bring together parents and show them ways of reading with their children or encouraging their children to read:

- When asked about his opinion of the idea of gathering parents to show them ways of reading with their children, he explains, “This program is the only one that will bring together parents and children. This is very useful – as parents understand their contribution, they will encourage children to go to school. Sometimes parents don’t understand – they think children should be raised by teachers. This program could reduce drop-outs.”

On what he knows about Literacy Boost:

- (18) When asked what he knows about the literacy boost program, he explains, “Last year (2013), we went to a workshop and were informed about the program. It will work with parents, teachers, and students mainly to read Kinyarwanda because had done research and come to realize that most of the sectors don’t speak the same Kinyarwanda. What we speak is different from what is spoken near the Ugandan border. They find students are not passing the same on the Kinyarwanda on national exams, so they started training Kinyarwanda teachers and talked to students and about parents’ contribution.”

- (19) “They divided the 21 sectors in Gicumbi into 2 groups. Ours is group 1, so they are starting here. They will train teachers, parents, and students to develop the culture of reading Kinyarwanda.”
- “Since the program hasn’t started, it is not easy to comment on what could be added. Based on the target groups, we can see it will bring about a good outcome.”
- (20) When asked whether he can think of better ways to increase reading levels among children in his sector, he states that his main request is to implement this program without delays. He wants more effort to do things in a timely way. Another request is about the biggest needs: “I was not born in this area but when you look at the children with this area with a high level of education, they cannot even open laptops. So you find they face many challenges in their workplaces.”

SSI21: GAHIRWA Gratien, Executive Secretary, Kigabiro cell, Rwamiko sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) On literacy in his cell:

- Asked about the level of literacy in his cell, he responds, “It is not common but 70% know how to read and write.”
- Asked about libraries in his cell, he responds “There are no libraries at the cell level.”

(2) On school libraries:

- Asked whether the school has a library, he states, “Yes, it is used by students.” The library is financed by the government. When asked about procurement, he explains that, at the beginning of the year, the library places an order. They have new books each year; most of the books are in English (some in French and Kinyarwanda). The majority of the books are textbooks; there are very few books that are not textbooks. Students are allowed to borrow them when they want to.

Module 2: Reading and Literacy Practices

(3) On story-telling:

- Asked whether story-telling is a popular activity in his town, he says that he does not understand the question. Asked whether parents tell stories to their children, he explains, “It happens in homes but very few do that.”

(4) On community gatherings:

- Asked about community gatherings, he states that people gather for “meetings, umuganda, ceremonies, and association.”
- Asked about whether there are community gatherings related to literacy, he says that there are none. However, there is the government program that brings together people who cannot read. It is popular because during the meetings they give announcements for that program. They are also carried out in churches – both programs are popular.

(5) On reading habits:

- When asked for what purposes people in the cell need to use their reading skills, he states, "They need them for many different things. When they would like to learn how to prepare their meals, and to read things to do with family planning and programs from health centers, for example."
- When asked about his personal reading habits, he states, "I rarely read because we have less access to [reading materials]. I can purchase them rarely depending on my means."
- When asked whether the citizens in his cell read newspapers, he explains, "They have no access to them, so they don't. There are very few that have the means that would pay for them. They could but not if they were more than 500 Rwf [per issue]."

(6) On radio ownership/use:

- "The majority of [citizens in Kigabiro cell] have radios. Very few of them own TVs because of electricity. They listen to news and other programs."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(7) On the value of reading:

- When asked his opinion of the value of reading, the respondent answered, "It has a big value. Through reading, you gain knowledge in different aspects. Even people in the community learn to prepare meals and protect themselves from diseases and other hazards. For them, to learn reading early is to grow up with the culture of reading."

(8) On teaching children to read:

- "Give the child books and newspapers, depending on the level of the child because primary students cannot be given the same materials as secondary students."
- "[Children should read] texts concerning entertainment history, the history of Rwanda, the history of Africa, and also texts having to do with how people lived a long time ago."

On how knowing to read affects the lives of people in his cell:

- (9) The respondent explains that reading "helps one to gain more knowledge." Those who can read can "write about what they learn and share it with others."
- Asked about the difference between illiterate and literate people in his cell, the respondent explains that there is a "very big difference. You find those who know how to read in positions in programs such as family planning and health programs."
- (10) When asked whether reading is viewed as a path to a better future, he explains, "According to programs in churches and elsewhere, you find people are willing to learn to read but they cannot access programs. There are some books distributed through government programs; people are very interested in reading these books. For those who understand, you find reading is valued because they want to gain knowledge."
- When asked what would make people believe in the importance of reading skills, he responds, "It is very possible because if somebody reads they gain many things in daily life. For example, they can learn to grow modern crops or raise modern cows."

(11) On what is needed to enhance children's literacy in the cell:

- "Before anything else, parents need to understand this so they can transfer it to their children. Also there is a need for books to be available to read after school. Then the change can be something rapid."

(12) On adults' interest in reading:

- Asked whether adults are interested in improving their reading skills, he responds, "Some are not interested. Above the age of 45, people are not interested. Below the age of 45, people are very enthusiastic, especially those who have ever stepped into a school."
- He explains that the government tries to encourage people to learn how to read through announcements during meetings. For example: "Travel to Kigali requires reading and in case there is a place that is forbidden, you need to read the signpost telling you where you are going."
- Asked whether adults are interested in acquiring more reading materials, he states, "Very much, in the age group that we talked about before. Above 45, there is a problem of eyesight and people think it has no importance for their lives."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(13) On the most needed investments in his cell for education

- When asked to name the most needed investments, he listed the following:
 - o "The first thing is day care in order to allow children to start education at an early age because you find poverty in many families."
 - o "Providing meals for young children is good for their education"
 - o "Also - the lack of school materials is hindering our students"
 - o "Things to do with construction at the primary level"
 - o "Parents working with governments to build classrooms"
 - o "School gardens, as these require a lot of capacity for the schools."

(14) On the need for more reading materials:

- "This is very much needed: a library with enough reading materials and newspapers for those who can read."

(15) On efforts to acquire reading materials:

- When asked whether there had been previous efforts to acquire more reading materials, he explains, "No - there are not enough resources. They don't have the means to acquire them. They had not done programs yet because of other programs that occupied them."
- When asked about the process of acquiring more materials, he explains, "They would give orders to different bookstores. At the moment, no one is willing."
- When asked which organizations etc. had worked to improve literacy in the cell in the past, he says that none had.

(16) On where to keep reading materials:

- "There is a place in the middle of the cell: it would be much better than coming here [to the sector office] as this is far from the places where people [from my cell] live."

Module 5: Perceptions of Literacy Boost

(17) On the idea of a “book bank”:

- “Depending on the population or the number of people who know how to read, it could help or have a low capacity. Depending on the number of books, you would find people removing them and leaving the book bank empty. Guidelines would be very importance.”
- When asked whether people would make use of the book bank, he responds, “Yes – the few that are interested in doing that” (i.e. reading).
- When asked what would make the book bank more appealing, he explains, “It includes mobilization – starting with the lower villages (level 1) to help people learn the advantage of reading so they can learn well.”

(18) On the idea of gathering parents:

- “It can be very good to support the mobilization that is done in meetings” (currently once a week). Reading is mentioned in most meetings, but not every meeting, and only about 60% of the citizens attend the meetings.

(19) On the ideas of “reading camps” or “reading buddies” sessions:

- “It can be very good because the older ones can guide the young ones, but I think a good way would be to have different groups so that the elderly can be taught too and teach their children at home.”

(20) On Literacy Boost:

- When asked about his familiarity with the program, he responds that he thought it might be something like the government literacy program.

SSI22: Primary School Teacher, Rwesero G.S., Nyagahinga cell, Rwamiko sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) Background: female, P5-6 teacher (sciences and social studies)

Perceived Literacy in the cell – parents, students and community

While the participant states that “it is common” in the school’s cell that people know how to read and write, “not all parents [of pupils attending the school] know how to read and write”. She estimates that the majority of them are literate, about “80% know how to read and write, and 20% don’t”. She thinks that one can perceive “a difference between parents who know how to read and write, and those who do not because the people who know how to read and write, they follow up on their children’s academic achievements; they check their homework and help them with their homework, and not leave their children to sort out everything themselves”.

(2) Availability of reading materials at the cell level

According to the respondent, “there are only libraries at primary schools”. The books are provided by government. School children are allowed to take them home during the school year but are forced to return them at the end of each year, so they can be used for the next year enrolled in this particular grade.

Newspapers are also not available to be bought or borrowed in the cell.

(3) The teacher believes that there “are not enough books [for all pupils] available at the school”. She explains that “normally teachers group children”. She elaborates: “For example, if there are 15 books in a classroom, groups are formed so that all children have access to a book”. Primary school students are not allowed to take books home “because there are very few books, and when others [students in the following year] come, they won’t get books” as children might keep them at home or lose them. In general, the school does not “want children to damage the books because there are so few of them”. If children need their books to do their homework, “teachers write [the exercises or texts] onto the blackboard, and students copy them into their notebooks”.

According to the respondent, there are no books available for the public at churches located in the school’s cell.

