

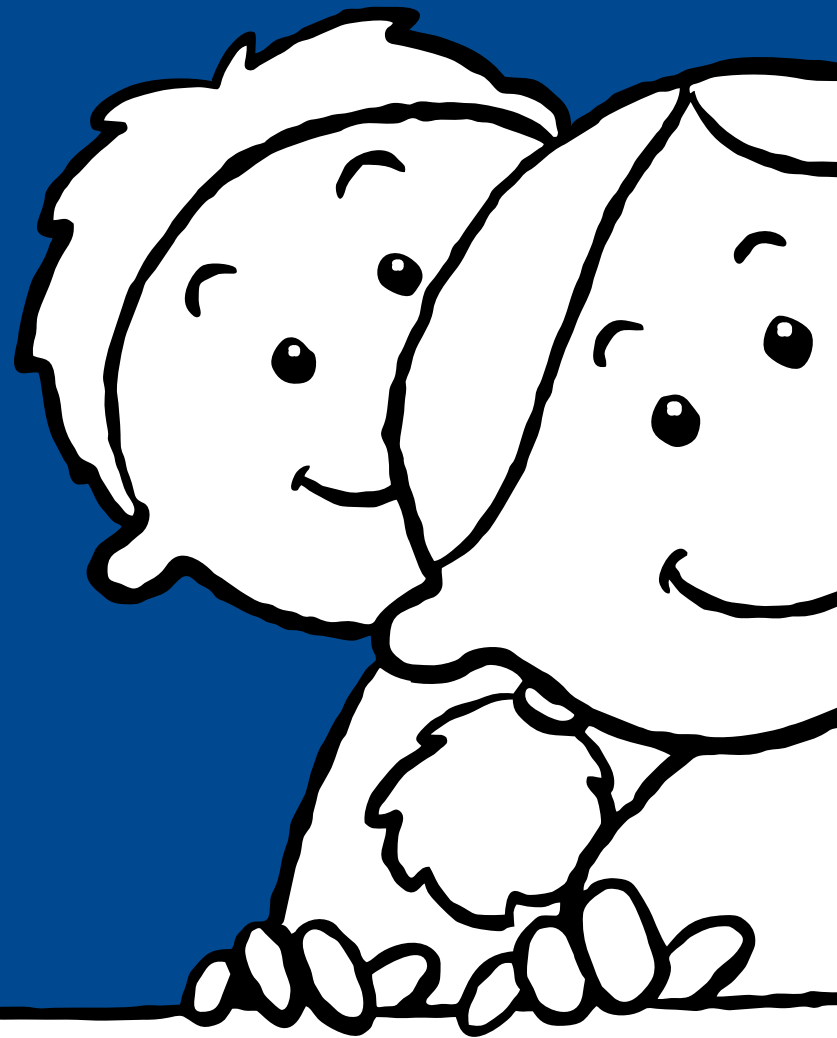


USAID | **NEPAL**
FROM THE AMERICAN PEOPLE



MINISTRY OF EDUCATION

QUALITATIVE RESEARCH FOR EARLY GRADE READING PROGRAM IN NEPAL



JULY - NOVEMBER 2015

This publication was produced for review by the United States Agency for International Development. It was prepared by Another Option LLC and Group for Technical Assistance.

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

DEO	District Education Officer
DOE	Department of Education
ECD/PPC	Early Child Development/Pre Primary Centre
EGR	Early Grade Reading
EGRRA	Early Grade Reading Research Assessment
EGRP	Early Grade Reading Program
EMES-TOS	Education Management Efficiency Study and Teachers Observation Study
GBV	Gender-Based Violence
GON	Government of Nepal
MOE	Ministry of Education
PTA	Parent-Teacher Association
SBCC	Social and Behavior Change Communication
SFP	School Feeding Program
SLC	School Learning Certificate
SMC	School Management Committee
USAID	United States Agency for International Development

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Another Option appreciates the support of the Government of Nepal's Ministry of Education and Department of Education and USAID/Nepal, Office of Education as well as the parents, teachers, and community leaders that gave of their time and shared their innermost thoughts to help us design a social and behavior change communication program that makes early grade reading not just a dream but an obtainable reality.

Another Option LLC

16 November 2015

EXECUTIVE SUMMARY

Humans are generally considered rational beings; however their observed behaviors and the choices they make sometimes cast doubt on this premise. The private sector annually invests billions of dollars into campaigns and activities aimed at changing the attitudes and behaviors of rational people so that they will think and act differently. Too often these initiatives fail because the approach is based on the rationale that “if we tell them the right information they will do it” instead of identifying the underlying motivations and beliefs (personal, cultural, and social) that influence their behavior.

Effective social and behavior change communication (SBCC) is both theory-based (social science) and evidence-based (data, qualitative and quantitative research). To design an effective behavior change program we must know as much as we possibly can about our audience(s). Research gives us information about what they know (quantitative), and what they believe and what motivates them (qualitative) to behave the way they do.

For the social and behavior change component of the Early Grade Reading in Nepal Task Order, after conducting an Early Grade Reading Research Assessment (EGRRA) found in Annex A and a literature review on early grade reading communication programs, a qualitative research study was designed and conducted to fill in the gaps or missing data and to provide insights on what motivates and influences our audiences’ behaviors. From the qualitative research we gained insights on parents’ values and beliefs that motivate their actions and decision-making related to their children’s education, and how social and cultural norms affect their behaviors and practices.

TARGET AUDIENCES

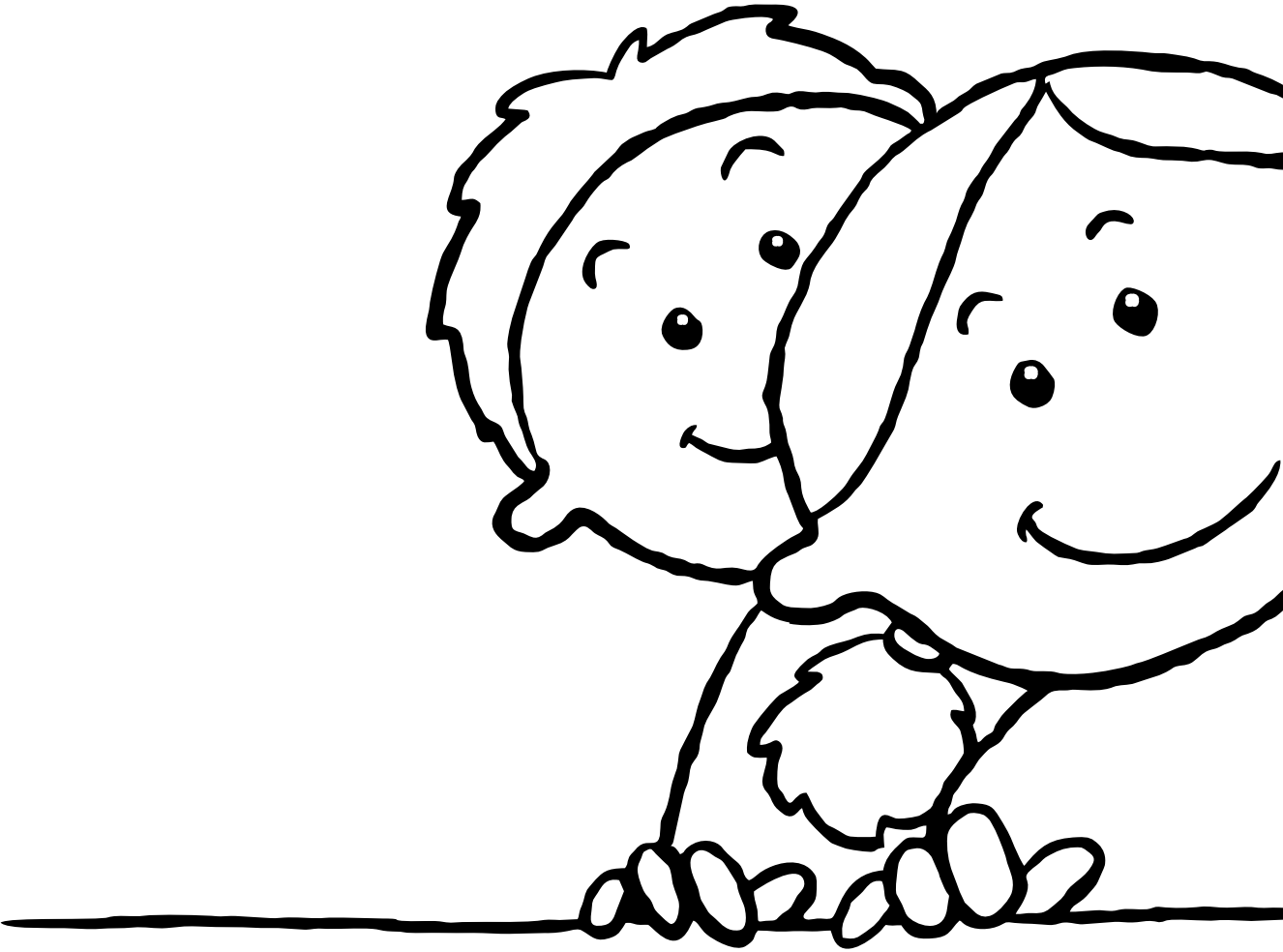
The primary audiences of the USAID-funded Early Grade Reading Program in Nepal are parents of children in grades 1-3 from minority ethnic populations, e.g., Madhesi, Janajati, Dalit, and Muslim, and teachers of minority ethnic populations in grades 1-3. For the research study, parents living in the western hills and far west terai were the focus of the interviews.

Secondary audiences were head teachers and District Education Officers (DEOs), members of Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), community leaders, and the media.

The research was conducted in urban and rural settings in two districts, Banke (terai) and Kaski (hill). The Research Protocol and Discussion Guides are found in Annex B and Annex C of this report.

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I. KEY FINDINGS

I.1 PRIMARY AUDIENCES

PARENTS

Parents interviewed for the survey were mothers and fathers of children in grades 1-3 that were from the targeted ethnic minority populations.

ECONOMICS AND THE ROLE OF EDUCATION

The overarching concern or fear that impacted all of the parents' decision-making was lack of income. Economics permeates every aspect of their lives ranging from food security to having a place to live to where to find work. It influences whether a child can go to school – some children start work as young as 10 years old – because parents are constantly moving to find

work, and education fees and costs are prohibitive. As parents, their main fear was the inability to earn sufficient income to meet expenses to cover health care, adequate food, a secure home and their children's education.

