



RESEARCH REPORT

EARLY GRADE READING PUBLIC AWARENESS

FEBRUARY - MAY 2018



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ACRONYM

CDC	Curriculum Development Center
CMO	Community Mobilization Officer
DEO	District Education Office/Officer
DOE	Department of Education
EGR	Early Grade Reading
EGRP	Early Grade Reading Program
FGD	Focus Group Discussions
GoN	Government of Nepal
IPC	Interpersonal Communication
IR	Intermittent Result
IS	Interview Schedule
IVR	Interactive Voice Response
KII	Key Informant Interviews
MS	Microsoft
NEGRP	National Early Grade Reading Program
NGO	Non-Governmental Organization
PSA	Public Service Announcement
PTA	Parent Teacher Association
PY	Project Year
TV	Television
RC	Resource Center
RM	Reading Motivator
RP	Resource Person
SBC	Social and Behavior Change
SPSS	Statistical Package for the Social Sciences (SPSS)
SS	School Supervisor
SSDP	School Sector Development Program
SSRP	School Sector Reform Plan
SMC	School Management Committee
TRG	Tole Reading Group
USAID	United States Agency for International Development

ACKNOWLEDGEMENT

This study was designed by the Social and Behavior Change (SBC) technical team of USAID's Early Grade Reading Program managed by RTI International. The study tools were developed and pre-tested by Avant Garde Solution, a Nepali research agency that also conducted the field work and data analysis, and generated the study report.

We appreciate the support of the Government of Nepal's Ministry of Education, Department of Education, and National Center for Educational Development throughout this study. We are sincerely thankful to all the parents, teachers, district education officers, NEGRP focal persons, resource persons, PTA and SMC members, tole reading group coordinators and media representatives from Banke, Bhaktapur, Kanchanpur, Kaski, Manang and Saptari districts who participated in the study and shared with us their understanding and experiences about early grade reading. Their insights and suggestions will help EGRP plan the upcoming SBC activities on early grade reading more effectively.

Avant Garde Solution
3 June 2018

EXECUTIVE SUMMARY

Early Grade Reading Program (EGRP) is a five-year project (2015-2020) funded by the United States Agency for International Development (USAID) to assist the Government of Nepal (GoN)'s education initiatives to improve reading skills of public primary school students in grades one to three. The program is working in 16 target districts. In project year (PY) one, its focus was on planning the strategies and activities for six Cohort I districts (Banke, Bhaktapur, Kanchanpur, Kaski, Manang, and Saptari) in Cohort I. EGRP's Intermittent Result (IR) 3 is to increase family and community support for early grade reading. To achieve these results EGRP designed and implemented a social and behavior change (SBC) strategy that includes social mobilization, community engagement and advocacy, and regional and national mass media. This strategy was implemented in the six districts of Cohort I in project years two and three.

The primary audiences of these activities were parents (mothers and fathers) and classroom teachers of the early grade readers. Secondary audiences included family members such as older siblings, grandparents, caregivers; community stakeholders and gatekeepers such as, Parent Teacher Associations (PTAs), School Management Committees (SMCs), district education officers (DEO) and resource persons, community leaders and influencers, and non-government organizations (NGOs).

The objective of this study was to measure the public awareness of key messages and behaviors that families and communities can adopt to improve their children's early grade reading conducted under EGRP's social and behavior change activities in the six Cohort I districts. The study was conducted from February to May 2018 using a mix of quantitative and qualitative methods to collect data from the primary and secondary audiences. The study protocol, survey questionnaires, Focus Group Discussion (FGD) guides, and Key Informant Interview (KII) guides are found in Annex A to K of this report.

The quantitative survey was administered in the six cohort I districts among 450 parents – 68% women and 32% men, of children in grades one through three, and 315 teachers (53% women and 47% men) of grades one through three.

The qualitative study included a total of 18 FGDs six with peer-educator parents and 12 FGDs with non-peer educator parents from rural and urban areas of the six districts. In addition, a total of 42 KIIs were conducted one KII with each of the seven types of secondary audiences in each district viz. (i) district education officers and NEGRP focal persons, (ii) resource persons, (iii) community mobilization officers from local NGOs, (iv) community leaders and influencers (including TRG coordinators), (v) PTA members, (vi) SMC members, and (vii) media representatives.

The mass media included two 60 and 30-seconds radio Public Service Announcements (PSAs), and four episodes of 15-minutes radio program in Nepali and three local languages (Awadhi, Maithili and Rana Tharu). Overall key findings identified that 57.1% parents and 81.9% teachers had listened to radio PSAs, and 39.1% parents and 50.5% teachers had listened to the radio program “Ramailo Padhai, Digo Sikai” (in English, Reading is Fun); of the 38.1% teachers who had listened to the ‘teaching tips’ segment within the radio program, 95% believed that the tips and techniques that were the content of the radio program could be adopted and put into practice. The study showed that 24% parents and 34% teachers had listened to the radio drama “Ujjwol Bhawishyako Suruwat” (in English, Beginning of a Bright Future), and 21.9% parents and 49.2% had listened to the ‘guest reader’ segment of the radio program. Parents from Banke, Saptari and Kanchanpur districts said that they had listened to the radio PSAs in their local languages as well.

A significant number of parents (62.7%) and teachers (62.9%) recalled the message “*Children will have a bright future if they learn to read*”, and the message “*Children should read aloud at least 10 minutes a day at home*” was recalled by 58% parents and 71% teachers.

The message “*There should be a place outside of school for a child to read*” was remembered by 38.9% parents and 39.7% teachers, and the message “*Parents should talk to their children’s teachers about the way to help them learn to read*” was recalled by 40% teachers and 25.1% parents.

There were four key messages for parents and four for teachers. With respect to the application of the key messages, almost fifty-five percent (54.9%) parents said they ensured their children read aloud at least 10 minutes a day; 44.7% had created a space or made a reading corner at home for their children to read; and 22.7% had talked to their children’s teachers and asked them about the way to help their children learn to read. To get information about their children’s school work, 67.8% parents asked the children themselves, while 61.6% and 60% parents contacted school and children’s teachers respectively. The study found that 50.7% parents attended all the functions organized by their children’s schools such as parent teacher meeting, reading day celebration, results/mark-sheet collection program.

In the last one year from the date of data collection for this study, almost ninety-eight percent (97.8%) teachers had participated in parent teacher meetings, out of which almost 99% (98.7%) believed that such meetings were helpful to improve children’s reading. Over ninety-three percent (93.3%) teachers met parents of early grade students when they visited school, and 44.8% teachers visited the students’ home to meet their parents. The teachers’ top three sources of EGR-related information and support included head teachers (53.3%), resource persons (48.6%) and class teachers (47%).

Almost 95% (94.6%) teachers reported that they had interacted with Reading Motivators (RMs), Resource Persons (RPs) and Community Mobilization Officers (CMOs) about how to improve their communication with the parents of early grade students. Fifty-four percent of the teachers interviewed felt that such interactions helped improve their communication and relationships with the parents; 70.2% teachers had experienced improvement in the parents' engagement in children's reading activity; and 68.9% teachers observed progress in students' reading abilities as a result of such interactions.

Sixty-three percent (62.5%) of the teachers were aware of the grade two reading contest guide; 56.5% teachers who had used the reading contest guide had found it useful. The study found that about one-quarter (23.7%) of the teachers had not used the guide because of "lack of time."

The FGDs found that after participating in peer education training, parents were more aware of their [parents'] role in their children's early grade reading and learning. According to the secondary audiences, CMOs and TRG coordinators, in particular, community-based activities such as peer education training and TRGs, and school-based programs such as parent teacher meetings, PTA and SMC meetings were found effective in raising parents' awareness about the importance of their involvement in their children's early grade reading.