Module 2: Reading and Literacy Practices

(4) Storytelling

The respondent does not think that people living in the school’s cell commonly tell each other stories. It “does not happen apart from when meetings are organised”. She clarifies that by that she means “meetings at the umudugudu level, parent meetings at the school or meetings at the Catholic church”. At these gatherings people “most of the time talk about development, seasons for cultivating, things to do with people’s behaviour and morals, morals that Rwandans should have, and if it is at the Church they also talk about Christianity”.

(5) She cannot think of a popular story that is being told in the cell, but she points out that people commonly talk about what it means to be Rwandan at “Ndi Umyarwanda” (I am Rwandan) events. There “people show that they are Rwandese, and that they all have the same culture, and they all have the same nationality”. The respondent adds that this events happen frequently, “at the village level once a week, and at the cell level twice a month”. At these events people “usually talk about bad history and how to change the bad history that happened”. She explains that those attending are encouraged to “come up with solutions, and ways to fight against the genocide ideology”. Further, “they [the event organisers] also encourage cooperatives and education development”.

(6) The participant thinks that adults living in the cell also tell stories to their children. They commonly tell them about “youth, human development, bodily changes; they help them develop new behaviours and manners”. To the question if it ‘is common that fables are used to package these contents’, the respondent says that it would only be “intellectual parents who use such means”. She explains that by “intellectual parents” she means “people who are educated, who studied until secondary level”. These people usually work as “doctors, nurses, teachers and leaders at the local level”.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(7) Personal reading habits and attitude towards reading

The teacher explains that she reads in her free time. She usually reads in the bible, or she reads “books related to the subjects [she] teach[es]”. She was “given this books by government”, and she “got the bible from the Catholic Church because [she] attended a competition [organised by the church], and got it [given to her as a gift] after [attending this event]”.

(8) Views on children’s ways of acquiring reading skills

The respondent has three children. She would like her children to learn how to read because she thinks “it is very important”, and “so that they can face life’s challenges”. She elaborates on this point, saying that “knowing how to read will help them to understand different languages and subjects, which will help them to excel, and this will help them to face their future life”.

(9) Asked to provide her opinion on ‘how children learn how to read’, the participant uses the example of her son who currently is enrolled at P2 level. Her son, “he likes reading, and even what he does not know he tries to discover.” She believes that “if a child has a book it will encourage [the child] to read”. The respondent is asked for what reasons she thinks her sons enjoys reading. She sees that it is reflected in situations like when “he saw his parents reading, and was curious, and he asks about what he does not understand.”

(10) She believes that teachers are better able to help children to learn how to read “because parents spend too much time on domestic work and don’t have time to take care of their children”. Parents could be motivated to spend more time on their children “if they could see those that are already educated and have achieved something”. The teacher further states that it would be helpful “if leaders can mobilise parents, and request them during meetings to take care of their children, and follow their [the leader’s] requests”.

(11) According to the participant, children should read “things like Édition Bakamé, illustrated books, books with different stories and books with pictures that give extra explanations”. The school only owns “very few” books that fall into any of these categories but teachers are using the few they have available. However, “because there are so few” children are not allowed to access these books in their free time.

(12) Perceived community attitudes towards reading

In the respondent’s opinion, “people [living in this cell] don’t care much about reading”. This is because “now they are encountering new problems because of poverty and because of draught, so even securing their livelihoods can be difficult”. It is common that “you find that they cannot money for schooling [-related expenses]”. She sees that when the teachers “send [the parents] to buy four, five books, and then they get three [instead]”. These “problems are encountered by most parents”. She thinks it would be “difficult” to convince parents of the importance of reading “because they don’t even attend school meetings”.

(13) Strategies to increase literacy levels

The teacher sees the current design of timetables and the teacher-student ratio as the main obstacle to achieving better educational outcomes. She criticises that students need to study in two shifts as this leads to “teaching curricula not being completed at the end of the days”. It

would “be better if there was one single shift, so enough time is given to students to study and enough time to practice”. Moreover, because of “too large class sizes it is difficult to follow up on every student”. Although “a teacher might follow the teaching curriculum because of the big number [of students per class] and the short period of time [that is available] to teach, they [the students] don’t know what they are supposed to know at the end of [a school] year”.

(14) Personal reading habits and related attitudes

The respondent believes that if newspapers “were more easily accessible, people would read them”, although “it depends on what they want to know”. Personally she would pay “not more than RWF 500” for a newspaper. She would, however, not buy a newspaper everyday since she “do[es] not have the money for that.”

(15) Asked the same about books, the teacher only considers buying books for teaching purposes. She states that the amount she would be willing to pay for a book “depends on the subject [she] want[s her] students to learn about, [such as], for example, sciences or social studies.” For books with these subjects she would be willing to pay “not more than RWF 7,000”. However, she “do[es] not have that money available all the time”. She reiterates that this is one of the reasons for which teachers “put students into groups and books are few”.

(16) The teacher’s favourite story is a bible story. It is about “The Changing of Paul” as it shows “how Jesus taught his miracles”. She tells this stories to her own children and “even to [her] students”.

Asked whether she thinks that is common that parents tell their children such stories in the school’s cell, she states that it is but that it is “more common that parents teach their children how to pray, and they tell them good things about praying”.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(17) Identifying key stakeholders and potential hurdles

According to the respondent, apart from “the books sent from government” there were no previous attempts made at the cell level to make more reading materials available. She believes that “executive secretaries at the cell level and local leaders at the village level” are key persons who would need to be involved in the process to make the project a success. She cannot imagine that anyone else from the community would be willing to assist the project financially, with logistics, planning or during implementation. The participant believes that “only if leaders request it, people would volunteer”. They would not be willing to volunteer otherwise “because they are use to most things being provided by government”. She gives an example: “People in Rwanda like to say they are poor, although they are not. They do not want to admit that they are rich.”

(18) The teacher thinks that the ideal place for a library or a book bank would be “at schools because people there understand the value of books”. She “therefore [...] think[s] that the school leadership and the parents committee should be involved [in the creation of such a space].” Alternatively, the books could be made available “at the cell office”. This would be a good location since “when people go there for meetings, they can borrow and return books.”

(19) The respondent states that community members would not be willing to pay for books “because usually they are impoverished, and people don’t think that reading is the most important thing in their lives”. Most people in the school’s cell “own radios”, usually in the form of mobile phone features. According to the participant, people are interested in listening to the radio but not in reading books as “they like listening to the news; they think that’s enough”. She adds that getting news this way is attractive because they “can get them without having any expenses for transportation [to a place where they could buy newspapers]”.

Module 5: Perceptions of Literacy Boost

(20) Feedback on the ‘Literacy Boost’ book bank component

The respondent is presented with the concept of a “book bank” and asked to give her opinion on it. She thinks it “would be a good idea”, and that “very many people would be interested” but that one “need a meeting, in order to encourage people to use this place.” At this meetings it would be also beneficial to “tell them [the community members] how to handle books and what is important [when it comes to using a library].” She cannot see any large obstacles to making this idea a reality but she notes that the community’s level of interest in using the “library would “depend on the nature of books”. There should be “books that are not culturally irrelevant, such as for example books on how to maintain our environment, or books on Rwandan culture, or books with funny stories”.

(21) The participant projects that “people from the school, the parents committee and people who would be employed at the library to oversee [people in the library]” would make use of the library. On the other hand, “illiterate people would not use it”, and “Christians would not be interested because they have their own books, which are concerned with religion”. This is because “you find that the lives that they lead are different from the lives that we lead.”

(22) Feedback on the ‘Literacy Boost’ reading camps and reading buddies concepts

The teacher judges that hosting a reading camp “would be a good event because through that parents would become closer to their children and contribute to their children’s education”. She adds that “even children’s good behaviour could be encouraged that way”. Further, she believes that establishing reading buddies “would be very helpful” since with “children that are older you find that when they write stories and the young ones are next to them, they are curious what is happening”.

(23) She believes that parents would be willing the support such events and send their children but that the organisers of these events first “have to call a meeting at the school level, and then explain [the events] to parents, so they know exactly what their children will be doing.” The only obstacle to organising these events that she can think of consists of “the need to pay for transportation”. She expects that “parents will ask to be paid for transportation” to the event.

(24) Knowledge about the ‘Literacy Boost’ initiative

The teacher has not heard of the initiative. After explaining the core components of the initiative to her, the respondent is asked for her opinion. She maintains that the initiative “will have a positive effect” and that “people would be interested”. She stresses that “as [she] mentioned before, involving local leaders” would be her only suggestion. She believes that “they can

contribute to [the initiative] and encourage parents at umudugudu meetings, and also at school meetings.”

(25) Questions & additional comments

The participant asks whether the project has been rolled out as of now. She, further, wonders whether other people that Laterite has interviewed gave answers that were very different to hers. She is also interested to know whether the initiative is solely targeting primary school students. She believes that a focus on primary students is very positive as students who should be made to repeat classes “are actually not ready to be promoted, and then you find children in grades at which they should be able to read but they cannot”. She further appreciates that parents will be involved in the project since “if parents understand something, then it’s easier for children to understand something.”

Nonetheless, she would not be willing to participate in the community reading events because she “start[s] work early and finish[es] late”, which means she has “too little time.”