Parents in urban and rural settings in both geographic regions were convinced that the path to financial security and stability and a good life was education. They wanted their children to enjoy a much better life than they did. Parents from both districts firmly believed that they suffered from not having a decent, well-paying job as a result of the shortcomings in or their lack of education. They did not want the same for their children and they wished their children would be decently employed and recognized

as outstanding persons in their communities.

Parents and teachers agreed that education was a bridge to address gender and ethnic discrimination, improve financial security, and meet parents' dreams for their children to be prominent community members. What the parents did not seem to fully comprehend was the level of involvement and time the parents must commit to their children's education to realize their aspirations. Though parents did what they believed was necessary, it has not been enough or met educators' expectations. Teachers indicated in their responses that they felt that the parents did not realize the significance of the role they must play in their children's education. This would include

reducing or shifting home chores and responsibilities of daughters so they could study or even attend school, setting aside reading and study time at home for children, and assuring children are fed to support their bodies and minds.

GENDER

Economics also affected decisions related to when daughters should marry, education service delivery, and quality of schools and education. Parents, unanimous among mothers, desired their daughters to have equal opportunities as their sons in terms of education, marrying later in life and finding employment outside the home. At the same time, they were troubled by the gender discrimination and ethnic bias they personally experienced and worried their daughters' would also face this.

Gender-based violence (GBV) is not uncommon and women reported being beaten or burned for infractions such as not getting pregnant. A reporter from a regional media outlet talked about it as a cultural norm; he and other media representatives reported burnings regularly but it did little to deter them from happening.

FEELING OF INADEQUACY IN EDUCATION MATTERS

Mothers and fathers discussed their feelings of inadequacy and low esteem over their inability to adequately provide for their children's education. Generally, they openly admitted sharing their concerns about school-related problems with other parents in similar circumstances. Parents (men and women depending on ethnic population) talked to the teachers

but felt inadequate in understanding what they should or could do, while a few mothers expressed that they felt there was an ethnic bias towards them.

In a few instances, the mothers expressed frustration that they did what they thought the teachers had indicated they should do, but were criticized for their children's performance. The teacher's instructions were misunderstood. Teachers and parents' responses show the gap that exists between the two audiences in communicating and understanding.

TEACHERS

Teachers interviewed were teachers of students in grades 1-3 from the ethnic minority populations. Teachers were not necessarily from these ethnic minority populations.

VALUE OF EDUCATION AND TIME COMMITMENT

Teachers at all levels were concerned that most parents did not appreciate the critical role they must play in their children's education. They observed that parents' educational status (and awareness of the importance of education) greatly influenced their attitudes towards their children's education.

COMMUNICATION BETWEEN PARENTS AND TEACHERS

Teachers complained about the difficulties they found in trying to communicate with parents on matters related to their children's education. Since most parents never visited the school because of cultural norms or time constraints from their

own jobs, teachers often had to make home visits to better understand the children's situation and interact with parents.

There was an underlying frustration teachers had with parents, and they repeatedly said that if the parents heeded their advice, things would be better. A common finding among professionals in all sectors (i.e., doctors, teachers, engineers) and certainly not unique to teachers is: "listen to me and you'll know what to do."

1.2 SECONDARY TARGET AUDIENCES

HEAD TEACHERS AND DISTRICT EDUCATION OFFICERS (DEO)

The whole spectrum of education officials, from classroom teachers to district education officers, identified social and cultural issues as well as economic concerns that affect the children's education. The key concerns ranged from distance students need to travel to go to school, to limited finances, to family's relocation to find work, to children coming to school hungry.

- The long distance children traveled to and from school, compounded by the poor condition of the roads, which could be muddy and impassable during monsoon season
- Poverty reflected in parents' inability to afford school stationery and uniforms and provide meals and snacks

- Parents’ prioritizing income earning activities over education – children’s education is often sacrificed if there were opportunities for them to supplement household income with seasonal work, or if they had to remain at home looking after younger siblings while parents were out trying to earn an income
- Parents relocate to find employment, causing disruption in children’s education by frequent changes of schools
- Language barriers – mother tongue at home and Nepali in school, with many of the teachers not fluent in the mother tongue
- Gender discrimination against females in access to education, with girls being required to do chores after school, staying home to care for younger siblings, and stopping school when they reach puberty

EDUCATION AS AN EQUALIZER

On a positive note, one head teacher saw school as a great socio-economic and cultural equalizer. Students did not perceive ethnic differences when in class; their social interaction was just children playing and studying with other children.

PARENT-TEACHER ASSOCIATIONS AND SCHOOL MANAGEMENT COMMITTEES

There were vastly different opinions about PTAs and SMCs. They were either not known by our target parents or were seen by teachers as being too political. In some districts, PTA and SMC had been discontinued. A selection of teachers,

community leaders, and parents did not attend or participate in the meetings, or did not value their role. One teacher referred to them as “an idea from Scandinavia” and not part of the Nepal practice. However, certain community leaders expressed the value of the PTA, and a younger teacher felt they were very worthwhile.

DROP-OUT INFLUENCERS

Teachers, head teachers, and DEOs were asked to name reasons for high drop-out rates and other deterrents to students receiving an education. In Muslim communities, unlike with Dalits and Janajati, girls were not allowed to attend schools. In other ethnic populations, gender became a problem in higher grades. Parents were not willing to send their daughters to school when they reached puberty because they feared the girls would elope. Drop-outs were also attributed to students’ falling in love and marrying, older students leaving school because they were held back and were embarrassed to be in class with younger students, girls staying home to take care of younger siblings, and child marriage and puberty.

MEDIA

SOCIAL AND CULTURAL NORMS

Regional media representatives offered the most candid evaluation of the social and cultural norms that affected education. The roles and opinions of women within the ethnic populations were identified as major barriers. In Madhesi and Muslim communities, girls do not attend school as frequently, whereas the Dalit and Janajati send their girls to

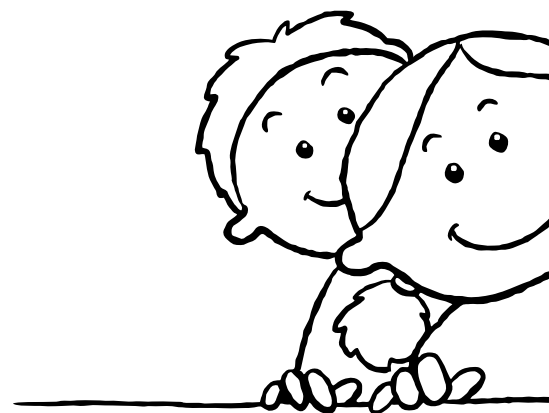
school. Madhesi and Muslim men do not traditionally share information with their wives; as a result women have limited access to information. Since these populations normally do not leave their homes, they are cut off from information and outside influences. The Dalit and Janajati communities are not restricted this way.

GENDER-BASED VIOLENCE

Gender-based violence, i.e., beatings and burning of women for infractions, is normal behavior in specific ethnic populations. It persists even though the media cover cases of GBV in the community. This coverage has little impact on shifting attitudes.

ECONOMICS AND CHILDREN WORKING

Reportedly, in some instances children are kept from school to work with their parents in order to enhance household income. To some parents education was a luxury and one that many could ill afford. Children at 10 years old have been reported to leave school and go work in India.



2. EARLY GRADE READING AND MINISTRY OF EDUCATION

The Ministry of Education (MOE) has focused its education strategy on improving the reading skills of early grade students, especially those from ethnic minority populations. Evidence shows that speaking a language at home and being taught in another language, particularly one that they do not speak or understand well, has impeded students' education progress. Under its bilateral program with the Government of Nepal (GON), the US Agency for International Development (USAID) is funding the Early Grade Reading Program in Nepal (EGRP). This is the initial phase of a three-part strategy to improve service delivery and raise reading skills of all early grade students, including those from ethnic minority populations.

2.1 RESEARCH ASSESSMENT

The EGRP technical team conducted a research assessment of secondary research relevant to early grade reading. The assessment identified several constraints or barriers that limited students' access to education. These barriers can be attributed to social and cultural norms and economic constraints.

- Preference given to the son's education
- Persistent poverty
- Prohibitive education costs
- Children performing household duties

- Shortage of school facilities, especially in rural areas
- Early child marriage
- Limited employment opportunities for women

In retrospect it is obvious, however, a key finding of the Early Grade Reading Research Assessment (EGRRA) is that Nepal is a multilingual country but uses one language, Nepali, for teaching in schools and this has adversely impacted children's ability to learn. Students whose mother tongue is not Nepali but were taught in Nepali were more likely to perform poorly in reading; the terai has the lowest test results than other regions of the country. The EGRRA attributed the underperformance

to the fact that 80 percent of the students in the terai speak a different language at home than they speak in school, and many teachers are not conversant in the mother tongues. This underperformance is reflected in early grade reading test results where primary level students could only correctly read nine words per minute.

With 50 percent of Nepali third grade students unable to understand at a first grade reading level, the disparity begins at an early level and grows throughout their school years, contributing to high drop-out rates. In 2011-2012 drop-out rates were 12 percent. According to a Ministry of Education flash report published in 2012-2013, 69.4 percent of the students enrolled in first grade make it to eighth grade. In 2014, over 70 percent of public school students did not pass the national Grade X (10) School Leaving Certificate (SLC) examination.

QUALITATIVE RESEARCH TO DESIGN THE SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

The Early Grade Reading Program in Nepal has three Intermittent Results (IR). Intermittent Result 3 (IR3) focuses on public awareness among parents on the importance of early grade reading in the education of the child and social mobilization at the community level. The Early Grade Reading Research Assessment conducted by the SBCC technical experts found that there were several quantitative studies conducted among teachers and educators, but there has been no qualitative research conducted among teachers and educators or among parents.

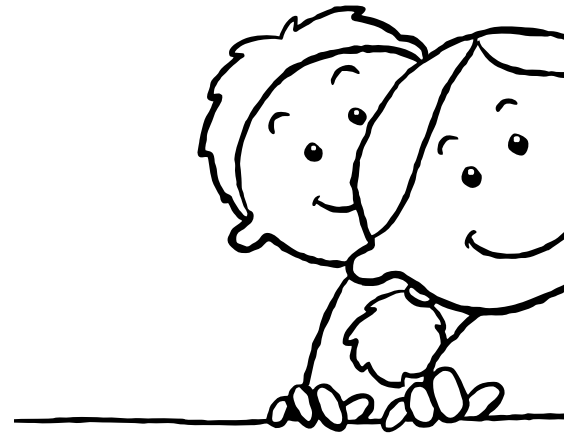
Based on the EGRRA, the team identified holes and gaps in information that would identify the motivations and beliefs that influenced our target audiences' decisions and behaviors. Social and behavior change theories and programs have shown that people do not make decisions based solely on what they know, but are strongly influenced by cultural and social norms (external deterrents) as well as the influence of close associates (internal deterrents). In Nepal, there has been little or no qualitative research to help determine the motivational influences.