According to the parents interviewed, community mobilization officers were the most effective information channel for EGR-related messages and activities, followed by radio PSAs, radio programs, and peer education.

Teachers interviewed said RPs and RMs were the most effective channel for EGR-related information, followed by radio programs, PSAs, CMOs, and NCED/DOE/CDC websites. As stated by the SMC members, teachers had the most influence over parents regarding their children attending school and making progress in their education and reading specifically. The media representatives suggested that inviting journalists to EGRP's activities and providing them with relevant updates and facts would help generate news pieces about early grade reading for larger or "mass" awareness.

Sharing information about the overall impact of EGRP's interventions, DEOs and NEGRP focal persons affirmed that there had been visible improvements in teachers' pedagogical practice, classrooms' learning environment, relationships between schools and communities, as well as parents' increased engagement in their children's education. RPs also observed and felt that EGR activities had made teachers more responsible and parents' more aware of their roles. However, they stressed there is a need for better coordination with the head teachers for their increased involvement and accountability in promoting early grade reading.

In order to make the EGR community-based public awareness campaign more effective in the future, CMOs suggested broadcasting radio PSAs and programs via various radio stations covering the entire district, rather than limiting to fewer stations; and also making the key messages more visible by displaying on billboards and wall paintings in public spaces. Other secondary audiences of the study advised that parent-teachers conferences, parents' meetings and reading-related programs should be organized in schools regularly and more frequently, and community mobilization activities such as peer education and TRG meetings should also be continued.

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I . INTRODUCTION

I.1 BACKGROUND OF THE STUDY

Early Grade Reading Program (EGRP) is a five-year project (2015-2020) funded by the United States Agency for International Department (USAID) to assist the Government of Nepal (GoN)'s education initiatives to improve reading skills of public primary school students in grades one to three. It also aims to support strengthening of the GoN services through the design and demonstration of a national model that the GoN can replicate and implement in all districts of the country in a cost-effective and sustainable way. As such, EGRP is designed as a technical assistance program to support the GoN's overarching five-year National Early Grade Reading Program (NEGRP), an initiative that began under the School Sector Reform Plan (SSRP), which is currently a part of the School Sector Development Program (SSDP).

The program is working in 16 target districts.¹ In project years (PY) one and two its focus was on six districts (Banke, Bhaktapur, Kanchanpur, Kaski, Manang, and Saptari) in Cohort I. EGRP's Intermittent Result (IR) 3 is to increase family and community support for early grade reading. To achieve these results EGRP designed and implemented a Social and Behavior Change (SBC) strategy that includes social mobilization, community engagement and advocacy, and regional and national mass media. This strategy was implemented in the six districts of Cohort I in project years two and three.

The primary audiences of these activities were parents (mothers and fathers) and classroom teachers of the early grade readers. Secondary audiences included family members such as older siblings, grandparents, caregivers; community stakeholders and gatekeepers such as Parent Teacher Associations, School Management Committees,

1 **Six districts in Cohort I:** Banke, Bhaktapur, Kanchanpur, Kaski, Manang, and Saptari; **Ten districts in Cohort II:** Bardiya, Dadeldhura, Dang, Dhankuta, Dolpa, Kailali, Mustang, Parsa, Rupandehi, and Surkhet

District Education Officers and Resource Persons, community leaders and influencers, and non-government organizations.

The Social and Behavior Change component consists of several strategies including social mobilization, interpersonal communication, advocacy, community engagement, and mass media that were national and district-level public service announcements and three-part radio program. The objective was to increase awareness among parents and also for parents and teachers to begin to adopt behaviors that increase early grade reading.

The study was to evaluate the public awareness of the SBC activities in the six Cohort I districts. Specifically, the study asked: did key messages reach the target audiences; were they aware of these behavior messages; did they act on these behavior guidelines, and what channels were most effective in reaching the primary audiences.

1.2 OBJECTIVE OF THE STUDY

The overall objective was to evaluate the awareness among the primary audiences of early grade reading and behaviors or practices they can adopt to help their children learn to read. The specific objectives are:

- To identify the level of awareness of key messages of early grade reading among primary and secondary audiences, including their sources of information
- To explore the perception of parents and teachers with regard to the radio program and PSAs in promoting the importance of early grade reading
- To ascertain the most effective message channels and provide a rank order of the most effective messaging method

1.3 LIMITATION OF THE STUDY

Data collection for this study took place after nearly six months of stoppage of radio PSAs and program broadcast, although community mobilization activities were in continuation. The time-lag between media broadcast and data collection may have impact on audiences' recall of the key SBC messages disseminated through radio PSAs and programs, and may result in low level of awareness about the messages among the target audiences.

2. METHODOLOGY

2.1 REVIEW OF RELATED DOCUMENTS

The first step of the study was to review the program documents and published materials on early grade reading provided by EGRP, with an aim to gain as full as possible understanding of EGRP and SBC activities conducted in Cohort I districts. The reviewed materials included the report of the qualitative research for early grade reading in Nepal (conducted by EGRP in 2015), audience-specific key SBC messages, recorded radio public service announcements and radio programs, EGR information and advocacy kit, peer education modules, grade two reading contest guide, media orientation summaries as well as media coverage and content analysis reports.

2.2 STUDY DESIGN

This study used quantitative and qualitative methods to collect data from the audiences. Survey questionnaires, Key Informant Interview (KII) guides, and Focus Group Discussion (FGD) guides were developed for data collection. The survey questionnaires were administered with the primary audiences. FGDs were conducted with the parents from rural and urban areas whereas KIIs were conducted with the secondary audiences.

2.3 DEVELOPMENT AND PRE-TESTING OF STUDY TOOLS

Based on the review of the relevant documents, audio files and proposed research design, audience-specific study tools were developed in English language first and were later translated into Nepali language. The translated study tools were tested for confirmation through face validation.

A separate set of survey questionnaires for parents and teachers, and KII and FGD guides for each set of secondary audience were developed. All study tools were shared with EGRP and central line agencies for comments and feedback. After incorporating received comments, the study tools were pre-tested in Bhaktapur district. The objective of the pre-test was to assess the clarity and comprehensibility of the tools among the study audiences and ensure that each tool addressed the scope of enquiries outlined in the objectives of the study. Based on the pre-test findings, minor textual corrections were made in the study tools for audiences' ease of understanding and they were finalized for data collection. Audience-specific tools used in this study, numbered as Instrument Schedule (IS), have been summarized below.

TABLE 1: SUMMARY OF AUDIENCE-SPECIFIC STUDY TOOLS

		STUDY TOOLS		
AUDIENCE TYPE	DETAILS OF STUDY AUDIENCE	SURVEY	KII	FGD
Primary	Parents (mothers and fathers) of early grade students	IS#1		IS#3
	Teachers	IS#2		
	Peer Educator Parents			IS#4
Secondary	District Education Officers and/or NEGRP Focal Persons		IS#5	
	Resource Persons		IS#6	
	Community Mobilization Officers from Local NGOs		IS#7	
	Community Leaders and Influencers (including Tole Reading Group Coordinators)		IS#8	
	PTA Members (Chairpersons/Parent Representatives)		IS#9	
	SMC Members (Head Teachers/Teacher Representatives)		IS#10	
	Media Representatives (District Core Team Members)		IS#11	

2.4 SAMPLE SIZE AND SAMPLING APPROACH

2.4.1 SAMPLE SIZE OF PARENTS FOR THE SURVEY

A total of 450 parents were interviewed in the survey. Since the exact population of the parents of early grade children in six districts was unknown, the minimum required sample size was derived by using a statistical formula.²

2.4.2 SAMPLE SIZE OF TEACHERS FOR SURVEY

A total of 315 teachers were interviewed in the survey. The samples included grade one to three teachers and head teachers, including those who had received training on

² The sample size of parents (x) was determined using the formula $x = z^2 * p * (1-p) / c^2$, considering the standard normal distribution set at 95% confidence level (z), percentage picking a choice or response (p= 0.5=50%) and the confidence interval (c=0.05 = ±5%).