Shangasha Sector, 02/06/14-02/07/14

FGD17: P2 students at Nyabishambi G.S., Nyabishambi cell, Shangasha sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	F	8	Yes	Kinyarwanda	Yes	Yes	Yes
2	F	7	Yes	Kinyarwanda	No	Yes	Yes
3	F	13	Yes	Kinyarwanda	No	Yes	Yes
4	M	11	Yes	Kinyarwanda	No	Yes	Yes
5	F	6	Yes	Kinyarwanda	Yes	Yes	Yes
6	M	14	Yes	Kinyarwanda	No	Yes	Yes
7	M	13	Yes	Kinyarwanda	No	Yes	Yes
8	M	12	Yes	Kinyarwanda	No	Yes	Yes

This group seems slightly more well-off than some of the other groups we have interviewed. While they all speak Kinyarwanda fluently (and say that they speak it at home with their parents), five of them (R1, R2, R4, R5, and R6) say that they also speak Rukiga at home in addition.

On listening to the radio:

All of the students have radios at home. When asked whether they like listening to the radio, five students (R7, R5, R6, R4, and R6) say that they do. When asked what programs they like listening to, R7 says that he likes listening to the news. R5 says that she likes listening to Radio Rwanda. R6 says that he likes listening to the theatre; R8 agrees. R4 likes listening to live football matches, and R6 likes listening to songs.

Asked whether they prefer listening to the radio or reading, all of the students say that they prefer reading. Asked why, R6 says, *"when we read, we ill become smart."* R5, R7, and R8 agree. R6 adds that, if he becomes a good reader, he will be able to read road signs.

Asked which is more fun – reading or listening to the radio – R6, R5, R2, R8, and R7 all say that they think listening to the radio is more fun. R5 points out that *"there are more interesting songs"* on the radio. R8 says that he enjoys listening to social theatre and fables on the radio. When asked whether he prefers fables in books or fables on the radio, R8 says that he prefers fables in books, which he reads in school.

Module 2: Attitudes/Perceptions of Reading Outside School

On reading preferences:

Asked what they enjoy reading besides fables, R3 says that she enjoys reading school books. R8 enjoys reading school books, specifically English books. R5 likes reading stories about Jesus, and R7 likes reading books about Kagame. R5 has a book about the Virgin Mary, which she likes. R8 says that he likes reading books about kings in the past.

Asked whether there is some place they can go to get things to read, the students respond as follows:

- R6 says that he goes to the church where the Jehovah's Witnesses used to give books
- R5 says that she goes to her neighbors
- R3 says that there is a woman with a daughter in her village, and they sometimes lend her a book

On free time activities:

Asked what they enjoy doing when they are not in school (without prompting), R1 and R2 responds that they like cooking. R3 and R7 like cultivating, R4 likes fetching food for cows, R5 likes cleaning the house, R6 likes playing ball, and R8 likes studying. Asked why she likes cleaning, R5 explains, *"My sister left the house, so I am obliged to do it every day."* Asked why he likes studying, R8 explains, *"So that I can memorize and know things better."*

To the choices listed above, we added prompts for books, radio, painting, playing with other children, and eating. Asked which of these activities they like the best, the students respond as follows: R1 chooses the ball, R2 chooses studying, R3 chooses cultivating, R4 chooses studying, R5 chooses cleaning the house, R6 chooses fetching food for cows, R7 chooses playing with the ball, and R8 chooses cultivating.

Asked why he chose fetching food for cows, R6 explains, *"If I don't find food for cows, they will not survive and give us fertilizer and milk."* Asked whether he prefers finding food for cows or reading a book, he responds that he prefers fetching food for cows because, *"When they do not eat, they can die like human beings."*

Asked why she likes cleaning, R5 explains, *"If you do not clean the ground, the house can become very dirty and that's bad."* Asked if she prefers cleaning the house or reading, R5 says that she prefers cleaning the house *"so that it can be cleaner."*

Asked why she chose cultivating, R3 explains, *"So that we can get something to eat."* Asked whether she prefers reading or cultivating, R3 says that she prefers reading *"because it makes me intelligent."* Asked why she wants to be a better reader, she says that it is *"So that, when I get to the road sign, I can read it."*

Asked why he chose the ball, R7 says that it is *"because it makes me know about sports."* Asked whether he prefers reading, he says that he does, *"so that I can be intelligent."*

On attitudes towards/perception of reading:

Asked how they feel when they are reading (with emoticons to prompt for sad, scared, surprised, angry, happy, and shy/embarrassed), the students respond as follows:

- R1 says that she feels said.
- R2 feels happy. Asked why, she says that, actually, she feels scared because she is shy.
- R3 feels surprised and explains, *"When I am reading, if another person comes into the room, I feel surprised."*
- R4 feels surprised, and explains, *"Sometimes I find a funny thing in a book, and I can tell a person – come and see this, it surprised me!"*
- R5 feels shy. Asked why, she puts her head on the table.
- R6 feels surprised *"because I see funny and interesting things in books."*
- R7 feels happy *"because when I read about kids playing in books, I feel happy."*
- R8 feels surprised.

On perceptions of reading as shaped by interactions with parents/teachers/others:

Asked whether their parents ever talk to them about knowing how to read, all of the students raise their hands. Asked what their parents say to them about knowing how to read, the students respond as follows:

- R6 says that his parents tell him, *"Studying is good. If I cannot read, then I will not be able to read mail that I receive."*
- R5 says that her parents tell her to go to school.
- R3 says that her parents tell her that, if she does not know how to read, then when she goes to a shop they will not give her the correct change.
- R6 says that his parents tell him that he needs to learn how to read in order to read road-signs.
- R7 says that his parents tell him he will make a wrong turn if he doesn't know how to read. R5 agrees that her parents tell her this same thing.
- R8 says that his parents tell him that, if he cannot read, he will not be successful in his courses.
- R3 says that her parents tell her that, when she goes to umuganda, there will sometimes be letters for her. If she cannot read, she will not be able to read the letter.

Asked whether they know anyone who reads a lot, all of the students raise their hands again.

Asked to describe that person, the students respond as follows:

- R1 says that her friend Vincent reads a lot. Vincent is 18 years old and he reads English.
- R3 says that her father reads the Bible a lot.
- R5 says that her older brother, who is 20, reads books that he was studying. She wants to be like him *"because when he is reading, I feel happy, too."*
- R5 says that her neighbor Janvier reads a lot. Janvier is 25 and she reads the Bible.

On the benefits of reading:

Asked what their lives will be like in the future if they read lots of books as children, the students respond as follows:

- R8 says that he will have a better life.
- R7 says that he will be very intelligent.
- R3 says, *"I will be a leader, like a leader who leads an umudugudu."*
- R2 says that she will be a nurse.
- R4 says that he will be a veterinary doctor.
- R5 says that she will know how to read better.
- R6 says that he will be a journalist.
- R1 says that she will be a community health worker, who gives advice to pregnant women. R5 agrees that she will do this, too.

Asked why they need good reading skills in order to do these things, R1 says that he does not know. Asked why reading would make her a good leader, R3 says, *"Because they can bring me letters and I can read them."* R6 then explains, *"When I am a journalist, they can send me into the field to search for news and I will be able to read and write."* R4 says that reading will be important because *"when they send me to vaccinate cows, I will be able to do it."* R7 says, *"I wish to be a good reader and writer."*

Module 3: Reading Practices in and out of School

On story-telling:

Asked whether anyone ever tells them stories, R6 says, "There are times when we don't have anything to read and we do traditional questions and answers." Asked to demonstrate, he stands up and says "Respond." The rest of the students all say "speak." They begin doing a question-and-answer routine, which they all know and participate in. The questions and answers are riddles: R6 poses a question, and the others give the answer. For example, he says "I am a beautiful girl that you cannot pass over without greeting." Another student says that he is maize plantation. R6 then says, "I will turn around and meet you in a circle." Another student says that he is a belt. R6 says, "I cut a tree down and it falls over for all of the country," and another student responds that he is the President's speech. R5 says, "I wore a cap before the muzungu," and another student responds that he is a certain type of black and white bird.

Asked whether anyone tells them others stories, the students respond as follows:

- R8 and R1 say that people tell them fables. R6 says that he does questions and answers with his father; R4 says that he does, too. R7 says, *"Yesterday, someone told me a story about a car accident."* R5 says that her parents tell her not to go the main road because the cars will hit her. R2 says that her neighbors tell her stories everyday. R5 says that her parents tell her fables. She shares a long fable with us, about a bird. The other students ask to tell stories as well, but there is not enough time.

Asked whether they enjoy listening to fables, all of the students say that they do. R8 says that fables teach him things. R6 says that fables make them intelligent and help them learn things that happened a long time ago.

On how to become a good reader:

Asked what they think is the best way to learn how to read (with prompts for lessons in school, reading with parents or other adults, reading alone, or reading and discussing with friends), the students respond as follows:

- Five students say that they think reading alone is the best way to learn. When asked to explain why, R3 says, *"When are you alone, you can memorize well."* R5 says, *"So that you know how to read better."*
- Two students say that they learn best in a lesson. When asked why, they respond, *"When the teacher is reading and asks a question, I can respond,"* and *"When the teacher is reading, he can explain clearly and well."*

Asked what they need in order to become a good reader, the students list different types of books (Kinyarwanda books, English books, social studies books, and religion books).