The objectives of the qualitative research were to: 1) identify the aspirations and concerns of parents and how these relate to supporting their children's education; 2) define the communities of practice that influence and support parents and children for education and early grade reading; 3) determine social, cultural and political norms (external factors) that may influence education behaviors among targeted socio-economic groups and ethnic populations; and 4) use the data to design the social and behavior change communication strategy to raise awareness of early grade reading.

The research protocol and instruments (Annex B and Annex C) were designed to give us information and evidence to design the SBCC component. Primary audiences were parents (mothers and fathers) of children attending grades 1-3 from both major and minor ethnic groups in Kaski, a western hill district, and Banke, a far western terai district, and teachers of grades 1 – 3 who

taught the students from the ethnic minority populations in these districts and regions.

Secondary audiences were head teachers, district education officers (DEO), community leaders, parents involved in the SMC and PTA, and representatives from the media.



3. KEY FINDINGS OF THE QUALITATIVE RESEARCH

3.1 PARENTS OF CHILDREN IN GRADES 1-3

With respect to parents, their dreams and aspirations focused primarily on the material: a secure job providing regular, steady income to afford a better home and better education for their children. They were convinced that the path to economic stability and a good life was education. They wanted their children to enjoy a much better life than they did. Whether from hill or terai district, these parents firmly believed that they suffered from not having a decent, well-paying job as a result of the shortcomings in or their lack of education. They did not want the same for their children, whom they wished to be

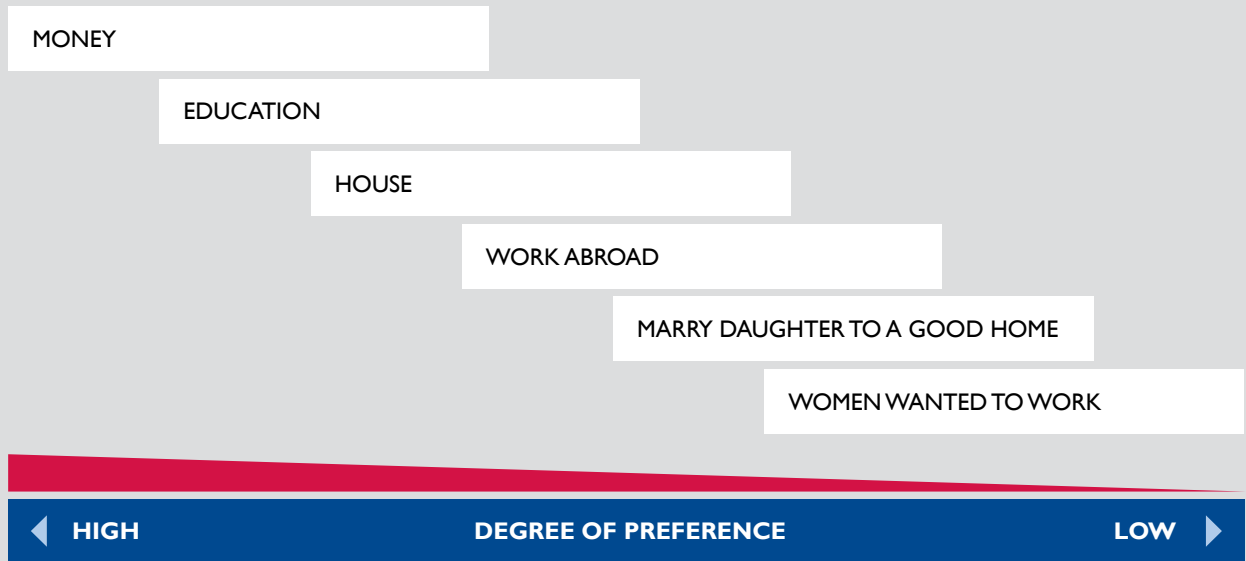
“I always wanted to study and become a teacher but not possible due to poverty. Now I aspire for my children to study and become teachers or work and become famous. I have moved to Hemja from my village in Kaski so that my children can get quality education which was not possible in my village because there are no good schools.”

Parent in Kaski

“I had many dreams, I wanted to build a house. So, we can secure our children’s future as well, they will go to school. I want to educate them and make them big person.”

Parent in Banke

VALUES AND ASPIRATION



ASPIRATION	GAPS	ACTION
INCOME EQUITY		MEN GO ABROAD TO WORK
INCOME TO PAY FOR HEALTHCARE, HOUSE, FOOD, CHILDREN'S EDUCATION	INCOME LOW AND NECESSITIES UNAFFORDABLE: FOOD-SECURITY, HEALTHCARE, HOUSING, SCHOOL FOR ALL CHILDREN	CHILDREN BECOME SOURCE OF EARNING
CHILDREN ATTEND SCHOOL	PARENTS DO NOT UNDERSTAND THEIR CRITICAL ROLE IN THEIR CHILDREN'S EDUCATION	GIRLS GO TO SCHOOL AND HAVE TIME TO STUDY
DAUGHTERS TREATED EQUALLY, MARRY LATER, ABLE TO WORK	GENDER - SON PREFERENCE, GIRLS' DUTIES AT HOME, EARLY MARRIAGE	ENROLL STUDENTS IN PUBLIC OR PRIVATE SCHOOL
WOMEN WORK	NO WORK OPPORTUNITIES FOR WOMEN	
	PUBLIC SCHOOLS DO NOT HAVE INFRASTRUCTURE, LANGUAGE CAPABILITIES, FOOD-SECURITY	

decently employed and recognized as outstanding in their communities.

Most parents wanted their daughters to have equal opportunities as their sons in terms of education, marrying later in life and finding employment outside the home. Other key dreams included good health, a home and food security, all of which depended on regular, decent income.

As parents, their main fear concerned the inability to earn sufficient income to meet expenses to cover health care, adequate food, a secure home and their children's education. They were also troubled by the gender discrimination and ethnic bias they experienced.

“ I have come all the way from my village just to let my children have better opportunities to study. I am worried if I can afford all this in future. I need to support all the school cost and the lunches. I need to pay the rent. I am thinking of going abroad again to support their education. ”

Father in Kaski

Some mothers felt that they had tried their best and did not understand why their children were still not doing well in their studies. They shared their feeling of inadequacy to assist their children.

“ I fear what kind of home my daughter will get when she gets married. ”

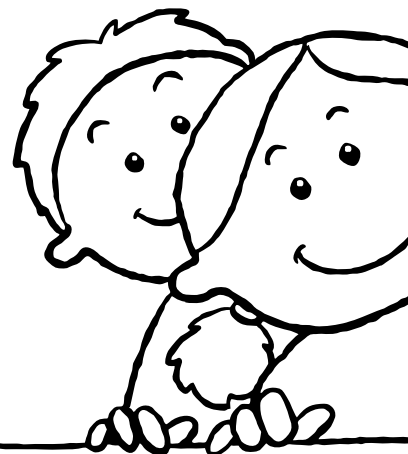
Mother in Banke

“ My biggest fear and concern are people looking down on me. How will my daughter be treated by her in-laws? I was treated very badly by my husband when I did not get pregnant. ”

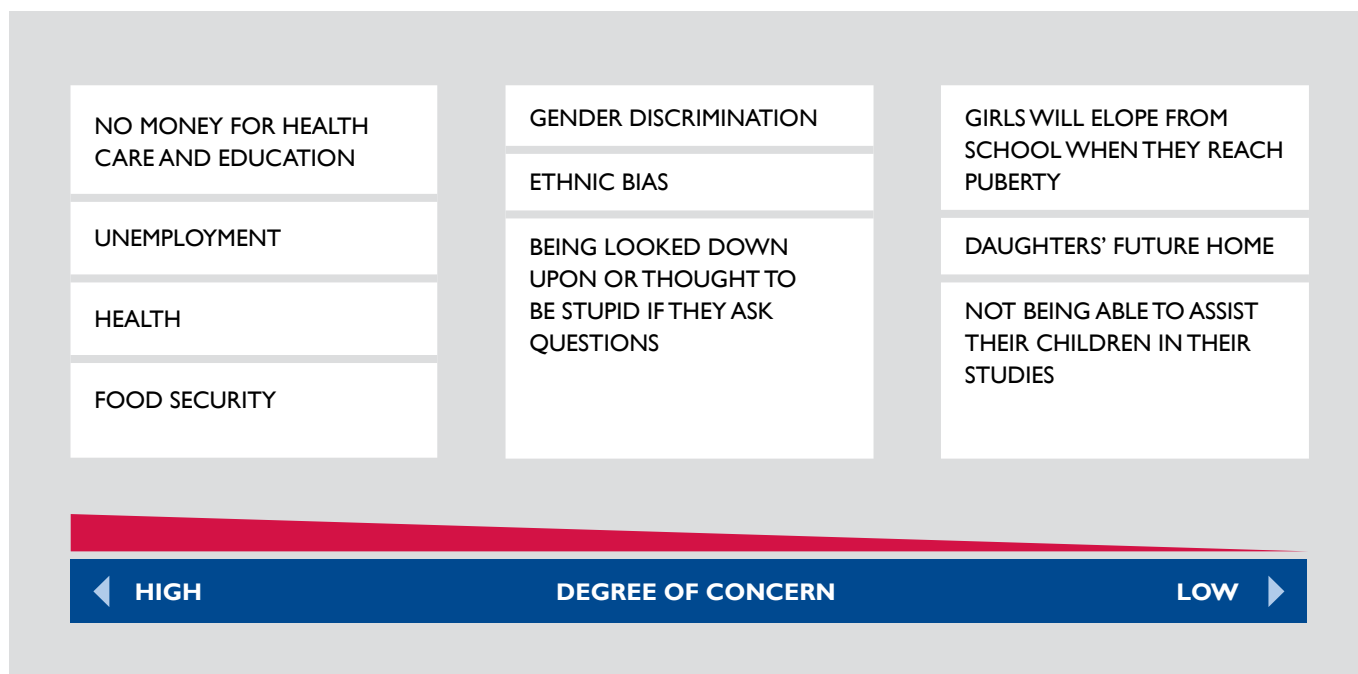
Mother in Kaski

“ When I have the time, I sit with my daughters when they study. It makes me feel good and I feel proud to see their progress. I ask them to study and not just play but if they do not listen to me, I cannot do much. We go to school to ask how our children are doing. The teachers tell me that my children are weak in studies. I give them good food to eat and I do not know why they are weak. ”

Mother in Banke



FEARS AND CONCERNS



3.2 TEACHERS OF GRADES 1-3

Teachers interviewed were concerned that most parents did not appreciate the critical role they must play in their children's education. They also said the parents' educational status (and awareness of the importance of education) greatly influenced their attitudes towards their children's education. Moreover, teachers complained of the difficulties they found in trying to communicate with parents on matters related to their children's education. Since most parents never visited the school, teachers often had to make home visits to better understand the children's situation and interact with parents. For similar reasons, the PTAs were also not very functional. They also complained that the school management committees were political entities, lacking quality

membership with the capacity to look into critical issues related to the education of the children.