EGR. The teachers who had not participated in any EGR-related training were also interviewed. The minimum required sample size of teachers was determined by using a statistical formula.³ District-wise sample size of parents and teachers interviewed has been illustrated in Table 2.

TABLE 2: SAMPLE DISTRIBUTION OF PRIMARY AUDIENCE

GEOGRAPHICAL REGION	SAMPLE DISTRICT	PRIMARY AUDIENCE INTERVIEWED IN THE SURVEY	
		PARENTS	TEACHERS
Mountain	Manang	77	53
Hill	Kaski	79	61
	Bhaktapur	73	41
Terai	Saptari	72	48
	Banke	76	58
	Kanchanpur	73	54
TOTAL		450	315

2.4.3 FOCUS GROUP DISCUSSION (FGDS) WITH PARENTS

Three FGDs were conducted in each of the six districts, resulting into a total of 18 FGDs. In every district, one FGD was conducted with parents who had received training on peer education, and two FGDs were carried out with other parents one group each from rural and urban areas. The size of FGD participants ranged from eight to 12. Purposive sampling technique was used to select the participants mothers and fathers grade one to three students.

2.4.4 KEY INFORMANT INTERVIEWS (KIIS) WITH SECONDARY AUDIENCES

In every district, one personal interview was conducted with seven different types of secondary audiences that included: (i) district education officers and NEGRP focal persons, (ii) resource persons, (iii) community mobilization officers from local NGOs, (iv) community leaders and influencers (including TRG coordinators), (v) PTA members, (vi) SMC members, and (vii) media representatives. A total of 42 KIIs were taken.

2.4.5 SAMPLING APPROACH

For quantitative data collection, two rural and two urban resource centers (RCs) were randomly selected in each district except Manang, where one urban and one resource center was selected because there are only three RCs in the district. Names of 22 RCs randomly selected for the study have been enlisted in Table 3.

³ Considering the population of early grade teachers in the six sample districts 1600 (provided by EGRP) as a known figure, minimum sample size of teachers for the survey was determined as 310, using the formula $x = \frac{z^2 * p * (1-p)}{c^2} / (1 + \frac{z^2 * p * (1-p)}{c^2 * N})$.

Furthermore, for identification and selection of the survey audiences, three schools were selected from every shortlisted RC except Manang, where six schools under every RC were selected due to the limited number of RCs. Hence, the total number of schools selected for the study was 72. Stratified random sampling technique was used to select schools under shortlisted RCs in order to ensure representation of parents from diverse socio-economic and ethnic background.

TABLE 3: LIST OF RESOURCE CENTERS (RCS) SELECTED FOR DATA COLLECTION

DISTRICT	SELECTED RC FOR DATA COLLECTION		DISTRICT	SELECTED RC FOR DATA COLLECTION	
	URBAN	RURAL		URBAN	RURAL
Manang	Lokpriya	Prakash Jyoti	Saptari	Rajbiraj, Kachandaha	Pato, Bodebarsain
Bhaktapur	Araniko, Bageshwori	Changu, Kharipati	Banke	Rajha, Mangal	Binauna, Matehiya
Kaski	Lamachaur, Tundikhel	Birethanti, Deurali	Kanchanpur	Niglasini, Jhalari	Belauri, Punarbash

For identification of parents for the survey in each district, two students (one male and one female) from each grade: one, two and three were selected, and their parents were interviewed using the survey questionnaire (i.e. six parents per school). Likewise, four teachers including the head teacher from each school selected from Banke, Saptari, Kanchanpur and Manang districts, and four teachers from each school selected from Bhaktapur and Kaski districts were interviewed. The table below illustrates detailed calculation of the proposed survey samples for the study.

TABLE 4: CALCULATION OF THE SURVEY SAMPLES

GEOGRAPHICAL REGION	SAMPLE DISTRICTS	NO. OF RESOURCE CENTERS	NO. OF SCHOOLS	PROPOSED SAMPLE SIZE		GEOGRAPHICAL AREA-WISE SAMPLE
				PARENTS (GRADE 1-3)	TEACHERS (GRADE 1-3)	
Mountain	Manang	2	$2 \times 6 = 12$	$12 \times 6 = 72$	$12 \times 4 = 48$	120
Hill	Kaski	4	$4 \times 3 = 12$	$12 \times 6 = 72$	$12 \times 5 = 60$	264
	Bhaktapur	4	$4 \times 3 = 12$	$12 \times 6 = 72$	$12 \times 5 = 60$	
Terai	Saptari	4	$4 \times 3 = 12$	$12 \times 6 = 72$	$12 \times 4 = 48$	360
	Banke	4	$4 \times 3 = 12$	$12 \times 6 = 72$	$12 \times 4 = 48$	
	Kanchanpur	4	$4 \times 3 = 12$	$12 \times 6 = 72$	$12 \times 4 = 48$	
TOTAL		22	72	432	312	744

Although the total required sample size of parents was 432, a total of 450 parents were interviewed. Likewise, 315 teachers were interviewed in total.

2.5 DATA COLLECTION AND QUALITY ASSURANCE

Quantitative data was collected by trained enumerators using computer tablets that were preloaded with the survey questionnaires in Nepali language in the offline "KLL Collect App". Trained enumerators who administered the survey uploaded collected data in the central server on daily basis through internet. To control the data quality and minimize outlier cases, the data quality assurance manager stationed at Kathmandu constantly monitored, supervised, and consulted with the field coordinators in six districts regarding the work of the enumerators deployed for data collection in the field. Collected raw data was first exported to the Statistical Package for the Social Sciences (SPSS) application and thoroughly cleaned to remove data inconsistencies within and between the variables by cross-verifying the outlier cases, before being extracted in Microsoft Excel for analysis.

The qualitative researchers with experience in conducting FGDs and KIIs were deputed from Kathmandu to each district. All FGDs and KIIs were taped using portable audio recorders, after obtaining informed consent from the study participants. Key points from the audio recordings were transcribed into English language. While writing the report, transcriptions were used to check against the notes taken by the researchers.

In every district, two enumerators and one supervisor/coordinator with understanding of the local context and proficiency in local languages were identified and recruited for quantitative data collection. The local coordinator also assisted the qualitative researchers during moderation of FGDs.

2.6 DATA ANALYSIS

Univariate analysis (frequency distribution) and bivariate analysis (cross tabulation) of the quantitative data was performed using SPSS and Microsoft Excel. The qualitative data from KIIs and FGDs were transcribed, translated, and compiled into a thematic matrix (based on the study tools) for analysis and interpretation. Major themes complementing the objectives of the study were extracted from the transcribed text for content analysis in order to prepare the report. Information obtained from the qualitative study was also corroborated with the quantitative findings.