On reading preferences:

Asked what type of reading they enjoy the most (with prompts for lessons in school, reading with parents or other adults, reading alone, or reading and discussing with friends), the students respond as follows:

- Three students say that they like reading and discussing with friends. When asked why, one student explains, *"When I don't know something well, they can correct me."* Another agrees with her. Another responds, *"When I don't come to school, my friend can lend me her notebook and I can read and write."*
- One student says that she likes reading with a parent. *"When they teach me how to read, I learn a lot of things. My dad teacher me."*
- Two students say that they enjoy lessons. One explains, *"[I enjoy when] she asks and then we respond."*
- Two students say that they enjoy reading alone the most. They do not explain why.

Module 4: Access to Reading Materials Outside of School

On available reading materials:

Asked whether they have any children's books at home (using props), all of the students except for R8 say that they do. R6 says that he has books with drawings at home. R1 has books with persons. R5 has books about animals; R6 does, too. When asked whether they read these books by themselves or with others, R5, R6, and R7 all say that they read these books with their parents or their relatives. R1 says that she reads her books alone. Asked whether she enjoys this, she says, *"I like to read alone because no one else is home. I like to read book like that* (pointing at the children's book props).*"* R6 says that he reads by himself before he searches for food for cows.

Asked whether they have ever seen a newspaper before, they all say that they have, and that they have something like that at home.

Module 5: Available Time for Reading Outside of School

On time use:

Asked to describe what they do on a normal, the students respond as follows:

- R5: *"I wake up, clean the house, take a bath, and put on a dress. Then I go to school and then take lunch. Then I go back to school. In the evening, I play."*

- R4: *"When I wake up, I find food for cows, take a bath, and go to school. When I get back, I take lunch and go back to school. In the evening, I find food for cows. When it gets dark, I go to sleep."*
- R6: *"I wake up, find food for cows, and then fetch water if I am not too late. Then I take a bath, go to school, and then eat lunch. I do homework, then play ball, and then we take a break in our kitchen and talk around the fire."*

The students are asked to imagine that they are in a room with a children's book, a notebook and pen, a radio, and a ball. When asked which item they would pick up, they respond as follows:

- R2, R5, and R1 say that they would pick up the notebook and pen.
- R6, R7, and R8 say that they would pick up the radio. R6 explains that this is so that he can listen to the theatre. R7 will use it to listen to the news and R8 will use it to listen to the theatre and fables.
- R3 says that she would pick up the book *"because it makes me intelligent"*, and R4 says that he would pick up the ball *"so that I can be physically fit."*

FGD18: P3 students at Bushara P.S., Bushara cell, Shangasha sector

Module 1: Contextual Information

R#	Sex	Age	Parents read and write?	Preferred language?	Electricity at home?	Own a radio?	Own a mobile phone?
1	M	11	Yes	Kinyarwanda	No	Yes	No
2	F	11	Yes	Kinyarwanda	Yes	Yes	Yes
3	F	10	Yes	Kinyarwanda	No	Yes	No
4	F	13	Yes	Kinyarwanda	Yes	Yes	Yes
5	F	13	Yes	Kinyarwanda	No	Yes	No
6	M	10	Yes	Kinyarwanda	Yes	No	Yes
7	M	15	No	Kinyarwanda	No	Yes	No
8	M	10	Yes	Kinyarwanda	No	Yes	No

On listening to the radio:

All of the students, except for R6, report that they have a radio at home. Asked what programs they enjoy listening to, they list the news, theatre, and social theatre.

Module 2: Attitudes/Perceptions of Reading Outside School

Asked whether they prefer listening to the radio or reading, R1, R2, R3, R4, R6, R7, and R8 say that they prefer reading. Asked why, R2 says that it is *"so that you memorize."* R3 agrees. R7 says that it is *"so that you learn the lessons and become intelligent."* R7 and R8 say that, by reading, they can learn how to write.

On time use:

Asked about their favorite thing to do outside of school (unprompted), the students respond as follows:

- R1, R5, and R7 respond that they enjoy fetching food for cows.
- R3 and R8 respond that they enjoy fetching wood. R3 says that this is "because you have to cook the food you eat. R8 says that it is *"so that I can cook for my parents."*
- R5 says that she enjoys playing with others. R4 says that she enjoys cooking. R1, R5, and R6 say that they enjoy fetching water. Asked why, R6 says that this is *"so that you can bring it home and your parents can cook."*
- R7 says that he enjoys playing ball.
- R2 and R3 say that they enjoy cultivating beans. R4 says that she enjoys cleaning clothes

Asked to choose their favorite activity from the above choices with the addition of prompts for reading, writing, and listening to the radio, the students respond as follows:

- R8 chooses reading *"so that I can be intelligent."*
- R2 chooses cooking *"so I can cook for my parents and eat."*
- R3 chooses fetching firewood *"so that we can cook."* When asked whether she prefers reading a book or cooking, she says that she prefers reading a book so that she can memorize lessons. R2 agrees – she prefers reading a book *"so that I can be smart in class."*
- R6 chooses fetching water *"so that I can bring it to my parents."* Asked whether he prefers reading or fetching water, he says that he prefers reading *"so that I can be intelligent."*
- R7 chooses fetching food for cows because *"this is the work I like to do at home,"* but he says that he prefers reading a book. *"I want to be intelligent in class so when the teacher asks me a question, I respond quickly."*
- R4 chooses cleaning clothes because she wants to be clean when she goes to school, but she says that she prefers reading because she wants to know the lesson for the next day.

On attitudes/perceptions of reading:

Asked how they feel about reading (with emoticons to prompt for happy, sad, angry, scared, shy/embarrassed, surprised), all students choose "happy" except for R3, who chooses "angry." When asked why, they all say that they feel happy about memorizing things.

Asked how they feel when they read something very challenging (using emoticons to prompt for happy, sad, angry, scared, shy/embarrassed, and surprised), the students respond as follows:

- R5 feels *"angry, because it is hard and you think about it but it doesn't come."*
- R7 feels angry *"because it is difficult and I want to know it so badly."*
- R4 feels angry *"because it is difficult."*
- R6 feels sad because *"when you're about to know it and you get stuck, it is sad."*
- R3 feels embarrassed *"because it is difficult for me to read."*
- R2 feels shy *"because I say please teacher and when I go to the blackboard, I feel embarrassed."*
- R4 feels scared because *"when it is difficult and the teacher asks me a question, if I don't get it I feel he will punish me."*

On becoming a good reader:

Asked about the best way to become a good reader (with prompts for reading in lessons, reading and discussing with friends, reading with a parent, or reading alone), the students respond as follows:

- R7 chooses reading alone because *"When I'm alone, I memorize it faster and I have it all in my head."*
- R8 chooses reading with a friend because *"When I'm wrong, he can correct me."*

- All of the other students choose reading in a lesson. They explain that *"you learn to read faster," "you memorize," "you learn the letters," "you can ask the teacher questions."*

Asked what students need in order to become good readers, the students respond that they need to *"be attentive in class," "follow the teacher and memorize," "have the help of many books to use to read every day after school," "rehearse your studies every day,"* and *"stay calm in class."*

On reading preferences:

Asked about the most enjoyable way to read (with prompts for reading in lessons, reading and discussing with friends, reading with a parent, or reading alone), the students respond as follows:

- Two students choose reading alone. They both say that this is because they can memorize faster.
- Three students choose reading in lessons.
- Two students choose reading with a friend. They explain, *"you and your friend teacher each other the lesson,"* and *"sometimes when you're wrong, they correct you."*
- One student chooses reading with a parent, *"so that they can enjoy it too."*

Asked about their favorite subject to read, the students like Kinyarwanda, English, and math. R6 says, *"I like to play games that are in books. There might be a game about a song or about a ball."* Asked why he likes these games, he explains, *"So that you can be intelligent and attentive in class."*

Attitudes/perceptions of reading as shaped by interactions with parents/teachers/others:

Asked whether their parents ever talk to them about know how to read, the students all say that they do. Asked what their parents tell them, the students respond as follows:

- R4 says, *"They want to teach you so you are intelligent in class."*
- R2 says that her parents say it is important to know how to read and write her name.
- R3 says it is important to know their names."
- R7 says, *"They teach you how to read so that you can be intelligent. My parents don't know how to read and write and the think it is important so that I can read to them. Also, so that when I am on the road I can read road signs."*
- R5 says, *"They tell us to know how to read and write."*
- R6 says, *"They tell me to be attentive in class so that I can learn how to read and write."*
- R4 says, *"They tell me not to be distracted."*

Asked whether they know anyone who reads a lot, the students respond as follows: R2 says that the headmistress reads a lot, R5 says that the teacher reads a lot, R4 says that their sector executive reads a lot, R7 says that the district mayor reads a lot, R2 says that the executive secretary of the cell reads a lot, and R6 agrees with R2. Asked whether they have any family or friends who read a lot, the students respond as follows:

- R3 says that her friend Oliver reads English everyday.
- R7 says that his older brother, who is 21 years old, reads Kinyarwanda and social studies. He also helps R7 with his homework. *"When the teacher gives us homework, if the questions are difficult to me, he explains it to me."*
- R4 says that his uncle reads everyday and is a very good reader.
- R5 says that his aunt Claudine reads Kinyarwanda and English very often.