Teachers understood the importance of creating a learning-friendly environment in the classroom. They were creative in exploring the use of song, play, drawing and story-telling in addition to reading and writing as

effective teaching tools. They shared the view that the school environment provided the children a wonderful opportunity to learn about equality among castes and helped them to intermingle and understand cultural differences. However, language barriers posed a problem which needs to be addressed.

“ The parents must interact with the teachers more often and ask about their children's progress and take advice. They need to take interest in studies of the children. They should see to their children completing their homework. Also need to provide them with studying environment at home instead of involving them with household work. ”

Teacher in Kaski

4. CRITICAL ISSUES AFFECTING EDUCATION

School attendance was affected by the long distances children must travel to and from school, which was compounded by the poor condition of roads that were often muddy and slippery during monsoon season.

Poverty was an important factor, too, reflected in parents' inability to afford school stationery and uniforms and provide meals and snacks on time. Parents' prioritizing income earning activities over education led to children's education being sacrificed

if there were opportunities for them to supplement household income with seasonal work, or if they had to remain at home looking after younger siblings while parents were out trying to earn an income. The need for parents, even laborers, to relocate in search of employment disrupted children's education through frequent changes of schools.

“ The distance of the school, muddy roads in the monsoon season, the floods, the landslides are the reasons that the children do not come to school regularly. If the schools and the community did something about it, the parents could be in mental peace when the children went to school. ”

Teacher in Banke

The teachers felt that the school provided the children the opportunity to learn about equality among all castes and helped them to intermingle and learn about the different cultures. The language barrier was a deterrent that teachers felt should be addressed.

Community leaders were concerned about Madhesi and Muslim children being unwilling to attend school due

“ Arranging lunch in school, free school uniform, free curriculum books would attract the parents to send the children to school because many do not send because they cannot afford the above. This does not need to be done for lifetime but needs to be done only if the school can see the changes with these facilities. ”

Community leader in Kaski

“ For small children, the language matters a lot. Many come from outside and they speak a different language at home. It is very difficult for them to learn in Nepali and equally difficult for us to teach. Also, their culture is different so it is difficult for them to adjust. The parents do not take interest in the progress. Without the teachers, parents and the children working together, it is very difficult for the child to learn. ”

Class teacher in Hemja

“ In the Madhesi and Muslim communities, the girls are still not sent to schools and also do not allow them out of the house. In the Dalit and Janajati communities the girls are sent to schools. ”

Media Person in Banke

“ Girls are not sent to school after they get their menstruation or if boys tease them in school. ”

Teacher in Banke

to the difficulties in comprehending the language. The language of instruction in schools was Nepali, but children only speak their mother tongue.

In Muslim communities, unlike with Dalits and Janajati, girls were still not allowed to attend schools.

Gender became a problem in higher grades. Parents were unwilling to send daughters to school when they reached puberty for fear they may elope. It was also indicated that drop-out rates resulted from students' falling in love and marrying. Another reason the older children left school was their embarrassment when they were required to join classes of younger students. Girls did not want to come to school without access to sanitary pads, thus having to contend with sanitation hygiene issues.

EXTERNAL DETERRENTS

- GENDER – WOMEN DO NOT LEAVE THEIR HOMES, GIRL EDUCATION, GBV, EARLY MARRIAGE
- SOCIAL STATUS OF ETHNIC POPULATIONS
- CULTURAL PREFERENCE FOR LANGUAGE (MOTHER TONGUE)
- ECONOMIC LIMITATIONS
- EDUCATION SERVICE DELIVERY

INTERNAL DETERRENTS

- EXPERIENCE OF PEERS – PARENTS OF OTHER STUDENTS
- GATEKEEPERS – TEACHERS, EDUCATORS, HEALTH CARE WORKERS, RELIGIOUS LEADERS
- FAMILY MEMBERS AND FRIENDS

INDIVIDUAL BEHAVIOR

- STUDENTS CAN READ IN EARLY GRADES
- STUDENT ATTENDS SCHOOL

4.1 SOURCES OF INFORMATION

Main sources of information can be divided into two groups: interpersonal, i.e., other parents, family members, teachers and friends; and traditional and electronic media such as radio, television, newspapers and the Internet. Credible and reliable sources of information related to education were the DEOs, head teachers, peers, teachers and newspapers.

The status of women in the different ethnic groups was a barrier for their getting information.

In the terai, television was very popular among women confined indoors; they spend their free time watching television serials. They preferred to watch rather than just listen. In the hills, television reception is less prevalent, but people do listen to the radio.

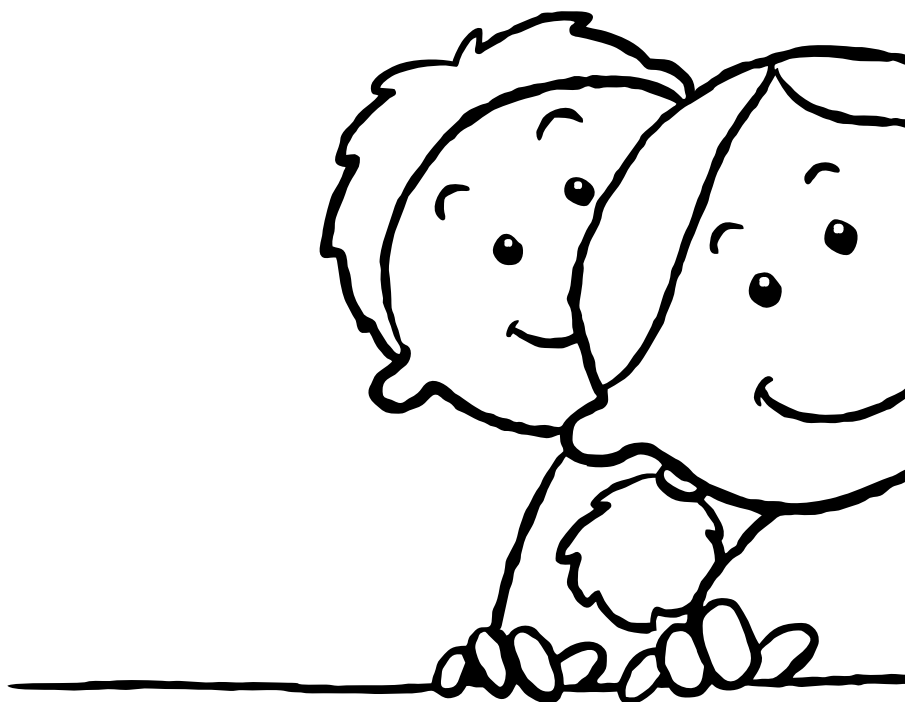
Teachers received their information from both radio and TV, especially programs that focus on different teaching techniques. Teachers asked for information from their head teacher and other teachers (mentors and resources).

“ The Madhesi and Muslim women will have no information because they do not go out of the house and the male members do not share information. In terms of Janajati and others, the women go out and can have access to information. The men are very mobile so they can get information from many. ”

Media Person in Banke

“ We cannot change the financial situation but we can do awareness program about gender for the communities to bring changes. TV is more visual but in radio we can only hear. ”

Teacher in Banke



5. CONCLUSION

Having an adequate income repeatedly stood out as the most important factor in all parents' lives. Economic stability was both the primary dream and aspiration and the primal fear and concern. Parents aspired for financial security and stability and saw education as the link for their children to have a stable, well-paying job and earn sufficient income to enjoy a more secure future.

Even though education was seen as important, parents, according to teachers, do not understand what they need to do to support their children's education. An example of this is that Dalit parents do not hesitate to have their children as wage earners from an early age if the opportunity arises. Similarly, parents who were laborers often re-located

in search of employment, thus disrupting children's education by causing them to frequently change schools and adjust to new learning environments.

Parents were intimidated by teachers and too often did not understand school cultures, including the protocols required of their children as students and their role as parents. Parents turned to other parents to decipher school protocols and teachers' instructions. Teachers in turn felt the parents were not listening to their advice and that if they did listen to them, their children would do better in school.

Most parents limited their responsibility to merely ensuring that children were sent to school. They did not understand the importance

of their role in monitoring the children's progress by interacting with teachers or establishing a routine at home where the child sat quietly to study and do his or her homework. Mothers, being less empowered and educated because of cultural norms, expressed a lack of confidence in understanding what needed to be done to help their children's education behaviors. Although they realized the role education could serve to break them out of the poverty cycle, they did not understand what needed to be done or the level of effort needed to invest in their children's education.