3. DEMOGRAPHICS OF STUDY AUDIENCE AND THEIR SOURCES OF INFORMATION

3.1 DEMOGRAPHICS OF THE STUDY AUDIENCE

3.1.1 PARENTS

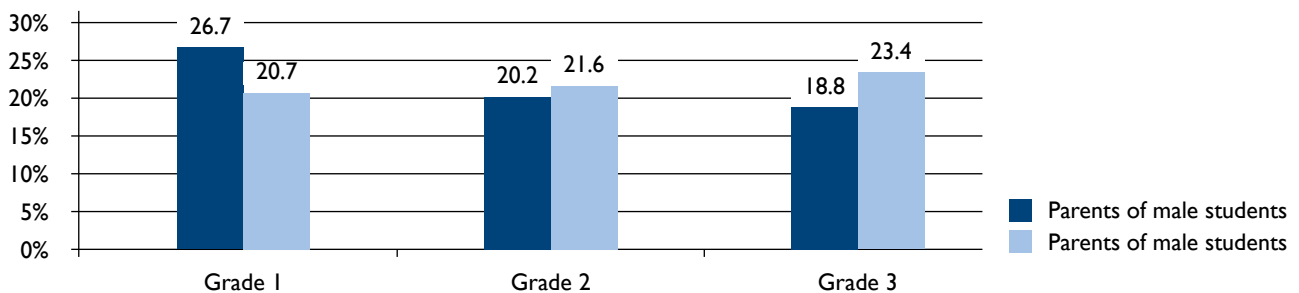
In total, 450 parents from six districts participated in the survey. Demographic characteristics of parents have been disaggregated in terms of the type of family, number of family members, gender, ethnicity, language, and education

3.1.1.1 TYPE OF FAMILY AND NUMBER OF FAMILY NUMBERS

Out of 450 parents, 441 mentioned about their family type. A majority of the respondents (74.9%, n=337) had single/nuclear families whereas 25.1% had joint families. Almost half of the respondents (49.5%) reported having five to seven members in their family, followed by over one-third (33.6%) having four or less family members, and 16.9% with eight or more members in their family.

Distribution of the number of sons and daughters studying in grades one to three, as mentioned by the parents interviewed in the survey, is depicted in Figure 1 below.

FIGURE 1: DISTRIBUTION OF RESPONDENTS' CHILDREN (SONS AND DAUGHTERS) STUDYING IN GRADES 1-3



3.1.1.2 GENDER

The gender-wise distribution of parents interviewed in six districts is highlighted in Table 5.

TABLE 5: GENDER-WISE DISTRIBUTION OF PARENTS INTERVIEWED IN THE SURVEY

DISTRICT	GENDER				TOTAL NUMBER
	FEMALE		MALE		
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	
Banke	47	61.8%	29	38.2%	76
Bhaktapur	49	67.1%	24	32.9%	73
Kanchanpur	50	68.5%	23	31.5%	73
Kaski	64	81%	15	19%	79
Manang	50	64.9%	27	35%	77
Saptari	45	62.5%	27	37.5%	72
TOTAL	305	67.8%	145	32.2%	450

Among the surveyed parents, 67.8% were mothers and 32.2% were fathers of early grade readers. There was greater participation of mothers in the survey because many fathers were away from home for work at the time of data collection.

More than one-fourth (27.3%) families had at least one member in foreign employment, of which 95.1% of those abroad were male members.

3.1.1.3 ETHNICITY, LANGUAGE AND EDUCATION LEVEL OF PARENTS

District-wise demographic information of parents based on ethnicity, language and education have been presented in Tables 6, 7 and 8 respectively.

TABLE 6: ETHNICITY OF PARENTS INTERVIEWED IN THE SURVEY

DISTRICT	BRAHMIN / CHHETTRI	DALIT	AADIWASI-JANAJATI	MADHESI	OTHERS	TOTAL
Banke	7	6	15	43	5	76
Bhaktapur	37	5	18	1	12	73
Kanchanpur	13	9	51	0	0	73
Kaski	17	27	25	1	9	79
Manang	0	6	68	0	3	77
Saptari	0	3	2	60	7	72
TOTAL	74	56	179	105	36	450

Overall, majority of the respondents were Aadiwasi-Janajati (39.8%), followed by Madhesi (23.3%), Brahmin/Chhettri (16.4%) and Dalit (12.4%). In Banke and Saptari districts, there were more parents from Madhesi community, whereas most of the parents from Manang and Kanchanpur districts represented Aadiwasi-Janajati (i.e. indigenous) communities. Kaski district had more respondents from Dalit and Aadiwasi-Janajati ethnicities, whereas almost half of the parents interviewed in Bhaktapur district were Brahmin/Chhettris.

TABLE 7: LANGUAGE SPOKEN BY PARENTS AT HOME

DISTRICT	NEPALI	AWADHI	BHOJPURI	MAITHILI	THARU	GURUNG	MAGAR	BHOTE	NEWARI	DOTELI	TOTAL
Banke	21	45	0	0	10	0	0	0	0	0	76
Bhaktapur	67	0	0	0	0	0	0	0	6	0	73
Kanchanpur	6	0	0	0	50	0	0	0	0	17	73
Kaski	72	0	1	0	0	3	0	0	3	0	79
Manang	19	0	2	0	0	46	2	6	2	0	77
Saptari	2	0	0	70	0	0	0	0	0	0	72
TOTAL	187	45	3	70	60	49	2	6	11	17	450
%	41.5	10	0.7	15.5	13.3	10.9	0.4	1.3	2.4	3.8	100

In terms of languages spoken at home, it was identified that majority of the respondents interviewed from Banke district speak Awadhi, whereas Nepali language is spoken predominantly at home in Bhaktapur and Kaski districts. Likewise, parents interviewed in Kanchanpur, Manang and Saptari districts most commonly speak Tharu, Gurung and Maithili languages respectively.

Forty-five percent of total parents who participated in the survey had not attended school, and 36% parents had received basic education (grade one to eight), which indicates the low overall literacy rate of surveyed parents.

TABLE 8: EDUCATION LEVEL OF PARENTS INTERVIEWED IN THE SURVEY

DISTRICT	EDUCATION LEVEL				TOTAL
	NOT ATTENDED SCHOOL	BASIC (1-8)	SECONDARY (10+2)	GRADUATE AND ABOVE	
Banke	46	20	10	0	76
Bhaktapur	35	19	11	8	73

Kanchanpur	25	39	9	0	73
Kaski	21	39	16	3	79
Manang	28	24	25	0	77
Saptari	47	21	4	0	72
TOTAL (NO.)	202	162	75	11	450
PERCENTAGE	45%	36%	17%	2%	100%

Majority of the parents who participated in the focus group discussion were females. Many male guardians of the early grade students could not attend the FGDs because they were not available due to working out of the study location or district or overseas. Male members' engagement in foreign employment also contributed to more presence of female participants in FGDs.