On the benefits of reading:

Asked what their lives will be like in the future if they become very good readers, the students respond as follows:

- R6 says, *"I will have a good life."*
- R2: *"I will be sector executive"*
- R3: *"nurse"*
- R4: *"If I get lucky, I will be a leader."*
- R5: *"teacher"*
- R7: *"I will have a good job in an office."*
- R8: *"I will be a soldier."*
- R6: *"nurse"*
- R1: *"a Catholic priest"*

Asked why they need strong reading skills to do those jobs that they listed, the students respond:

- R2: *"Because I plan to be a sector executive. I can get my salary if I know how to read."*
- R1: *"I will finish all schools so I can read the gospel and prayers from the book for the congregation."*

Module 3: Reading Practices in and out of School

On story-telling:

Asked if anyone ever tells them stories, R5, R7, R4, and R2 say yes. R5 says that her parents tell her fables. R7 says that his parents tell him stories about the shortcomings of people who do not know how to read. R4 says, *"At school, they tell you that if you carry on studying, you will be good in the future."* After we clarify what we mean by storytelling, R4 says, *"When I am with my friends at school, we do traditional questions and answers."* R2 says, *"My mom used to tell me fables about history. Long ago, a man and a woman had two children. They sent one to find firewood, and the other to find water. Then the mother told them – whoever gets back early will get rewarded..."*

Module 4: Access to Reading Materials Outside of School

On the availability of reading resources:

Asked whether they have books at home, only R2 says that she does. Asked whether they have ever seen a newspaper before, none of the students say that they have (i.e. they do not recognize the prop).

Asked if there is some place where they can go to access reading resources, the students respond as follows:

- R5: *"Yes, the hospital." When asked which books are available at the hospital, she responds that she can read signs and books there.*
- R2: *"Sometimes you can meet someone and ask them for the book they have in their hands."*
- R6: *"I borrow from a neighbor."*
- R4: *"Jehovah's Witnesses used to walk along the way and give you a free book."*
- R8: *"Sometimes I see a photo and writing on the road."*
- R7: *"Sometimes I borrow Kinyarwanda and English books from the teacher."*

Asked if they are able to borrow books and bring them home from school, all of the students say that they can and they do. Asked if these books are hard or easy, they say that they are easy. Asked if it is good or bad that they are easy, they all agree that it is good that the books are easy. R5 says that it is good because *"you can be intelligent in the future and learn how to read and write."*

Module 5: Available Time for Reading Outside of School

Asked when their reading skills are useful in daily life, the students respond:

- R7: *"It is useful when I read Kinyarwanda at home."*
- R4: *"If I am a leader, I can read for people in a meeting"*
- R7: *"At home or at the workplace, you need to use your reading skills."*
- R3: *"I can read a book along the way if I am traveling."*
- R2: *"If I am not late to school, I can sit alone somewhere and read."*
- R5: *"I can read road signs."*
- R4: *"If I am walking and I see a paper on the ground, I can pick it up and know what is written on it."*

Module 5: Available Time for Reading Outside of School

On time use:

Asked to describe what they do on a normal day, the students respond as follows:

- R1 says, *"I wake up, find food for cows, then go to school. When I get home, I fetch water. When I come back, I talk to my parents. That's all."*
- R7 says, *"I wake up. I wash my face and legs with water. Then I find food for cows, I eat lunch, I fetch water. I ask my parents if I can play ball. In the evening, I eat supper and talk with my parents before I go to sleep."*
- R6 says, *"I wake up, go fetch water very fast, take a bath, and go to school. Then I eat lunch and then find firewood in the afternoon. I ask my parents permission to rehearse what I studied, then they tell me to find some food for cows. In the evening, I talk with my parents."*
- R2 says, *"I wake up, fetch water, clean myself, and go to school. Then I take lunch and find firewood. I find some food for the cows. Then I ask permission to play. In the evening, I cook and we listen to theatre and news on the radio. Then the food is ready and we eat and then go to sleep."*

The students are asked to imagine that they are in a room with a children's book, a notebook and pen, a radio, and a ball. When asked which item they would pick up, they respond as follows:

- R5 and R7 choose the notebook and pen. The rest of the students choose the book.
- Asked why they chose the notebook and pen, R7 says, *"Because whatever you studied in class, when you go home, you rehearse it. When you see you have written something wrongly, you write it in another notebook. If you read something from a book you borrowed, you write it in your notebook and you remember it after you return the book."* R5 says, *"when you get home from school, you use it for revising and writing exercises."*
- Asked why they chose the book, R8 says, *"Because I go to school with a book and when I get back I can read the book in the morning. When I go to school, if the teacher tells me to write something, I can remember that word from the book I read yesterday."* R6 says, *"If you borrow a book from the teacher, then you read it and they ask you what you've studied, you respond fast"*

and correctly on the blackboard. You'll be the first from a pool of students who have raised their hands."

SSI23: BUTERA Emmanuel, Sector Education Officer, Shangasha sector

Module 1: Cell/Sector Background Information and Contextual Questions

(1) On literacy in the sector:

- Asked about the rate of literacy in the sector, he says that the majority of people know how to read, but there are some who don't.

On the availability of reading resources:

- (2) Asked whether there is a library in the sector, he says that there is a community library for the sector, located in the cell of Bushara. Anyone is allowed to access it. Asked what types of materials it contains, he lists stories, law books, books related to cooperatives, books related to environmental conservation, and books related to teaching. Asked whether the library is currently open, he says that it is locked and the key is in the home of an agronomist who lives in Bushara.
- Asked whether the schools have libraries, he says that they have libraries paid for by MINEDUC. MINEDUC provides new books every year. Asked whether there are enough books for all of the students, he says that there is one book for every 3 students, but the target is to have 1 book per student.
- (3) Asked whether the churches in the sector have available books, he says that they do not.
- Asked whether there is a place in the sector where people can go to read newspapers, he says that normally the sector stocks the community library with newspapers. Asked how often this happens, he says that there is no fixed schedule because the newspapers come irregularly; "normally after 3 months." Asked whether there anywhere in the sector where newspapers can be purchased, he says that there isn't anywhere in the sector.

On radio use in the sector:

- (4) Asked whether people in the sector tend to own and listen to the radio, he says that the majority of people (around 90%) own a radio. Asked which programs they listen to, he says that people listen to the radio for 24 hours a day. "Their radios are always on." Asked whether people prefer listening to the radio or reading, he says "People prefer listening to the radio over reading. Normally for human beings, listening is better than reading. To read a newspaper, you have to sit down and concentrate. Also about the radio, there are some that are fixed into phones, so this increases access. Though people don't read, they gain a lot from radios and they become more open-minded."

Module 2: Reading and Literacy Practices

On story-telling:

- (5) Asked about whether story-telling is a popular activity, he responds, "They do tell stories to each other. Parents telling children stories is also common, like proverbs."

On gatherings in the sector:

- (6) Asked for what purposes people in the sector normally gather, he says, "Normally, the community members meet in the afternoon in different groups related to medical insurance or savings group. Also, there is the evening for the parents. Asked what happens at the evening for the parents, he responds, "Normally they talk about ways to raise their children, and keep their families in good health." Asked how often the evening for the parents occurs, he says that it normally happens once per week.
- (7) Asked whether there are any literacy-focused events in the sector, he responds, "Normally those are done at the school level. Some events are about writing. For example, sometimes you choose a topic or theme such as unity and reconciliation or drugs. We give time to students to go and read and afterwards, they write about topics and then the school gives them marks." Asked whether the students are enthusiastic, he says that enthusiasm is low but "we keep trying to explain to them these events." Asked why they are not enthusiastic, he says, "We have not yet clearly understood the main reason for that."

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On attitudes towards reading:

- (8) Asked about students attitudes towards reading in general he says, "you find that they read the books related to their courses. I suspect that the reason their level of enthusiasm is still low is because they haven't learned the difference between reading books related to their courses and other books. I think that is where we can start to increase enthusiasm."
- Asked about adults' enthusiasm about reading, he says that it is very low. Asked why, he says, "Even among parents, though some can read and write, their level of studying is still low." Asked whether adults view literacy as important, he says that most of them do not.

On how literacy affects the lives of people in the sector:

- (9) Asked whether there is a difference between the lives of people who know how to read and the lives of those who don't within the sector, he says, "There is a difference. For people who know how to read and write, they are interested in taking their children to school, following up on government programs, and helping put them into action. Those who don't know are not interested in sending their children to school. Their quality of life is low and they are in conflicts. Those who don't know how to read are encouraged to go to adult literacy. We also explain to them the value of knowing how to read and write. We tell them it will be an obstacle to starting a project or getting a loan if they don't know. SO we find more are interested in attending those classes."
- (10) Asked about the purposes for which people use their reading skills, he responds, "Everywhere. Asking for a loan, presenting a problem at the cell or sector level, selling their harvest in the marketplaces – here, we have milk so you have know how much you will get when you sell it. If you have a job, you have to sign a contract. So, everywhere you go, you can use those skills."

- Asked if anyone in the sector reads newspapers, eh says, "Not many of them read newspapers. They wouldn't buy them if they were for sale here, apart from schools that would pay for membership. Other community members wouldn't be able to buy them."

On his personal reading habits:

- (11) Asked if he personally enjoys reading books or newspapers, he says he does. "Normally the books I come across are related to the laws." Asked whether he pays for them, eh says, "Here are the sector, we get those books free. The other newspapers that I read are online." Asked which newspapers he reads, he lists three Kinyarwanda papers.