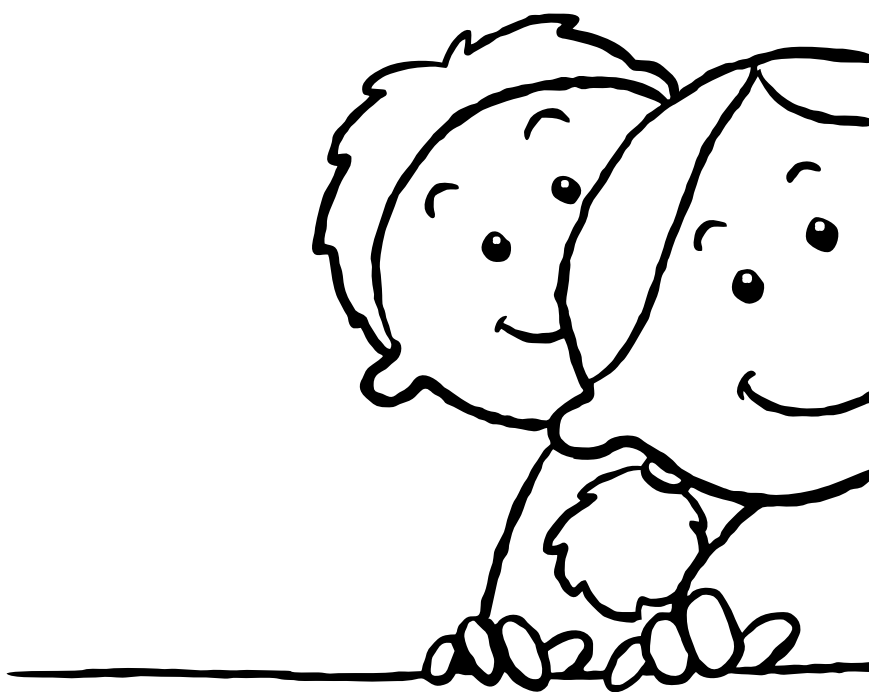
PTAs and SMCs were either not known by our target parents or were seen as too political by others, including classroom teachers. In some districts, PTAs and SMCs

have been discontinued because they were ineffective or perceived as too political. Teachers, community leaders, and parents stated they were not engaged in them or did not value their role. Economic limitations were also a barrier to good education delivery. All levels of teachers – classroom, head teacher, DEO– complained about the lack of funding to address the schools’ service delivery needs and to meet the recommendations made by the PTA and SMC.

In the Muslim community, girls generally were not allowed to attend public school but were sent to madrasas and taught in classes segregated from boys. Among other ethnic populations, gender was not seen as an issue in earlier classes, but problems arose when girls reached higher grades. They did not attend school during their menstrual cycle, because they did not have access to sanitary pads or toilets, which caused hygiene and sanitation problems. Some parents were unwilling to send their daughters to school after they reached puberty out of fear they would elope.

Interpersonal communication by peers (other parents and family and friends) and by teachers was seen as the most effective communication activity for reaching parents. This was followed by mass media, radio and television. Friends were considered credible sources of information. The most trusted sources of information on education were the district education offices, head teachers and teachers. House to house or mobilization were also effective methods for teachers to reach parents, but that is because

parents were either house-bound or working and did not go to parent-teacher meetings. Secondly, parents, especially those with limited or no education experience, were not familiar with school culture that encourages parent-teacher meetings and parent involvement, which contributed to a breakdown in communication and active participation in their children’s education.



ANNEXES

ANNEX A

EARLY GRADE READING RESEARCH ASSESSMENT

EARLY GRADE READING PROGRAM IN NEPAL CONDUCTED IN MAY - JUNE 2015

The Early Grade Reading Program in Nepal conducted an assessment of secondary research on early grade reading. It also conducted a literary review of existing communication materials and public awareness campaigns on early grade reading targeted to parents and teachers of students in grades one through three. The following matrix categorizes the assessment's findings by themes that are relevant to the qualitative research design.

VALUES AND ASPIRATIONS	
Gender equality and social inclusion for food and nutrition security in Nepal World Bank Group – September 2014	Almost all mothers accord a high value to their children's education. They believe that a sound education is a passport to a much more rewarding and stable life. Such education would help secure better employment than their fathers had. "I want to educate my children and make them prosperous like doctors and engineers are." – Janajati mother from Sunsari
Technical Session 2: Community Involvement and Parental Support Cecilia S. Ochoa, MPA / Save the Children – September 2012	Raising parents' and community's focus on children's reading must speak to parents' aspirations for their children—every parent wants their child to learn, and the foundation for all learning is reading.

DETERRENTS

ECOBELT	
Nepal Early Grade Reading Assessment (EGRA) Study EdData – July 21, 2014	The differences in oral reading fluency and reading comprehension across ecobelts were significant, with students in the Terai performing consistently lower. The findings show that status and language spoken at home influence student performance. Additionally, the relationship between school characteristics (i.e. school management, the availability of materials, instructional practice) impacts student reading performance.

SOCIO-ECONOMIC STATUS

<p>Nepal Early Grade Reading Assessment (EGRA) Study EdData – July 21, 2014</p>	<p>Socio-economic status also impacted students' performance in reading. The findings showed that the children in quartile four consistently had higher mean oral reading fluency scores than quartiles one, two, and three.</p>
<p>Gender equality and social inclusion for food and nutrition security in Nepal World Bank Group – September 2014</p>	<p>“One of the concern in my life right now is my children don't go to school, are unwell at times, how will they grow, when will they grow up when to educate them, when to send them to school, I keep on thinking about when will they grow. Right now we do not have anything, we are very poor, and we don't even know if we may be able to educate them, I see people sending their children to school. Rich people send their kids to boarding school, I think I might not even be able to send them to government school, we don't have money. I keep on thinking about how and what to educate them” – Mother from Dhanusha</p>

CASTE AND GENDER

<p>Aikman & Unterhalter (2005)</p>	<p>Some common constraints Son preference Prevalent poverty Schooling costs The burden of household labor Shortage of school facilities, especially in rural areas Cultural and social practices that discriminate against girls, including early marriage Limited employment opportunities for women</p>
<p>Caste, gender and school enrollment: Evidence from the Nepalese Living Standard Survey Margarita Pivovarova – September 2010</p>	<p>The survey showed a significant increase in enrollment rates of young girls from the low castes if they live in communities where the majority of the households belong to privileged castes. The findings suggest that the positive effect of the community caste composition are also seen in the better developed village infrastructure (regular supply of electricity and piped water, presence of all-weather road and quality school facilities in the community).</p>
<p>Assad <i>et al</i> (2010) Gender equality and social inclusion for food and nutrition security in Nepal World Bank Group – September 2014</p>	<p>Child labor is the outcome of social and economic factors, including socio-cultural norms, economic shocks, living conditions and access to services. The substantial burden of girls' domestic work results in lower rates of school attendance. In other words, the need for girls to contribute to domestic work influences parental decision to either keep them away or send to school. The relationship between work and schooling is complicated by the fact that work affects the ability to attend and achieve success in school. Failure in school eventually leads to a child's premature entry into the workplace.</p>

<p>Gender equality and social inclusion for food and nutrition security in Nepal World Bank Group – September 2014</p>	<p>Education – access, quality and universality – is another major concern among all the ethnic populations. Gender bias in providing education is seen as more pronounced in Muslim, Madhesi and Janajati communities. Fathers told the researchers that they are eager “to get rid of their daughters” and that since young brides require smaller dowries, this is an economic incentive for early marriage. More highly-educated females meant parents must find a more educated groom, requiring a larger dowry package.</p>
<p>Brush, L., Shin, J., Shrestha, R., & Tietjen, K. (2011). The School Dropout Prevention Pilot Program: A Review of the Literature. Washington, D.C.: USAID, p. 7.</p>	<p>A paper commissioned by USAID reviewed studies conducted in developing countries in order to identify risk factors for dropout. The research highlighted low achievement, low commitment to school, gender, opportunity cost of education and disabilities as main causative factors. These findings reinforce the need to simultaneously improve attitudes toward education and provide an environment that addresses the needs of all students</p>
<p>IN SCHOOL FACTORS</p>	
<p>Nepal Early Grade Reading Assessment (EGRA) Study EdData– July 21, 2014</p>	<p>Students’ oral reading fluency was related to the characteristics of their classrooms and schools, based on the variables of all five of the EMES-TOS indices— school leadership and management; reading instructional practices; child-centered instructional practices; school approaches to remediation of reading skills; and the availability and use of teaching and learning materials.</p> <p>Whether or not PTAs raised funds for reading improvement was a significant factor. Schools whose PTAs were supportive in this way had average reading fluency scores that were eight wpm higher than those that did not. On average, schools with libraries had Grade 2 oral reading fluency almost nine wpm greater than schools without.</p>

<p>National Early Grade Reading Program – Ministry of Education, Government of Nepal (2014/15- 2019/20)</p>	<p>Inadequate time for task and teaching; learning process being teacher-centered Teachers not teaching according to student reading levels Lack of comprehension and balanced approach to teaching Focus on teaching content rather than developing a clearly identified set of skills Decoding not systematically taught Comprehension not adequately stressed Reading outcomes not regularly assessed Multilevel classrooms with high disparity in reading levels Lack of appropriate materials and practice for developing fluency Teaching not providing for adequate revision and consolidation and specific remediation for weaker students</p>
SYSTEM FACTORS	
<p>National Early Grade Reading Program – MoE (2014/15- 2019/20)</p>	<p>Inadequate instructional time allocated to the teaching learning of Nepali language No clear strategies for accommodating students with limited understanding of Nepali at school entry Inadequate monitoring, supervision and academic support Teacher Professional Development Strategy not working effectively Inadequate focus on learning outcomes and accountability for student learning School-based assessment not focused on skills and outcomes Minimal quality learning conditions Reading not recognized as a distinct and crucial component of the language curriculum Text books with identified limitations</p>
<p>Flash Report 2012/13 Department of Education, Ministry of Education</p>	<p>Almost 56% of new entrants in grade one have attended ECD/PPC classes. Studies have shown visible progress in learning achievement among student enrollment in Grade I with ECD/PPC background. Thus the expansion of ECD/PPC in both communities and schools lays the basic foundation to build a sound early grade reading program</p>

TEACHERS' ATTITUDES AND BELIEFS

Nepal Early Grade Reading Assessment (EGRA) Study
EdData July 21, 2014

Only half the teachers agreed that children should learn how to read first in their mother tongue rather than in Nepali.
More than 90% of teachers agreed that it was good for students to express themselves and ask questions during a lesson.
Teachers were split about 50-50 on whether students should seek clarification from teachers when they don't understand or whether they should work to find the answer themselves.
All agreed that all children should learn to read, however, only 55% of teachers thought all children have the ability to do so.
More than three-quarters of teachers recognized that a student's learning to read depends on the teacher's skill rather than on how clever the child is.
The majority of teachers agreed with many of the statements relating to best practices for reading instruction. The vast majority concurred that children should read outside school; students need to learn characters, syllables and sounds to learn to read; and that struggling students should get most of their attention.
Only 53% agreed that students should learn to read and write at the same time. The other 47% thought, as is commonly misunderstood, that students should learn to read first, then to write.