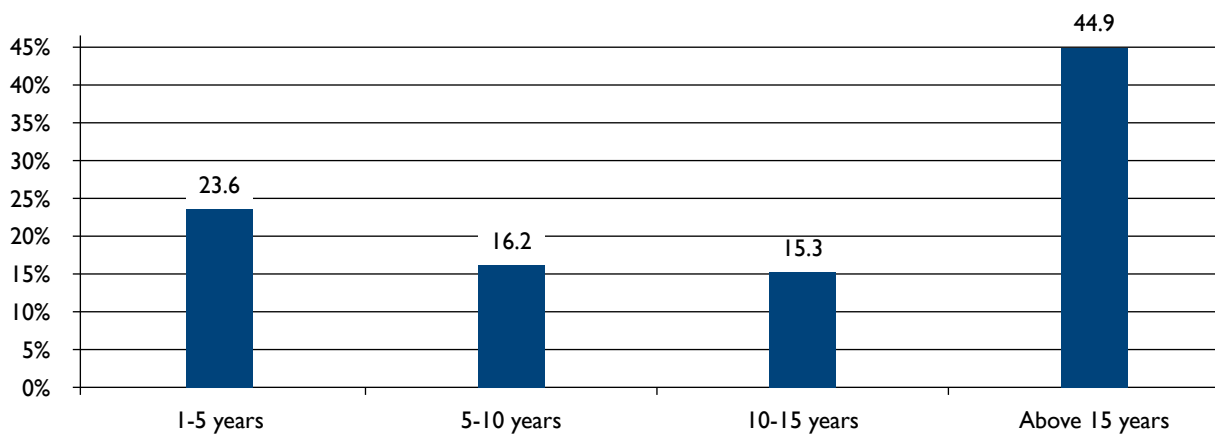
3.1.2 TEACHERS

A total of 315 teachers from 72 schools selected under 22 resource centers in six districts participated in the survey. They included 246 grade one to three classroom teachers (78%) and 69 head teachers (22%). Among those, 67.3% had received training on early grade reading and 67.6% were from the local community; 53.34% of the interviewed teachers were females.

In terms of ethnicity, 29.2% teachers were Brahmin, followed by 15.56% Chhettris, 14.6% Aadiwasi-Janajati, 10.47% Tharu, 10.15% Madhesi and rest were Dalit, Muslim or other ethnicity.

Distribution of the respondents' number based on their service in teaching profession has been presented in Figure 2 below. Additionally, six key informant interviews were conducted with head teachers and/or teachers as SMC members from six districts.

FIGURE 2: NO. OF YEARS IN TEACHING PROFESSION



3.2 SOURCES OF INFORMATION AND DEVICES OWNED

The survey revealed that 61.8 % parents of EGR children get information from radio, 52.7% from television, and 49.1% from friends and relatives. Similarly, radio is the most common source of information for 70.8% teachers, followed by television (63.8%), newspaper (51.7%), internet (49.2%) and mobile phone (32.7%). The sources of information for parents and teachers, as they mentioned during the survey, have been presented below in Table 9.

TABLE 9: SOURCE OF INFORMATION FOR PARENTS AND TEACHERS

SOURCE OF INFORMATION	PARENTS (%)	TEACHERS (%)
Radio	61.8	70.8
Television	52.7	63.8
Friends and Relatives	49.1	-
Mobile Phone	35.1	32.7
Internet	16.2	49.2
Newspaper	11.1	51.7

With respect to the types of devices owned by parents and teachers at home, the survey showed that teachers had better access to radio, television, computer and mobile phone. On an average, 81.6% teachers had radio compared to 52.4% parents. Similarly, 83.2% and 77.8% teachers had television and smart phones respectively whereas 56% parents had television and 50.9% parents owned smart phones. Table 10 illustrates the type of devices owned by parents and teachers in the sample districts.

TABLE 10: TYPES OF DEVICE AVAILABLE WITH PARENTS AND TEACHERS

DEVICETYPE	AUDIENCE	PERCENTAGE OF AUDIENCES WITH DEVICE AT HOME						AVERAGE
		BANKE	BHAKTAPUR	KANCHANPUR	KASKI	MANANG	SAPTARI	
Radio	Parents	40.8	74	63	49.4	48.1	40.3	52.4
	Teachers	74.1	90.2	96.3	75.4	67.9	89.6	81.6
TV	Parents	39.5	56.2	38.4	82.3	76.6	40.3	56
	Teachers	79.3	92.7	77.8	95.1	75.5	79.2	83.2
Computer	Parents	2.6	19.2	2.7	7.6	13	4.2	8.2
	Teachers	27.6	85.4	35.2	54.1	13.2	29.2	39.2
Bar Phone	Parents	77.6	38.4	76.7	39.2	41.6	66.7	56.4
	Teachers	46.6	56.1	48.1	18	17	83.3	43.2
Smart Phone	Parents	34.2	30.1	34.2	74.7	77.9	51.4	50.9
	Teachers	74.1	80.5	87	88.5	88.7	43.8	77.8

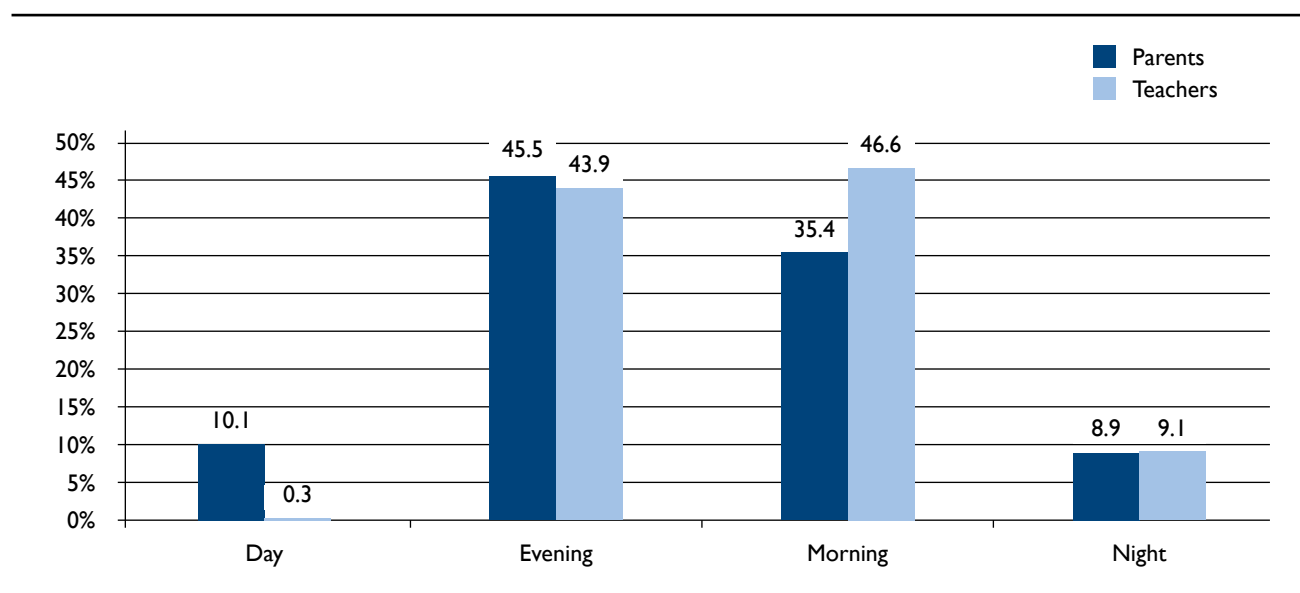
The FGD and KII participants from Bhaktapur district and urban parts of Kaski district stated that they get information from radio, television, newspapers, and online media. In Saptari, Banke, Kanchanpur and rural parts of Kaski, radio is used as the most common source of information. However, TV and the internet are the main sources of information in Manang district. This can be attributed to weaker radio signal and coverage in Manang because of its geographical terrain. Many parents from Banke district said that they now listened to the radio on their mobile phones. The tendency to own and rely on traditional radio devices is on decline.

Media representatives⁴ during KIIs stressed that the use of smart phones is increasing day by day, and so is the use of the internet to access information and news. National and local newspapers were identified as a common source of information in urban areas.

3.3 RADIO LISTENING TIME

Among 61.8% EGR parents and 70.8% teachers who listen to radio, their most preferred radio listening times have been depicted in the Figure 3 below.