On the value of reading:

- (12) Asked his opinion of the value of reading, "It helps me to be updated. Also, it helps you increase your efficiency in your work. When I find books about law, I try to make decisions according to the new laws. It also helps you to rest your mind or, depending on the information in the book, it tells you how to behave."
- Asked why children should be encouraged to read more, he says that (1) it helps them to know different languages, (2) it helps them get to know more vocabulary, (3) it helps them do well in school, (4) it increases socialization with others, and (5) it helps their brain mature in a better way."

On how to teach children how to read:

- (13) Asked about the best ways to teach children how to read, he responds that it depends on their age and level. In primary school, "most children like books with pictures and simple stories." In higher levels of primary school, "they like stories related to games and popular stories."

On what is needed to enhance children's literacy in the sector:

- (14) On what is needed to enhance children's literacy in the sector, "As I mentioned to you before, we should first explain the importance of reading. And if we have books available and give children time to access those books, then after we should ask them what they read. Another thing is to find a very wide place where they can read. That is one of the challenges – to find a big room where we can put these books. We have the books but not the room."

On whether parents are interested in improving their and their children's reading skills:

- (15) "Those who want to increase their skills are those who are already educated. They also want to help their children. Those with limited knowledge are not willing to help their children. Their children are studying in the English system and they do not know the language. Those at the lower level are not interested in helping their children."
- Asked whether parents are interested in acquiring more reading materials, he responds, "They know that the school has materials so they show not interesting in getting more. They see no value in adding more – they feel that all of the possible books are there at school." Asked whether parents could become more motivated about acquiring more materials, he responds, "The first thing is for parents to understand that children need materials. After they understand that, the next step is to mobilize them."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On the most needed investment for education in the sector:

- (16) "The most needed investment, for primary, would be playgrounds where children can play, or a room where we can put the books. Those would be very helpful at the primary level. Another thing would be reducing the number of students in 1 classroom. At the secondary level, they need laboratories." Asked whether the sector has access to any financial support for these, "No, we do not."
- Asked whether he feels the cell should spend more resources on reading materials, "Yes – we would use those resources." Asked what types of resources they need, "We can mix up everything. We can buy books at different levels for young children, youth, and elder people."

On past efforts to improve literacy in the sector:

- (17) Asked whether there have been any past efforts to improve literacy in the sector, he says that there have. "The organized called World Vision donated books and gave them to different schools." Asked whether this was a success, he says, "Yes, because they were put in schools and they are now being used by studnets."
- Asked if any other organizations have provided support, he says that they have not.

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (18) "That can be a very good idea, but there are some challenges. You might find that parents are not interested. They are busy with other kinds of work such as agriculture. It would not be easy for them to make time to go. Asked whether the children would be able to go, he says that they would. Asked whether parents would allow their children to go to the library, he responds, "You see, this also requires another type of teaching parents so they can create time for their children to use the library."
- Asked about the best place to store reading materials in the sector, he responds, "At the place in Bushara cell, if there can be a building where most people have access because it is close to the trading center, the health center, and schools." They don't have electricity yet, but they can get in because there are cables nearby."

On the idea of gathering parents:

- (19) "That can be a very good event because it can be very helpful to children. If parents can read a book to children and find time to explain it to a child, they are likely to bring in other things that they would like to teach their children about culture and socializing. This child will also be more aware of how society operates, and they will learn new words."
- Asked about whether he can anticipate any challenges in the implementation of this event, he responds, "The first thing is that the parents might be afraid that there would be books in English and they would be chosen at random to read, and he/she would be ashamed. That would stop them from coming. And if the event is in morning hours, parents would not come."

On the idea of reading camps:

- (20) "That could be very powerful because, when you look at the older youth (those who have completed high school) who know how to read and write, they understand the challenge of learning how to read and write. If they can help the younger ones, it could bring about a positive outcome.

On literacy boost:

- (21) Asked whether he knows about literacy boost, he says that he does not know much about it. "I know it wants to help children learn to read better, write, and speak because the program uses research showing that students finishing P6 have very low skills in reading and writing."

SSI24: NAMBAJIMANA Andre, Executive Secretary, Nyabishambi cell, Shangasha sector

Module 1: Cell/Sector Background Information and Contextual Questions

On literacy in the cell:

- (1) Asked if it is common for people in the cell to know how to read and write, he responds, "Yes, it is common, but some people, over the age of 50, who did not have the chance to go to school according to the current program for basic education – they are attending some classes. There are some who do not attend because of their negative attitudes. As leaders, we continue to try to motivate them to attend those classes." Asked why they are unmotivated, he responds, "Because they are old, but you find the others are supposed to be studying but they don't because of their parents attitudes. If their parents didn't go to school, then they also have the attitude that it is not important. SO they are the ones who we try to convince to go to school, so that we can build a better Rwanda with a better future. We hope that in the future, everyone will know how to read and write." Asked around how many families are resistant to the idea of learning how to read, he says that it is about 50 with such a negative attitude. Asked about the methods that he uses to mobilize these people, he responds, "First, we have the program of classes for older people to learn how to read and write and to learn about the importance of studying. For the younger children in those families, we mobilize them to go back to school. For children with malnutrition, they were supported by World Vision. World Vision gave them some of the required materials. And in the program in which families get cows, the children can get milk and food, so their welfare increased."

On access to reading materials in the cell:

- (2) "We don't have a library but you find libraries for students at school that are supported by World Vision, although we do not have a cell library. This house that we are working from belongs to a community member. We had to borrow this house to even work here. You see this is not an office – it is a house. SO we cannot have a library without support. If we had the means, we would have a TV where community members could watch the news."

- (3) Asked if there are enough books in the school libraries, he says that there are not enough. Asked if there are any books in the school libraries that are not related to courses, he says that there aren't.
- Asked if there are any books in the churches in the cell, he says that "They don't have books apart from those related to the word of God." Asked if there are enough books, he says that "they are only for the church members, and they are not enough."
- Asked if there is any place where people can go to read a newspaper, he says that there isn't.

Module 2: Reading and Literacy Practices

On story-telling:

- (4) Asked if story-telling is a popular activity in the cell he says, "Stories are not told here. We do not have electricity in this cell, so people do not have television." Asked if people ever tell stories from member, he says, "People tell stories, but not in a big group together."
- (5) Asked if parents ever tell stories to their children, he says, "Parents normally tell stories to their children. We encourage parents to tell their children about the history of this nation – both the good and the bad things. As we tell people in the 'I am Rwandan' program to know about the history. So, all of the bad things that happened here were due to people's attitudes towards one another. As we try to encourage people to love one another and avoid the discrimination that led to the genocide. We encourage community members to tell this to their children so that we can live better, the way we used to. It is what we can do to develop this nation and this cell."

On gatherings in the cell:

- (6) Asked why people in the cell normally gather, he lists the following: to talk about programs for cell development, to talk about village-level programs, to sensitize parents on joining the adult class, to encourage parents to send their children to school and to value studying, and to meet on public days.
- Asked whether there are any events related to literacy, he responds, "We normally talk about that when mobilizing adults to go to adult classes. We take that change to encourage parents to send their children to nursery school. It is important because when those kids arrive in P1, they are very aware. Starting in nursery school makes it easier for children to catch up and eases the workload for their teachers."

On the purposes for which people in the cell use their reading skills:

- (7) "As I told you, we do not have a library. But, if we get one, they can apply their skills there."
- Asked whether there are other times when people use their reading skills, such as in work or for accessing programs, he responds, "They are sometimes curious to read newspapers or books, although we do not have those things here. If we get those things, people would be interested in reading them. Even children in nursery school are lacking the resources that would help teachers teach them. Teachers are teaching without ever being trained. They have no ways of being trained. They also don't have teaching aids related to the age of the children. We have the problem in nursery school that parents do not understand – you find that these schools are supposed to be supported by parents

and the teachers need to be paid, but parents are not paying. So, they keep their children out until they start P1 because then they do not pay. We keep trying to mobilize parents because it is good for the children, but they do not understand it. It is our duty. We are trying to find ways to pay the teachers.”

On radio use in the cell:

- (8) Asked whether people in the cell typically own and listen to radios, he responds, “Yes, the majority do. They listen to news programs related to the country’s development. There are a lot of teachings provided.” Asked if they prefer reading or listening to the radio, typically, he responds, “They also like reading, but they don’t have places to read. They are related. Radio is to know different types of news and programs related to development. If they also have books, that would be important to supplement [what they hear on the radio]. The problem is that we do not have a library. If we did, the same number of people would read as the number that listen to the radio.”

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

On the value of reading:

- (9) Asked his opinion of the value of reading, he responds, “Reading is important because it helps you to know different information from inside or outside this country; news about the whole world’s development, inside and outside Rwanda. You learn about how to develop yourself because you read about what happens elsewhere and apply it. You learn the history of different people, and you become developed.”
- (10) Asked why children should be encouraged to read more, he responds, “So that is the focal point of development. Children are supposed to be encouraged because, according to the world now and to Rwanda, everyone should know how to read and write, use the radio, and use the television so that we can learn how countries develop. How the country can develop using its small amount of land, and knowledge. If we train our community members, they can develop themselves and ease our way of leading them. Depending on the information, it can help us reach a level of [capacity in] research because you cannot do this if you cannot read and write.