CHILDREN'S HEALTH AND WELL BEING

DWIT (Deewalk Institute of Technology) News: School Feeding Program in Nepal posted by Dipesh Poudyal in Nov 24, 2014

Nepal government under assistance of WFP (World Food Program) started the first phase of SFP in 2002-2006 in 21 food deficit districts of Far-Western and Mid-Western regions. The main objective of the program was to attract children of poor families to school and to increase attendance of the students, especially of girls. The feeding program has succeeded in increasing the primary school attendance in program-implemented districts. The attendance of boys was 83.2% in 2002 when the program started and it reached 97% in December 2009. Similarly, the girl's attendance was 83.9 % when the program started in 2002 and it reached 92% in December 2009. Thus, the program has had a positive impact on children's health, girl student's enrollment and declination in school dropouts.

Grantham-McGregor, S., Cheung, Y.B., Cueto, S., Glewwe, P., Richter, L., & Strupp, B. (2007). "Developmental Potential in the First Five Years for Children in Developing Countries". *The Lancet* 369 (9555): 60-70

Many children in developing countries face multiple risks, such as poverty, malnutrition, poor health and inadequate stimulation in home environments. These significantly affect cognitive and non-cognitive development, ultimately resulting in strong negative impacts on learning outcomes.

CONCLUSION

The research studies reviewed point clearly to the need for the Early Grade Reading Program to incorporate the following key ideas:

- Reading is complex. It is a cognitive, social and cultural activity. Its development leads to literacy which is at once an individual competence, social act and a cultural tool. Wagner 1993; new 2001

Therefore we must link reading to life in content and activity.

Cecilia S. Ochoa, Save the Children, September 2012

(The formative research questions will address the aspirations of the parents and the influencers, beliefs and fears, socio economic status and constraints, motivational factors, their influencers.)

- Reading development is essential in the early grades of primary school and entails the development of better knowledge; phonological awareness; fluency; vocabulary and comprehension skills. Snow, Burns & Griffin 1998

Therefore we must directly address all five skills early. Cecilia S. Ochoa, Save the Children, September 2012

(The formative research will address the aspirations of the teachers and their influencers, beliefs and fears, constraints, motivational factors and their suggestions for improvement.)

- The real predictive power of motivation to read must be harnessed and sustained, using children's active learning approaches (their creativity and curiosity) that ensure progress to and success in high levels of education. Ensuring children's active participation in classroom sessions and practice at home is essential to learning to read. Pank, Muaka, Berhnardt & Kamil 2003; Snow, Burns & Griffin 1998

Therefore we must make reading active, creative and fun. Cecilia S. Ochoa, Save the Children, September 2012

(The formative research will address the teachers' beliefs, fears and constraints, and interview students about what motivates them to read, their experiences in the classroom and their suggestions for improvement.)

- Children's literacy development occurs in schools and at home and must be supported by adequate materials. This depends on the active engagement of both teachers and parents, and on finding the means to enrich the type and amount of reading materials accessible to children. For optimally effective programing, parents and teachers must collaborate both inside and outside the school. Goldenberg 2001; Hood 2008
- **Therefore we must address reading and reading materials inside and outside the school.** Cecilia S. Ochoa, Save the Children, September 2012

(The formative research will talk to Parent-Teacher Associations and School Management Committee members to learn about the barriers, constraints, suggestions.)

The research studies reveal certain data deficiencies about the aspirations, beliefs and fears, constraints on early grade reading and suggestions for improvement. Additionally, there is little available information linking early grade reading with other programs. Moreover, few studies have examined whether raising awareness stimulates demand for early grade reading. The existing materials focus on reading materials for children, but not awareness raising.

ANNEX B

QUALITATIVE RESEARCH PROTOCOL

EARLY GRADE READING IN NEPAL

INTRODUCTION/ BACKGROUND

As part of its bi-lateral agreement with the Government of Nepal, the US Agency for International Development (USAID) is funding the Early Grade Reading Program in Nepal (EGRP). EGRP is the first phase of a three-phase strategy to align Ministry districts and educators' work practices to improve service delivery and increase reading skills among all early grade students including ethnic minority populations.

Over the past few years, the Government of Nepal (GON) has taken a remarkable step to “address the reading gaps” among its youngest learners by developing a comprehensive national strategy to improve early grade reading outcomes. The USAID-funded Early Grade Reading Program builds on existing initiatives that will aid the Ministry of Education's (MOE's) implementation, including scaling up of early grade reading. EGRP will model and build the capacity of the Ministry to roll out at scale an early grade reading reform program that aligns Ministry, district and schools' work practices and behaviors toward delivering focused instruction, materials and support to improve early grade reading outcomes. The focus of EGRP work is the minority ethnic populations living in the terai and far hills.

EGRP is managed by RTI International. Its partners include Another Option LLC, Plan International, New Era, SIL LEAD and Blue Tree Group. Another Option will provide technical assistance in public awareness, advocacy, demand creation and behavior change communication. Primary target audiences are parents of children in grades 1 -3 from minority ethnic groups and the teachers of these students residing in the far west and the terai.

OBJECTIVE

The objective of the formative research is to identify the motives and beliefs as well as the fears and concerns of the targeted audiences, and to use the data to design an effective Social and Behavior Change Communication (SBCC) program that will increase early grade reading. The research findings will be use to design messages, identify SBCC strategies and monitor the effectiveness of the program activities.

The research will focus on two primary audiences:

- Ethnic minority population parents of grade school children in grades 1 - 3
- Teachers of the students in grades 1-3

The research will also determine the community of practice that influences the knowledge, behaviors and actions of the primary audience, the correctness of their counseling information and the priority attached to early grade reading.

APPROACH TO THE STUDY

The qualitative research will adopt a consultative and participatory approach. It will examine the inhibitors, resistance and fears that constrain the adoption of recommended early grade reading practices. Another Option is proposing to apply the Social-Ecological Behavior Change Theory (originally developed by Green & Kreuter) to the behavior change activities. The model reflects individual factors as well as environmental variables that influence the family's behaviors and decisions.

The research's primary audiences are parents of children attending grades 1-3 and teachers teaching grades 1-3 across majority Nepalese and minority ethnic groups. Secondary audiences are comprised of friends (peers) and families, and influential people such as community leaders at the national level and in the selected two districts where the EGRP is being implemented. Since the national stakeholders influence the social and cultural norms as well as policy regulations, the community is the source of information and support to the parents. Therefore, its engagement is critical given the potential to positively impact parents' involvement in improving the reading habits of their children.

ETHICAL CONSIDERATIONS

Oral informed consent will be obtained from all research participants prior to the interviews. Respondents will be briefed about the purpose, objectives, research risks or benefits and confidentiality underlying how information is shared. The participants will be given the opportunity to ask questions about the study and to decide whether to participate in the research. The respondents will be enrolled after they have consented. Once the selected research participant has agreed to participate in the research, the researchers will take them for an interview.

DESK REVIEW

The literature review revealed certain data deficiencies about the aspirations, beliefs, fears and constraints on EGR and suggestions for improvement. Additionally, there is limited available information on linking Early Grade Education with other programs. Moreover, little has been found about raising awareness to stimulate demand for EGR. The existing materials focus on reading materials for children but not activities to raise public awareness. The formative research will interview Parents' and Teachers' Associations (PTAs) and School Management Committee (SMC) members to determine barriers and constraints as well as motivators and positive influences.

RESEARCH POPULATION

The populations of this research are parents of children going to school in grade 1-3 and teachers teaching in grade 1-3. The research would also include members of the Social Management Council (SMC) and the Parent-Teacher Association (PTA), staff of district education offices, community leaders, business leaders, educators and civil society.

GENDER REPRESENTATION

The research covers both males and females among its primary and secondary respondents. Among females, the primary study populations of this research are mothers of children going to grade 1-3 and the female teachers teaching in grade 1-3. The males in the study are fathers of children going to grade 1-3 and male teachers teaching in grade 1-3.

Effort will be made to ensure gender balance among the secondary respondents, i.e members of the SMC and the PTA, staff of the district education office, community leaders, business leaders, educators and civil society.

ETHNIC REPRESENTATION

The different ethnic groups of Nepal will be represented in the research. The primary respondents mainly come the four ethnic groups Dalit, Janajati, Muslim and Madhesi, whereas the other ethnic groups would be covered in the secondary set of respondents.

KEY INFORMANTS

Key informants include members of the SMC and the PTA, staff of the district education office, community leaders, business leaders, educators, civil society, media and mobile carriers.

RESEARCH LOCATION

This formative research will be conducted in two districts, one in western hill and another in eastern terai, among 16 targeted districts of Nepal. The western hill district is Kaski and the eastern terai district is Banke. These districts represent the majority and minority ethnic groups.

SAMPLE AND SAMPLING STRATEGY

A total of four schools will be selected from two districts (one urban and one rural in each district). In coordination with the district education office, two government schools will be identified and selected in each district. Sample size is as follows:

DISTRICTS	SCHOOLS	RESPONDENTS PER SCHOOL	TOTAL RESPONDENTS
Kaski and Banke Districts	4 (2 from urban and 2 from randomly selected rural settings)	Mothers	4
		Fathers	4
		Head Teachers	4
		Teachers (Grade 1)	4
		Teachers (Grade 2)	4
		Teachers (Grade 3)	4
		Resource Teachers	2
		Members of SMC (School Management Committee)	2
		Members of PTA (1 parent and 1 teacher)	4
		Community Leader	2
		Media Person	2
		Health Care Worker and/or Traditional Healer	2
		Religious Leader	2
		District Education Officer	2
TOTAL SAMPLE		42	

DATA COLLECTION TOOLS

The core team members will develop the research tools discussion guide. Separate discussion guides in English language will be developed for the different types of respondents to be covered by the research. All data collection tools developed on the basis of desk research will be shared with the DOE Technical Working Group and RTI for input and comment. Interactive discussions with the experts resulting in finalization of research methodology and data collection tools will be documented.

The final data collection tools will be translated into local language(s) and checked by different translators to ensure the focus remains unaffected by translation. The tools will be pretested in one of the Village Development Committees (VDC) in Kavre district as part of the field team training. The pretest results will be shared with the EGRP and the MOE and the data collection tools will be fine-tuned in joint consultation with the MOE and EGRP.

INTERVIEWER TRAINING

Two days of training on theoretical and practical aspects of the formative research will be conducted based on the curriculum developed in collaboration with EGRP. The training will include the objectives of the assessment: to address all the questions correctly, the feasibility of Key Informant Interviews and recording, the roles and responsibilities of the assessment team members and tentative plan preparation for field activities. Training methodology will include PowerPoint presentations, lectures, group discussions, question and answer periods, demonstrations through (mock) interviews and role-playing.