FIGURE 3: PARENTS AND TEACHERS' PREFERRED RADIO LISTENING TIME



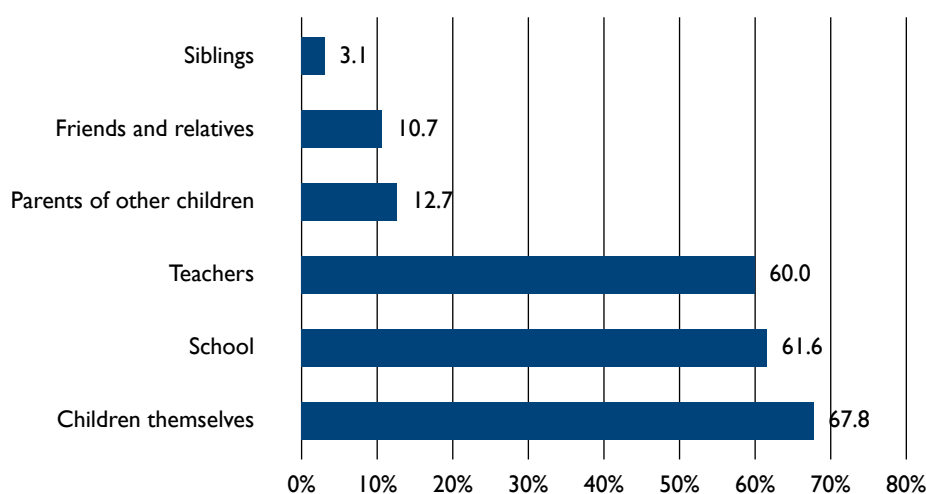
Majority of the parents and teachers prefer to listen to the radio in the morning and evening. 45.5% parents prefer to listen to the radio in the evening whereas 46.6% teachers prefer morning time to listen to the radio.

⁴ Journalists who were EGR District Core Committee members

3.4 PARENT'S SOURCES OF INFORMATION ABOUT CHILDREN'S SCHOOL WORK

As indicated by the survey, 67.8% parents get information about their children's school work by asking the children themselves, 61.6% parents obtain information from school, 60% parents obtain information about their children's school work from teachers, 12.7% parents get information from parents of other children, 10.7% parents receive information from friends and relatives, while 3.1% parents get information about their children's school work from siblings.

FIGURE 4: PARENTS' SOURCES OF INFORMATION ABOUT CHILDREN'S SCHOOL WORK



“I check my children’s bag after they return from school. I talk to them about their school work. I go to school and ask teachers about the reading progress of my children regularly.”

- Mother from Belauri, Kanchanpur District

Analysis of FGD data showed that parents get information about their children's school work by asking their children about what they learned in school, checking their homework, visiting school, and talking to teachers. The parents also said that school functions like reading day celebration, reading contest, and parent-teacher meetings have increased their visits to school and helped raise their awareness about their involvement in their children's reading.

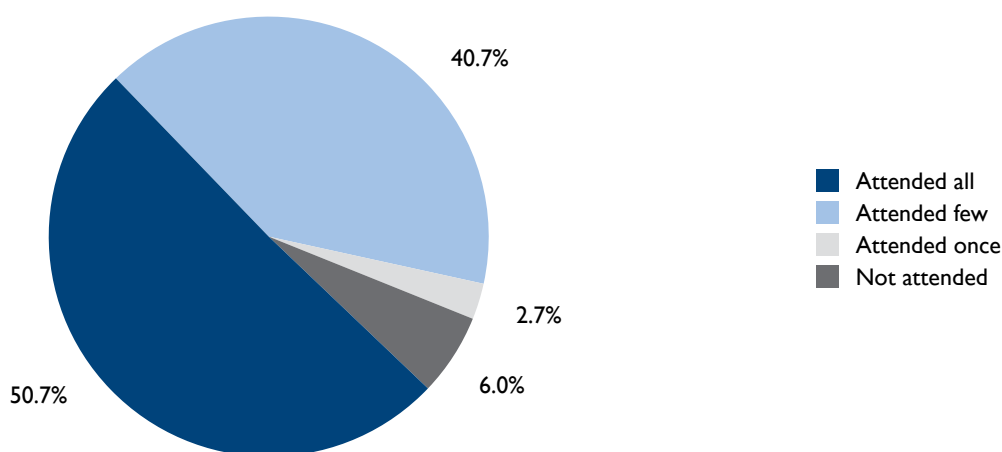
3.5 PARENT'S PARTICIPATION AT CHILDREN'S SCHOOL FUNCTIONS

When asked about their participation in children's school functions such as parent-teacher meeting, reading day celebration, 50.7% parents on average from six districts (i.e. 228 out of 450) said that they attend all such functions, and 40.7% attend a few of them where six percent parents do not attend at all. District-wise data of parents' attendance of their children's school functions have been presented in Table 11 below.

TABLE 11: FREQUENCY OF PARENTS' ATTENDANCE OF CHILDREN'S SCHOOL FUNCTIONS

DISTRICT	ATTENDED ALL		ATTENDED FEW		ATTENDED ONCE		NOT ATTENDED	
	No.	%	No.	%	No.	%	No.	%
Banke	43	56.6	27	35.5	2	2.6	4	5.3
Bhaktapur	44	60.3	22	30.1	4	5.5	3	4.1
Kanchanpur	15	20.5	39	53.4	3	4.1	16	22
Kaski	44	55.7	34	43	1	1.3	-	-
Manang	40	51.9	37	48	-	-	-	-
Saptari	42	58.3	24	33.3	2	2.8	4	5.6
TOTAL NO. / AVERAGE %	228	50.7	183	40.7	12	2.7	27	6

FIGURE 5: AVERAGE FREQUENCY OF PARENTS' ATTENDANCE OF CHILDREN'S SCHOOL FUNCTIONS



During FGDs, some mothers mentioned that they visit school to pick up their children after school hours and occasionally utilize the opportunity to discuss with teachers about their children's progress. Some parents reported that they usually visit schools to attend parent-teacher meetings and other programs such as to collect children's results/mark-sheets.

3.6 PARENTS' VIEWS ABOUT THE USEFULNESS OF CHILDREN'S SCHOOL FUNCTIONS

With respect to what parents thought about the usefulness of activities like parent-teachers meeting, reading day celebration, 55.3% parents on an average from six districts (i.e. 249 out of 450) expressed that they found such activities highly useful.

TABLE 12: FREQUENCY OF PARENTS' VIEWS ABOUT THE USEFULNESS OF CHILDREN'S SCHOOL FUNCTIONS

DISTRICT	HIGHLY USEFUL		USEFUL		NOT USEFUL		DON'T KNOW	
	NO.	%	NO.	%	NO.	%	NO.	%
Banke	51	67.1	22	28.9	-	-	3	3.9
Bhaktapur	48	67.8	19	26	1	1.4	5	6.9
Kanchanpur	14	19.2	50	68.5	-	-	9	12.3
Kaski	38	48.1	37	46.8	-	-	4	5.1
Manang	69	89.6	8	10.4	-	-	0	-
Saptari	29	40.3	40	55.6	-	-	3	4.2
TOTAL NO. / AVERAGE %	249	55.3	176	39.1	1	0.22	24	5.3

3.7 PARENT'S PARTICIPATION IN PARENTS' OR TOLE READING GROUP MEETINGS

Almost 60% parents on an average from six districts (i.e. 269 out of 450) mentioned that they had participated in parents' or tole reading group meetings about their children's early grade reading progress, whereas 40.2% parents had not participated in such meetings. As indicated by Table 12 below, majority of the parents who participated in such meetings were from Manang (93.5%), Kaski (77.2%) and Bhaktapur (75.3%). To the contrary, the highest proportion of parents from three Terai districts: Saptari (69.4%), Banke (65.8%) and Kanchanpur (54.8%) had not participated in such meetings.