On teaching a child how to read:

- (11) Asked about the best way to teach a child how to read, he responds, “First, show a child tangible resources and materials. Then, tell him or her what they are called. Show them the use; show them how things work then, after they have seen these things, show the child how to write the name of that thing. Then they will not be able to forget it. If they forget it, show them again. It can help the child know the thing better. It is difficult without teaching aids – so materials are the primary need. We have a challenge because we don’t have those materials in this cell.”
- Asked about the best texts for children to read, he responds, “Texts related to history of the world or Rwanda, and texts that are funny because these texts help a child rest his or her mind. When a child is tired, you have to change lessons, show him/her funny things so that he/she can renew his/her mind. When someone is happy and they are studying, it will help them learn. When your brain is not happy, it will not learn. We need things to reduce children’s stress.”

On how reading affects the lives of people living in the cell:

- (12) Asked whether there is a difference between the lives of people who read and the lives of people who cannot read in this cell, he responds, "There is a big difference. Those who know how to read are open-minded. They can differentiate between different things, read a book and understand it. But for the person who does not know how to read, this is impossible. He/she does not have the same use of saving, talking of harvest, using resources. If we could have an opportunity to all know how to read, we would have a better economy than we have today. But we still have a problem of classes for adults to learn to read and write, in order to increase the number of open-minded community members. When people learn to read, they will help us bring up children in a way that is effective."

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

On what is needed to enhance children's literacy:

- (13) When asked about what is needed to enhance children's literacy in the cell, he responded that the cell needs "nursery schools that have support and enough resources/materials, but also payment for teachers because parents have not yet understood the purpose of sending these children to primary schools. The government has not taken initiative. Parents are supposed to pay, and this has a negative effect. Few children go - they have open-minded parents. Others don't come. This brings about negative effects on P1 students because they are constantly catching up."

On efforts to acquire reading resources and improve adult/children's literacy in the cell:

- (14) Asked whether any resources should be spent on acquiring more reading materials for the cell, he responds, "We have never had such means because books are expensive. We cannot buy books when we do not have a place to put them."
- Asked whether any organizations besides World Vision (discussed earlier) had made any efforts to improve literacy in the cell, he responds that that was the only one.
- Asked whether community members could support the process of acquiring reading materials in any way, he responds, "All I can say is that if we get support, someone could build it. That would be umuganda. They can do activities using their own hands to contribute to development."

Module 5: Perceptions of Literacy Boost

On the idea of book banks:

- (15) "It could be good for us because it could help increase the children in nursery schools. The main problem we have is the few children we have in those schools - we want the children to have a certain foundation and not be a burden on parents. We can teach parents to use these books, and mobilize community members. We find the number of children who go to nursery school is not more than 20. Their teachers are not trained and do not have enough materials for their students. This development would be a blessing for this cell; it would be much better than what we have today."
- (16) "We still have problems with children who take drugs to imitate their parents. If they start at nursery school, it can mobilize those parents and students, show them

negative effects of drugs that cause people to think less and reach less development. Drugs try to take back the country and the cell. They cause students to not attend school. Some who take drugs are raping children, who then experience unwanted pregnancy.” When asked which drug is problematic in this area, he says that it is Kanyanga. When asked about the age when children are using these drugs, he says, “There are few children. The number is higher in secondary. They don’t take them at school – they take them at home before. Those are some of the things that make us slide backwards in our development. At school, they are teaching students about the effects of drugs. The students only take them at home, usually after school.”

- (17) Asked about the best place to store reading materials to make them easily accessible to everyone in the cell, he responds, “This cell has seven villages. For the children, the nearest place is the village office. Because the children who would like to use it are still young – if they have to travel long distances, there will not be a good outcome. They would need to eat or carry food. So we would need 7 libraries, one in each of the villages.”

On the idea of gathering parents:

- (18) This would be “good because parents can come and read books. If parents read and then they know the value of reading, they will learn things that contribute to their development. They can teach these things to their children. The child will also be interested in reading on his/her own; if a child sees what a parent is interested in, the child becomes interested in it, too.

On the idea of reading camps:

- (19) “That would be a good event because the older youth know the importance of reading and writing. With these two groups in the same place, the older youth can tell the younger the importance of reading. They can tell stories. The younger children will be curious to discover more about what they are being told.”

On Save the Children’s Literacy Boost program:

- (20) Asked if he had ever heard of the literacy boost program, he responds, “I have heard of it but it does not operate here. I have never heard of its programs in this sector. I heard about it over the radio. Their programs include children: I was going to ask you, because a child is the future nation, the focal point of the world. Once a child is brought up in the best way, it can bring about development in the best way. Without that, we cannot have development in our cell, our country, or the world. I thank you very much but I think that the most pressing problem here is our nursery schools. The teachers are not paid anything. If that can be solved and they can get materials to use, we would remain with the problem of fighting against drugs. Some who take drugs, it depends on the way that they were brought up, or on the fact that they have nothing to do. The idle ones are the ones who take these drugs. They are influenced by their parents. If these two problems are solved, we will have a better generation.”

SSI 25: NYIRABIZIMANA Christine, deputy teacher (2nd to the head teacher), Nyabishambi G.S., Nyabishambi cell, Shangasha sector

The head teacher at this school was not available, so we interviewed the deputy (second to the head teacher).

Module 1: Cell/Sector Background Information and Contextual Questions

(1) On story-telling:

Asked whether story-telling is a popular activity in this area, she responds, "That is popular, most especially here at school because we have different newspapers. We pay a publishing fee for Nyampinga and others. Last year, we managed to pay the membership, but this year we have not managed to pay it. Last year, we paid 30,000 Rwf for the whole year.

(2) On gatherings in the cell:

Asked about when people in the area typically gather, she responds, "They normally meet during community work and village meetings."

Asked whether the school hosts any events for parents, she says, "At this school, we don't have parents evening. It happens outside the school." Asked whether parents are enthusiastic about attending the event, she says that they are.

(3) On the availability of reading materials at school:

Asked about whether there is a school library, she says that there is a library where the children are allowed to go to read. They are allowed to bring books home, but there are not enough. There are books related to the courses, but some others have stories. There are not enough of these stories for all of the students. Asked what language these books tend to be in, she says that they are mainly in Kinyarwanda books (and shows us examples of children's storybooks in Kinyarwanda).

Module 2: Reading and Literacy Practices

(4) On when people in the cell need to use their reading skills:

Asked when people typically need to read in their daily life, she says that she does not know specific places.

(5) On her personal reading habits:

Asked whether she likes reading books or newspapers, she responds, "I like reading them. I normally read newspapers and books like these (pointing to the children's books). I read the newspapers given to us last year, and the books in the library." When asked whether the school pays for these materials, she says that the materials are given to the school for free.

Module 3: Attitudes and Beliefs: Reading, Literacy, Acquiring Reading Skills and Materials

(6) On the value of reading:

Asked her opinion of the value of reading, she responds, "Reading has a strong value. If someone knows how to read and write, they can use signposts and gain more knowledge. Asked why children should be encouraged to read more, she responds, "In order for them to be more open-minded."

(7) Asked if there is a difference between the lives of people who know how to read and those who don't she responds, "Yes, there is a difference. A person who knows how to read and write is likely to direct him or herself. Even in outside life, he or she is different from someone who doesn't know how to read or write."

Asked how increased literacy would affect life in the cell as a whole, she responds that "Their lives can completely change, because they reach a new level of development."

Asked whether children who know how to read have different opportunities from those who don't know how to read, she says that, "The students who complete S3 can join technical schools much more easily."

(8) On the best way to teach a child how to read:

"The first thing is to get all of the materials. I had an opportunity to study education. If I am teaching words in Kinyarwanda, the best way for a child to learn is to have a small number of children in class so it is easier to follow up on students in class. If you have enough materials for each student, it is easier for the teacher. Our main obstacle is the lack of materials."

Asked what the best texts for children are, she responds, "Words written in script form are easier for children to read."

(9) On what is most needed to enhance children's literacy:

Asked about what is needed to enhance children's literacy, she says, "Most especially, children need materials. We also need books." Asked what materials she is referring to, she explains, "I mean for both students and teachers. For children, we need notebooks, pencils, and pens. For teachers, we need books."

(10) On whether adults are interested in acquiring more reading materials and improving their/their children's reading abilities:

When asked if adults are interested in acquiring more reading materials, she responds, "They show interest. There are classes for the older people." When asked if they are enthusiastic about becoming better readers, she explains, "They no longer attend those classes because they lack resources." When asked whether the classes have stopped, she says that they have, because "Last year they were not going well because teachers weren't paid, so they were discouraged." When asked if the classes are going to start again soon, she responds, "If they get support, they will be restarted. Many people were attending before."

(11) Asked whether adults are motivated to help improve literacy in the cell, she says, "Some of them don't know how to read and write. Those who do know how to read and write do not have access to reading materials." Asked whether they place a high value on their children learning how to read, she says they do.

Asked whether parents help with homework or help their children read in the evening, she says that there is a program in which children bring their homework home and their parents are supposed to sign it to indicate that the children did the work. The majority of parents do not sign. She says that this means that they do not help their children. Asked whether students tend to get help from their siblings, she says that they do.

Module 4: Cell/Sector Funding Priorities, Challenges, and Attempts to Acquire Reading Materials

(12) On the process of acquiring reading materials for the school:

Asked about how the school would go about acquiring more reading materials, she says, "The final decision can be made by the head teacher, but the school has no money. The budget comes from the government for each child." Asked how this budget is typically spent, she says that the school gets to decide. Last year, "we spent it on constructing more classrooms because we have a secondary school here."