DATA COLLECTION AND ANALYSIS STRATEGY

The research assistants will conduct Key Informant Interviews with teachers of grades 1-3, parents of students from minority groups, community leaders, religious leaders, traditional healers/health care workers (HCW), resource teachers and district education officers. The qualitative data will be initially audio recorded and transcribed, then analyzed by preparing matrix tables. The table will contain the answers to the questionnaires and the verbatim responses. A draft report will be prepared and submitted to the EGRP for review and comments.

The report will be written and comprehensively edited by a fluent, experienced English expert. After the receipt of comments from the EGRP, a revised final report will be prepared and submitted.

MONITORING AND QUALITY ASSURANCE

The core research team members will supervise and monitor the research work throughout the research period. The core research team members will visit research sites on an ongoing basis for monitoring, supervision and provision of assistance. A monitoring plan and monitoring checklist will be prepared for this purpose. The monitors will use a check list for data quality audit purposes which will cover a) research design and methodology followed; b) selected participants interviewed; c) ethical considerations followed; and d) tools properly used and instructions followed.

ANNEX C

DISCUSSION GUIDES

DISCUSSION GUIDE FOR MOTHERS AND FATHERS

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for children studying in grades 1-3

II. GROUND RULES

We are interested in all of your opinions and feelings. There is no right or wrong answer. We need your ideas so any criticisms you have will not hurt our feelings. We encourage you to provide frank comments that will improve our study.

III. CONFIDENTIALITY

Everything that is said in today is confidential and only be used for this research purpose I will also take some notes to help us in this task.

IV. INTRODUCTION AND WARM UP

Before we begin the discussions, I would like to get to know you a little better since I do not know much about you so, tell me a little about yourself. Tell me a little about your village, community, culture family/ interests.

Note to interviewer: Notice and record house or lodging (e.g., materials house is made from), signs of electricity, mobile phone. See Demographics below.

Attention to moderator: please self speak in audio the following:

- District
- VDC (rural or urban)
- Ward
- Type of study participant

Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Language at home	
Age at marriage	
Water source	
Mobile phone, radio	
Number, age and gender of children	
Household occupation	

Note to interviewer: Here the intention is to find out about the aspirations, dreams, fears and motivations of households.

ASPIRATIONS, FEARS AND MOTIVATION	
How do you spend your day?	
Are there activities you like to do? And why?	
<p>What are the most important things in your life?</p> <p><i>Probe: Anything else?</i></p> <p>[ALTERNATIVE IS TO SHOW RESPONDENTS FIVE (5) PICTURES AND ASK THE RESPONDENT TO PRIORITIZE THEM. PICTURES WOULD INCLUDE HOME, MONEY, FAMILY, CHILDREN READING/IN SCHOOL, HEALTH, WORK, RELIGION, CAR/MOTORBIKE]</p> <p>Please tell us according to your priority and also tell us why they are important to you?</p> <p>[PLEASE NOTE RESPONSES AND RANK THEM ACCORDING TO THE PRIORITIES]</p>	

<p>Can you tell me about your dreams and aspirations?</p> <p>[INTERVIEWER CAN USE THE PICTURES AGAIN]</p>	
<p>What changes would you make to your life if you had complete control?</p>	
<p>What are the things that make you worry?</p> <p><i>Probe: Health? Children? Security/safety? Child's education? Job/work? Money/income?</i></p> <p>[ALTERNATIVE IS TO SHOW VISUALS AND ASK THEM TO PRIORITIZE WORRIES, CONCERNS]</p>	

Interviewer: You said previously (if they did) that your children's success (education) is Important to you. Let us talk more about that

EDUCATION FOCUS	
<p>You said that your children (Son/Daughter) being successful is important to you.</p> <p>[DOCUMENT AND RESPOND TO WHAT THEY SAY - BE SPECIFIC]</p> <p>What do you think should be done by the community to help boy and girl child's to be successful?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care</i></p>	
<p>Is there anything you personally believe you can do to help boy and girl child's to be successful?</p> <p>If yes, what would that be?</p> <p><i>Probe: send to better schools, regular health visits/prevention, read with them</i></p> <p>Have you done this?</p>	
<p>Do you know what motivates you to do that?</p> <p>[EXPLORE MORE DETAILS TO UNDERSTAND STRONG MOTIVATOR]</p>	
<p>Do you believe it is important for your girls/daughters as it is for your boys/sons to do this?</p> <p>If yes, why?</p> <p>If no, why?</p>	

<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Mother/Mother in law/ Friends/Neighbors/Teachers</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>Can you tell me what you believe are the top four issues that impact children ability to learn to read ?</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p>	
<p>Again, in your opinion, what are the ways the Parents Teacher Association can help address these issues?</p>	

CHALLENGES AND BARRIERS

<p>Do you or members of your family read to (or with) your children?</p> <p>If you do not, Why?</p>	
<p>If you do read with them, how does that make you feel?</p>	
<p>Do you enjoy reading or being read to</p>	
<p>Did you attend school? How many years?</p> <p>Did you enjoy school?</p> <p>Why did you stop attending school?</p> <p>What are the reasons for girls and boys to drop school? Is it different of girl and boys?</p>	
<p>What age will your daughters be when they marry?</p> <p>Your sons?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation.

Interviewer – Date and Sign

DISCUSSION GUIDE FOR HEAD TEACHER

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for students studying in grades 1-3

II. GROUND RULES

We are interested in all of your opinions and feelings. There is no right or wrong answer. We need your ideas so any criticisms you have will not hurt our feelings. We encourage you to provide frank comments that will improve our study.

III. CONFIDENTIALITY

Everything that is said in today is confidential and only be used for this research purpose I will also take some notes to help us in this task.

IV. INTRODUCTION AND WARM UP

Before we begin the discussions, I would like to get to know you a little better since I do not know much about you so, tell me a little about yourself. Tell me a little about your village, community, culture family/ interests.

Note to interviewer: Notice and record house or lodging (e.g., materials house is made from), signs of electricity, mobile phone. See Demographics below

Attention to moderator: please self speak in audio the following:

- District
- VDC (rural or urban)
- Ward
- Type of study participant

Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	

EDUCATION FOCUS	
<p>You are the head teacher in the school.</p> <p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIZE INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girls be successful in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girls child be successful? [Yes or No]</p> <p>If yes, what would that be for boy and girls?</p> <p><i>Probe: improvement in school environment, make policy changes, improving teaching conditions, engage with parents and community leaders]</i></p> <p>Have you done this?</p>	

<p>Can you tell me what you believe are the top four issues that impact boy and girls ability to learn to read</p> <p><i>Probe - lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the PTA or School Management Committee can help address these issues?</p>	
<p>What role do parents have in helping boy and girls to be better students?</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, SCM members</i></p> <p>Do you have other valuable sources of information on education? [technology, radio, TV, mobile phones - texting]</p>	
<p>What do you think are the reasons for boy and girls children to drop out of school?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR CLASS TEACHERS

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for students studying in grades 1-3

II. GROUND RULES

We are interested in all of your opinions and feelings. There is no right or wrong answer. We need your ideas so any criticisms you have will not hurt our feelings. We encourage you to provide frank comments that will improve our study.

III. CONFIDENTIALITY

Everything that is said in today is confidential and only be used for this research purpose I will also take some notes to help us in this task.

IV. INTRODUCTION AND WARM UP

Before we begin the discussions, I would like to get to know you a little better since I do not know much about you so, tell me a little about yourself. Tell me a little about your village, community, culture family/ interests.

Note to interviewer: Notice and record house or lodging (e.g., materials house is made from), signs of electricity, mobile phone. See Demographics below

Attention to moderator: please self speak in audio the following:

- District
- VDC (rural or urban)
- Ward
- Type of study participant

Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	

EDUCATION FOCUS	
<p>You are the class teacher for early grade reading.</p> <p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIZE INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girls be successful in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girls child to be successful? [Yes or No]</p> <p>If yes, what would that be for a boy and girls?</p> <p><i>Probe: improvement in school environment, make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p>	

<p>Can you tell me what you believe are the top four issues that impact boy and girls' ability to learn to read?</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the PTA or School Management Committee can help address these issues?</p>	
<p>What role do parents have in helping boy and girl child to be better students?</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, SCM members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR SCHOOL MANAGEMENT COMMITTEE

I. INTRODUCTION

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II. GROUND RULES

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IV. INTRODUCTION AND WARM UP

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Attention to moderator: please self speak in audio the following:

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Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Language at home	
Water source	
Mobile phone, radio	

SMC AND EDUCATION FOCUS	
<p>You are a member of the School Management Committee.</p> <p>How long have you served in this capacity? [Years or Months]</p> <p>What are your responsibilities as a member of SMC?</p>	
<p>Can you describe what is usually discussed in the SMC meetings.</p> <p>Do you believe the SMC is effective in improving education in the community? [Yes or No]</p> <p>And if so, how?</p> <p><i>Probe: schools open longer, better materials, lower drop out, better reading, girls stay in school</i></p> <p>If not, why?</p> <p>Can you tell me what you believe are the top four issues that impact boy and girl child's ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the School Management Committee can help address these issues?</p>	

<p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[MAY USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIES INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girl child to be successful student in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girl child to be successful? (improvement in school environment)</p> <p>If yes, what would that be?</p> <p><i>Probe: Make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p> <p>What role do parents have in helping boy and girl child to be better students?</p>	
<p>Do you know what motivates you to be a member of the SMC and to improve education in your district?</p> <p>[EXPLORE MORE DETAILS TO UNDERSTAND STRONG MOTIVATOR]</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, other SCM members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR MEMBER PARENTS OF PTA

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for children studying in grades 1-3

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IV. INTRODUCTION AND WARM UP

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Ethnic group	
Language at home	
Age at marriage	
Water source	
Mobile phone, radio	
Number, age and gender of children	
Household occupation	

Note to interviewer: Here the intention is to find out about the aspirations, dreams, fears and motivations of households