TABLE 13: PARENT'S PARTICIPATION IN PARENTS' OR TOLE READING GROUP MEETINGS

DISTRICT	YES		NO	
	NO.	%	NO.	%
Banke	26	34.2	50	65.8
Bhaktapur	55	75.3	18	26.7
Kanchanpur	33	45.2	40	54.8
Kaski	61	77.2	18	22.8
Manang	72	93.5	5	6.5
Saptari	22	30.6	50	69.4
TOTAL NO. / AVERAGE %	269	59.8	181	40.2

3.8 TEACHERS' SOURCES OF INFORMATION

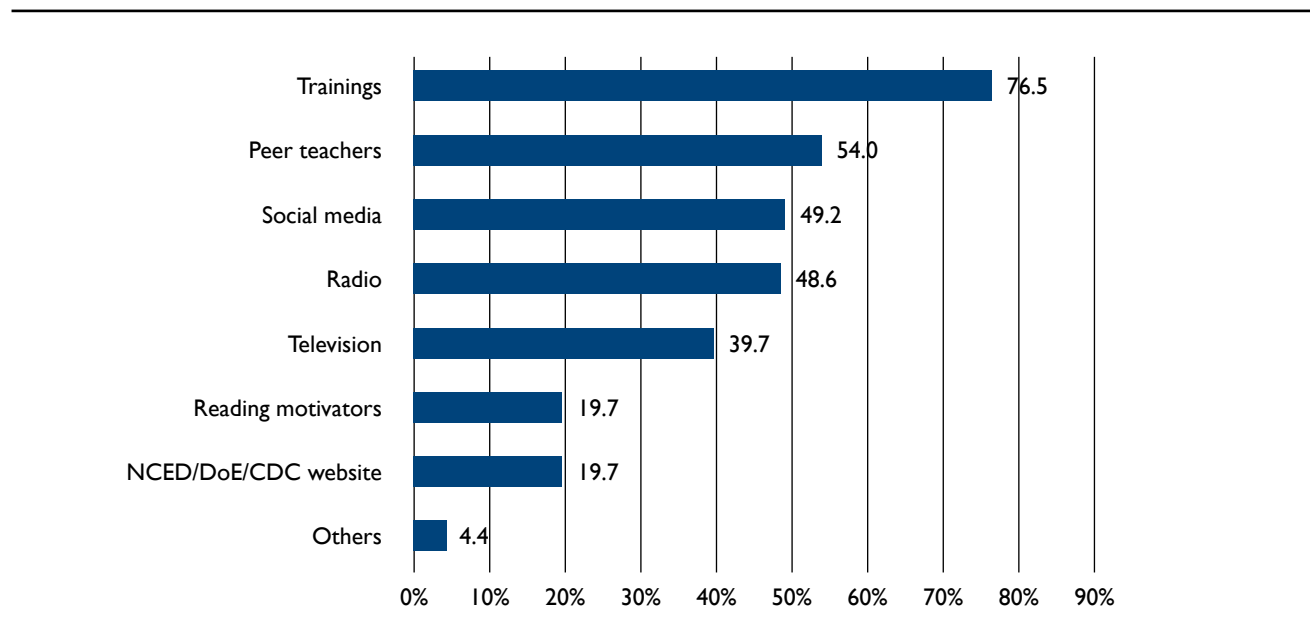
The survey revealed that radio (70.8%), television (63.8%) and newspapers (51.7%) are the three main sources of information for teachers, followed by internet (49.2%).

TABLE 14: TEACHERS' SOURCES OF INFORMATION

SOURCE OF INFORMATION	% OF TEACHER
Radio	70.8
Television	63.8
Newspaper	51.7
Internet	49.2
Telephone	32.7
Friends and Relatives	23.2
School Supervisor	14.2
DEO	2.2

In terms of teaching information/tips that are helpful to their profession, over three-fourth of the teachers (76.5%) mentioned about trainings, followed by peer teachers (54%), social media (49.2%), radio (48.6%), and television (39.7%).

FIGURE 6: SOURCES OF INFORMATION/TIPS ABOUT TEACHING HELPFUL FOR PROFESSION

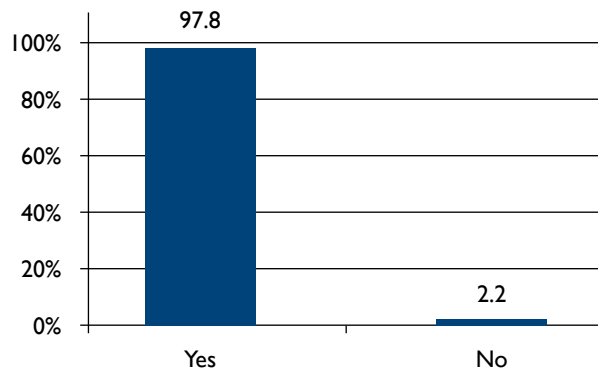


In KIIs, teachers and head teachers representing School Management Committees said trainings, education related newspapers and their supplements, education segments within magazines, peer teachers, and internet are also their sources of information. They get news about educational activities at national, regional and district levels mainly from newspapers and magazines.

3.9 TEACHERS' PARTICIPATION IN PARENT-TEACHER MEETINGS

In the last one year, 97.8 % teachers had participated in parent-teacher meetings.

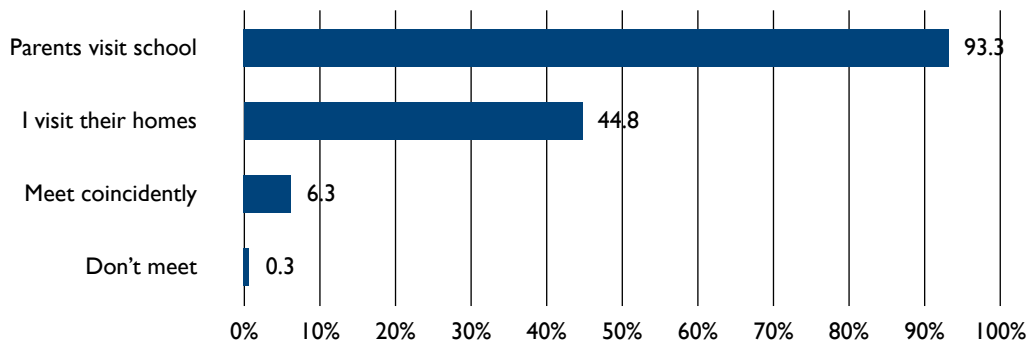
FIGURE 7: TEACHERS' PARTICIPATION IN PARENT-TEACHERS MEETING IN THE LAST ONE YEAR



3.10 PLACES WHERE TEACHERS MEET PARENTS

To discuss about children's reading, most of the teachers (93.3%) met parents when they visited school; 44.8% teachers said they visited the children's homes to meet their parents where 6.3% teachers mentioned that they met the parents coincidentally.