(13) On the most pressing needs for investments in education:

Asked about the most needed investments in the cell for education, she says that the biggest need is for materials.

(14) On past efforts to improve literacy in the cell:

Asked to describe any past efforts to provide reading materials or otherwise improve literacy in the cell, she says that World Vision provided materials for students, but that that program ended two years ago. They provided blank notebooks, and all of those have now been filled. They didn't provide textbooks or storybooks. In addition to providing blank notebooks, they helped with the construction of more primary school classrooms. Asked whether any other organizations have made an effort to improve literacy, she says no.

Module 5: Perceptions of Literacy Boost

(15) On the idea of book banks:

"That would be a great action, because it would help those who have been dropping out of school. If parents can see the materials in the library, they can encourage their children to go back to school." When asked if she can foresee any obstacles to the implementation of such a program, she says, "I don't think so, because we would try to implement the program ourselves."

Asked about the best place to store books to make them easily accessible to all people in the cell, she says that the best place would be at the school. They do not have electricity there.

(16) On the idea of gathering parents:

"That can be a very important event because it can encourage children to use reading more, because their parents are involved." When asked if she can foresee any obstacles to the implementation of such a program, she says, "Some of the parents would not attend because they have work to do."

(17) On the idea of reading camps:

"It can be an important event because if the young children see that the older ones are enthusiastic, they will be more enthusiastic too." When asked if she can foresee any obstacles, she says, "If you start it here, I think there would be no obstacles. If you look at parents from here, they have little means but they enjoy reading." When asked whether parents would be willing to send their children to these events instead of doing housework, she says that they would be.

Appendix V. Knowledge Profiles Per Sector

1. Cyumba Sector						
Source:	Observational Report		Cell Executive	SEO	Students	
<i>Cell</i>	<i>Nyakabu ngo</i>	<i>Rwankonjo</i>	<i>Nyakabungo</i>	-	<i>Nyakabungo</i>	<i>Rwankonjo</i>
Is there a library at the sector level?	Yes		-	Yes	Not aware	Not aware
Is there a library at the cell level?	No		No	No	Not aware	Not aware
Are students allowed to borrow books from the school library?	No		Yes	Yes	Yes	Yes
Is the public allowed to borrow books from the school library?	No		No	No	-	-
Does the school library contain books that are not schoolbooks?	No		No	No	Not aware	Not aware
Are there newspapers available at the sector level?	Yes		-	Yes	-	Unfamiliar
Are there newspapers available at the cell level?	No	No	No	-		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

2. Kageyo Sector							
Source:	Observational Report		Deputy Headmaster	SEO	Cell Exec	Students	
<i>Cell</i>	<i>Gihe mbe</i>	<i>Muhondo</i>	<i>Muhondo</i>	-	<i>Gihembe</i>	<i>Gihembe</i>	<i>Muhondo</i>
Is there a library at the sector level?	Yes		-	Yes	Yes	-	-
Is there a library at the cell level?	No		-	-	No	-	-
Are students allowed to borrow books from the school library?	No		Yes	Yes	-	Yes	Yes
Is the public allowed to borrow books from the school library?	No		No	No	-	-	-
Does the school library contain books that are not schoolbooks?	No		Yes	Yes	-	-	Not aware
Are there newspapers available at the sector level?	No		-	Yes	-	Yes	Unfamiliar
Are there newspapers available at the cell level?	No	No	-	-	No		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

3. Manyagiro Sector						
Source:	Observational Report		Head Teacher	Cell Executive	Students	
<i>Cell</i>	<i>Kabuga</i>	<i>Nyarigafumba</i>	<i>Kabuga</i>	<i>Kabuga</i>	<i>Kabuga</i>	<i>Nyarigafumba</i>
Is there a library at the sector level?	Yes		-	Yes	Not aware	Not aware
Is there a library at the cell level?	No		-	No	Not aware	Not aware
Are students allowed to borrow books from the school library?	No		No	No	-	-
Is the public allowed to borrow books from the school library?	No		No	No	-	-
Does the school library contain books that are not schoolbooks?	No		No	No	Not aware	Not aware
Are there newspapers available at the sector level?	No		-	-	-	-
Are there newspapers available at the cell level?	No	No	-	No		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

4. Mutete Sector							
Source:	Observational Report		Head Teacher	Social Affairs/ SEO	Cell Exec	Students	
<i>Cell</i>	<i>Mutandi</i>	<i>Gaseke</i>	<i>Gaseke</i>	-	<i>Mutandi</i>	<i>Mutandi</i>	<i>Gaseke</i>
Is there a library at the sector level?	Yes		-	Yes	-	Not aware	-
Is there a library at the cell level?	No		-	-	No	Not aware	-
Are students allowed to borrow books from the school library?	No		No	-	Yes	-	-
Is the public allowed to borrow books from the school library?	No		No	-	No	-	-
Does the school library contain books that are not schoolbooks?	No		No	Yes	No	Not aware	Not aware
Are there newspapers available at the sector level?	Yes		-	Yes	-	Yes	Yes
Are there newspapers available at the cell level?	No	Yes	No	-	No		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

5. Rubaya								
Source:	Observational Report		Headmaster	Cell Exec	Teacher	Cell Exec	Students	
Cell	Muguramo	Nyamiyaga	Muguramo	Muguramo	Nyamiyaga	Nyamiyaga	Nyamiyaga	Muguramo
Is there a library at the sector level?	No		-	-	-	-	-	Not aware
Is there a library at the cell level?	No		-	-	-	-	-	Not aware
Are students allowed to borrow books from the school library?	Yes		-	-	-	-	Yes	Yes
Is the public allowed to borrow books from the school library?	No		-	Yes	-	Yes	-	-
Does the school library contain books that are not schoolbooks?	No		-	-	-	-	-	Unfamiliar
Are there newspapers available at the sector level?	Yes		-	-	-	-	Unfamiliar	-
Are there newspapers available at the cell level?	Yes	No	-	No	No	No		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource

on the part of the respondent.

6. Rushaki						
Source:	Observational Report		Cell Executive	SEO	Students	
Cell	Gitega	Kamutora	Kamutora	-	Gitega	Kamutora
Is there a library at the sector level?	Yes		-	Yes	-	not aware
Is there a library at the cell level?	No		Yes	-	-	not aware
Are students allowed to borrow books from the school library?	No		No	Yes	-	-
Is the public allowed to borrow books from the school library?	No		No	-	-	-
Does the school library contain books that are not schoolbooks?	No		No	-	-	unfamiliar
Are there newspapers available at the sector level?	Yes		-	Yes	unfamiliar	-
Are there newspapers available at the cell level?	No	No	Yes	-		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

7. Rutare						
Source:	Observational Report		Cell executive	SEO	Students	
<i>Cell</i>	<i>Bikumba</i>	<i>Nkoto</i>	<i>Nkoto</i>	-	<i>Bikumba</i>	<i>Nkoto</i>
Is there a library at the sector level?	Yes		-	Yes	Not aware	-
Is there a library at the cell level?	No		No	-	Not aware	-
Are students allowed to borrow books from the school library?	No		No	-	Yes	-
Is the public allowed to borrow books from the school library?	No		-	-	-	-
Does the school library contain books that are not schoolbooks?	No		-	-	Unfamiliar	-
Are there newspapers available at the sector level?	Yes		-	yes	-	Unfamiliar
Are there newspapers available at the cell level?	No	Yes	No	-		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

8. Rwamiko							
Source:	Observational Report		SEO	Cell Executive	Teacher	Students	
<i>Cell</i>	<i>Nyagahinga</i>	<i>Kigabiro</i>	-	<i>Kigabiro</i>	<i>Nyagahinga</i>	<i>Kigabiro</i>	<i>Nyagahinga</i>
Is there a library at the sector level?	Yes		Yes	-	No	Unaware	Unaware
Is there a library at the cell level?	No		-	No	No	Unaware	Unaware
Are students allowed to borrow books from the school library?	No		-	Yes	Yes	Unaware	no
Is the public allowed to borrow books from the school library?	No		-	-	No	-	-
Does the school library contain books that are not schoolbooks?	No		-	-	No	Unfamiliar	Yes
Are there newspapers available at the sector level?	Yes		Yes	-	-	-	-
Are there newspapers available at the cell level?	No	No	-	No	-		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.

9. Shangasha							
Source:	Observational Report		SEO	Cell Executive	Deputy Head Teacher	Students	
<i>Cell</i>	<i>Bushara</i>	<i>Nyabishambi</i>	-	<i>Nyabishambi</i>	<i>Nyabishambi</i>	<i>Nyabishambi</i>	<i>Bushara</i>
Is there a library at the sector level?	No		Yes	-	-	-	-
Is there a library at the cell level?	Yes		-	No	-	-	-
Are students allowed to borrow books from the school library?	No		Yes	Yes	Yes	-	Yes
Is the public allowed to borrow books from the school library?	No		-	No	-	-	-
Does the school library contain books that are not schoolbooks?	No		-	No	-	-	-
Are there newspapers available at the sector level?	Yes		Yes	-	-	Yes	Unfamiliar
Are there newspapers available at the cell level?	Yes	No	-	No	No		

Note: a dash (-) indicates that we do not have information from this particular source on this topic. "Not aware" indicates that this topic was discussed but the respondents were not aware of the available resources. Highlighted boxes indicate a lack of awareness of a possibly available resource on the part of the respondent.