ASPIRATIONS, FEARS AND MOTIVATION	
How do you spend your day?	
Are there activities you like to do? And why?	
<p>What are the most important things in your life?</p> <p><i>Probe: Anything else?</i></p> <p>[ALTERNATIVE IS TO SHOW RESPONDENTS FIVE (5) PICTURES AND ASK THE RESPONDENT TO PRIORITIZE THEM. PICTURES WOULD INCLUDE HOME, MONEY, FAMILY, CHILDREN READING/IN SCHOOL, HEALTH, WORK, RELIGION, CAR/MOTORBIKE]</p> <p>Please tell us according to your priority and also tell us why they are important to you?</p> <p>[PLEASE NOTE RESPONSES AND RANK THEM ACCORDING TO THE PRIORITIES]</p>	

<p>Can you tell me about your dreams and aspirations?</p> <p>[INTERVIEWER CAN USE THE PICTURES AGAIN]</p>	
<p>What changes would you make to your life if you had complete control?</p>	
<p>What are the things that make you worry?</p> <p><i>Probe: Health? Children? Security/safety? Child's education? Job/work? Money/income</i></p> <p>[ALTERNATIVE IS TO SHOW VISUALS AND ASK THEM TO PRIORITIZE WORRIES, CONCERNS]</p>	

Interviewer: You said previously (if they did) that your children's success (education) is important to you. Let us talk more about that

EDUCATION FOCUS	
<p>You said that your children (Son/Daughter) being successful is important to you.</p> <p>[DOCUMENT AND RESPOND TO WHAT THEY SAY - BE SPECIFIC]</p> <p>What do you think should be done by the community to help boy and girl child's to be successful?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care</i></p>	
<p>Is there anything you personally believe you can do to help boy and girl child's to be successful?</p> <p>If yes, what would that be?</p> <p><i>Probe: send to better schools, regular health visits/prevention, read with them</i></p> <p>Have you done this?</p>	
<p>Do you know what motivates you to do that?</p> <p>[EXPLORE MORE DETAILS TO UNDERSTAND STRONG MOTIVATOR]</p>	

<p>Do you believe it is important for your girls/daughters as it is for your boys/sons to do this?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Mother/Mother in law/ Friends/ Neighbors/Teachers</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>Are you a member of the PTA? If yes</p> <p>How long have you served in this capacity? [Years or Months]</p> <p>What are your responsibilities as a member of PTA?</p> <p>Can you describe what is usually discussed in the PTA meetings.</p> <p>Do you believe the PTA is effective in improving education in the community? [Yes or No]</p> <p>And if so, how?</p> <p><i>Probe: schools open longer, better materials, lower drop out, better reading, girls stay in school</i></p> <p>If not, why?</p>	
<p>Can you tell me what you believe are the top four issues that impact children ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p>	
<p>Again, in your opinion, what are the ways the Parents Teacher Association can help address these issues?</p>	

CHALLENGES AND BARRIERS

Do you or members of your family read to (or with) your children? If you do not, Why?	
If you do read with them, how does that make you feel?	
Do you enjoy reading or being read to	
Did you attend school? How many years? Did you enjoy school? Why did you stop attending school? What are the reasons for girls and boys to drop school? Is it different of girl and boys?	
What age will your daughters be when they marry? Your sons?	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR MEMBER TEACHER OF PTA

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for students studying in grades 1-3

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IV. INTRODUCTION AND WARM UP

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- District
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Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Language at home	
Water source	
Mobile phone, radio	

SMC AND EDUCATION FOCUS	
<p>You are a member of the Parents Teachers Association</p> <p>How long have you served in this capacity? [Years or Months]</p> <p>What are your responsibilities as a member of PTA?</p>	
<p>Can you describe what is usually discussed in the PTA meetings?</p> <p>Do you believe the PTA is effective in improving education in the community? [Yes or No]</p> <p>And if so, how?</p> <p><i>Probe: schools open longer, better materials, lower drop out, better reading, girls stay in school</i></p> <p>If not, why?</p> <p>Can you tell me what you believe are the top four issues that impact boy and girls ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the Parents Teacher Association can help address these issues?</p>	

<p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[MAY USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIES INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girl child's to be successful student in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girl child's to be successful? (improvement in school environment)</p> <p>If yes, what would that be for boy and girls?</p> <p><i>Probe: Make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p> <p>What role do parents have in helping boy and girl child's to be better students?</p>	
<p>Do you know what motivates you to be a member of the PTA and to improve education in your district?</p> <p>[EXPLORE MORE DETAILS TO UNDERSTAND STRONG MOTIVATOR]</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, other PTA members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

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Interviewer – Date and Sign

DISCUSSION GUIDE FOR COMMUNITY LEADER

I. INTRODUCTION

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Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	

EDUCATION FOCUS	
<p>You are a Leader in the Community.</p> <p>In looking at the influences on a boy and a girl child’s life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIZE INFLUENCERS ON CHILD’S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girls be successful in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girls child to be successful? [Yes or No]</p> <p>If yes, what would that be?</p> <p><i>Probe: improvement in school environment, make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p>	

<p>Can you tell me what you believe are the top four issues that impact boy and girls ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the PTA or School Management Committee can help address these issues?</p>	
<p>What role do parents have in helping boy and girls child be better students?</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, SCM members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR MEDIA

I. INTRODUCTION

Welcome and thank you for taking time to participate in this discussion today. My name is..... I am working on behalf of USAID's Early Grade reading program. We are here to do a research on early grade reading situation in your district to help the Ministry of Education to improve the reading and learning environment for students studying in grades 1-3

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IV. INTRODUCTION AND WARM UP

Before we begin the discussions, I would like to get to know you a little better since I do not know much about you so, tell me a little about yourself. Tell me a little about your village, community, culture family/ interests.

Attention to moderator: please self speak in audio the following:

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- Ward
- Type of study participant

Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	
What media organization does s/he work for?	
MEDIA	
What publication or media outlet do you work for?	
Who is/are the primary audience(s) for your media? <i>Probe: Men? Women? General Public? Officials? Business and Government Leaders?</i>	
Does the media also have digital media outlet, such as on-line, mobile platform?	
Does the news outlet have social media such as Twitter, Weibo, FaceBook? [Yes or No] Do you have your own social media account? [Y or N] Is it connected to the media or is it personal?	
What stories are generally of interest to your audiences? <i>Probe: news, features, celebrity news and popular culture, health, Education?</i> What stories are of interest to your editor? To you?	
In order of priority what does your media outlet see as the top five social issues within the community? <i>Probe: health, economics, work, government/governance, education, entertainment</i> In order of priority what do you see as the top five social issues within the community?	

You mentioned earlier that education was a social priority. Let's focus on that area for the next few questions.

EDUCATION AND GENDER FOCUS	
When you hear the term Early Grade Reading what do you think it is referring to? In stories that you have covered have you had your sources discuss it or talk about it? Please give examples, if you have	
How engaged is your audience in gender-related issues? Why or Why Not?	
Does your news organization write stories or editorials about gender-issues in the work place, the community, in schools?	
In your opinion what are the gender dynamics in your district? Do you see a difference across caste or ethnic populations?	

CREDIBLE SOURCES	
How do you get your information? <i>Probe: newspapers, broadcast, digital communication, internet, individuals</i> Who do you see as credible sources of information?	
How do your audiences between 18 and 35 years of age get their information? <i>Probe: newspapers, TV, radio, digital media, smart devices, friends</i> Is there a difference between men and women in how they receive information?	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR RELIGIOUS LEADER

I. INTRODUCTION

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Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	

EDUCATION FOCUS	
<p>You are a Religious Leader in the Community.</p> <p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIZE INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girls be successful in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girls child to be successful? [Yes or No]</p> <p>If yes, what would that be?</p> <p><i>Probe: improvement in school environment, make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p>	

<p>Can you tell me what you believe are the top four issues that impact boy and girls ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the PTA or School Management Committee can help address these issues?</p>	
<p>What role do parents have in helping boy and girls child be better students?</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, SCM members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

DISCUSSION GUIDE FOR DISTRICT EDUCATION OFFICER

I. INTRODUCTION

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Everything that is said in today is confidential and only be used for this research purpose I will also take some notes to help us in this task.

IV. INTRODUCTION AND WARM UP

Before we begin the discussions, I would like to get to know you a little better since I do not know much about you so, tell me a little about yourself. Tell me a little about your village, community, culture family/ interests.

Note to interviewer: Notice and record house or lodging (e.g., materials house is made from), signs of electricity, mobile phone. See Demographics below

Attention to moderator: please self speak in audio the following:

- District
- VDC (rural or urban)
- Ward
- Type of study participant

Please note down the following information:

DEMOGRAPHICS	
Gender	
Age (approximate age will suffice if exact date not known)	
Education (non-literate, primary school, high school, college, post-graduate, technical training)	
Ethnic group	
Mobile phone, radio	

EDUCATION FOCUS	
<p>You are a District Education Officer</p> <p>In looking at the influences on a boy and a girl child's life in various ethnicity – health, economics, education, food security, caste, and gender – how would you prioritize the influencers?</p> <p>[USE VISUALS HERE TO HELP THE RESPONDENT PRIORITIZE INFLUENCERS ON CHILD'S DEVELOPMENT]</p> <p>Discuss why you made the selections you did.</p>	
<p>What do you think should be done by the community to help boy and girls be successful in school?</p> <p><i>Probe: schools closer to village, teachers are better trained, books are free, feed in school, better health care, show the benefits of education</i></p> <p>Is there anything you personally believe you can do to help boy and girls child to be successful? [Yes or No]</p> <p>If yes, what would that be?</p> <p><i>Probe: improvement in school environment, make policy changes, improving teaching conditions, engage with parents and community leaders</i></p> <p>Have you done this?</p>	

<p>Can you tell me what you believe are the top four issues that impact boy and girls ability to learn to read</p> <p><i>Probe: lack of trained teachers, sanitation, feed in school, lack of books, parent involvement, economics, low priority in the community, weather</i></p> <p>Again, in your opinion, what are the ways the PTA or School Management Committee can help address these issues?</p>	
<p>What role do parents have in helping boy and girls child be better students?</p>	
<p>Do you believe it is as important for girls as it is for boys to receive an education?</p> <p>If yes, why?</p> <p>If no, why?</p>	
<p>Who do you often talk to get information about education issues?</p> <p><i>Probe: Parents, Friends, Teachers, SCM members</i></p> <p>Do you have other valuable sources of information on education?</p> <p><i>Probe: technology, radio, TV, mobile phones - texting</i></p>	
<p>What do you think are the reasons for children to drop out of school?</p> <p>Are the reasons different for girls than boys?</p>	

Is there anything else you want to tell me?

Thank you for your cooperation

Interviewer – Date and Sign

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