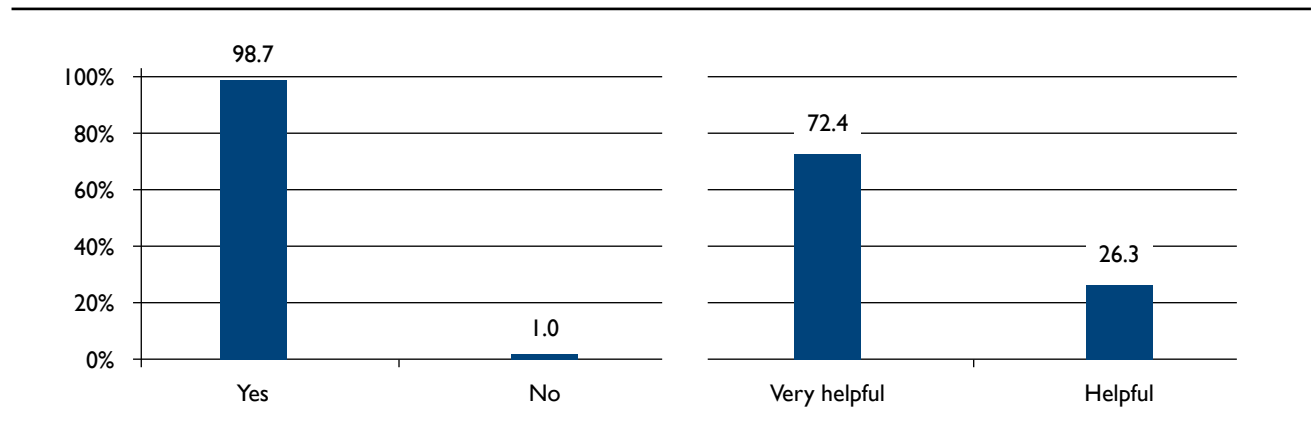
FIGURE 8: PLACES WHERE TEACHERS MEET WITH PARENTS TO DISCUSS THEIR CHILDREN'S READING



3.11 TEACHERS' VIEWS ON WHETHER PARENT-TEACHER MEETINGS ARE HELPFUL

Almost all teachers (98.7%) said parent-teacher meetings were helpful to improve children's reading. When asked about the degree of helpfulness, 72.4% of those teachers said that they found such meetings very helpful.

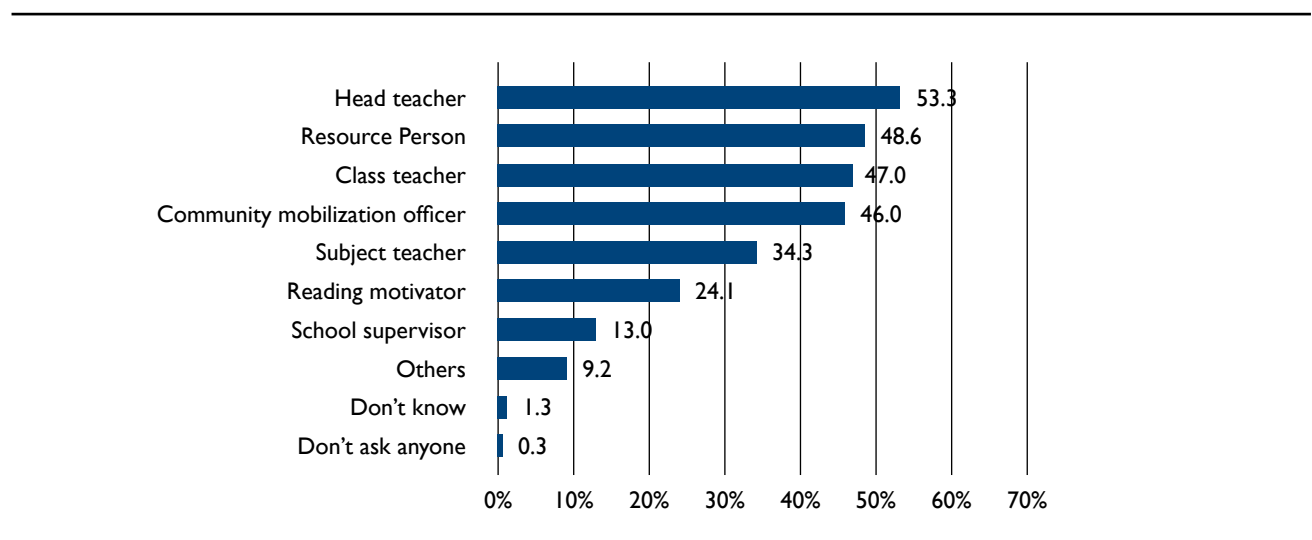
FIGURE 9: TEACHERS' VIEWS ON WHETHER PARENT-TEACHER MEETINGS ARE HELPFUL



3.12 TEACHERS' SOURCES OF INFORMATION AND SUPPORT IN EGR

Teachers' top five sources of information and support with respect to early grade reading are: head teachers (53.3%), resource persons (48.6%), class teachers (47%), community mobilization officers (46%) and subject teachers (34.3%).

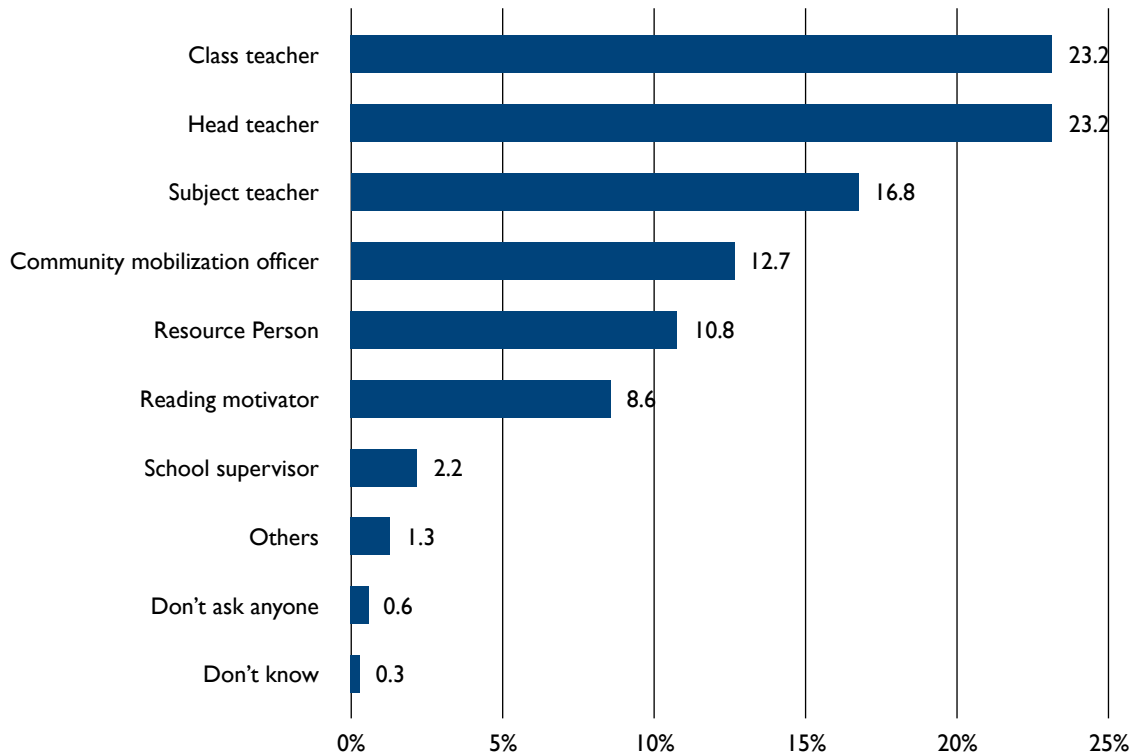
FIGURE 10: TEACHERS' SOURCES OF INFORMATION AND SUPPORT IN EGR



3.13 HELPFUL SOURCES OF EGR SUPPORT FOR TEACHERS

As indicated by the survey, nearly one-fourth teachers find class teachers and head teacher more helpful in relation to EGR (23.2% each), followed by subject teacher (16.8%), CMOs (12.7%), RPs (10.8%) and RMs (8.6%).

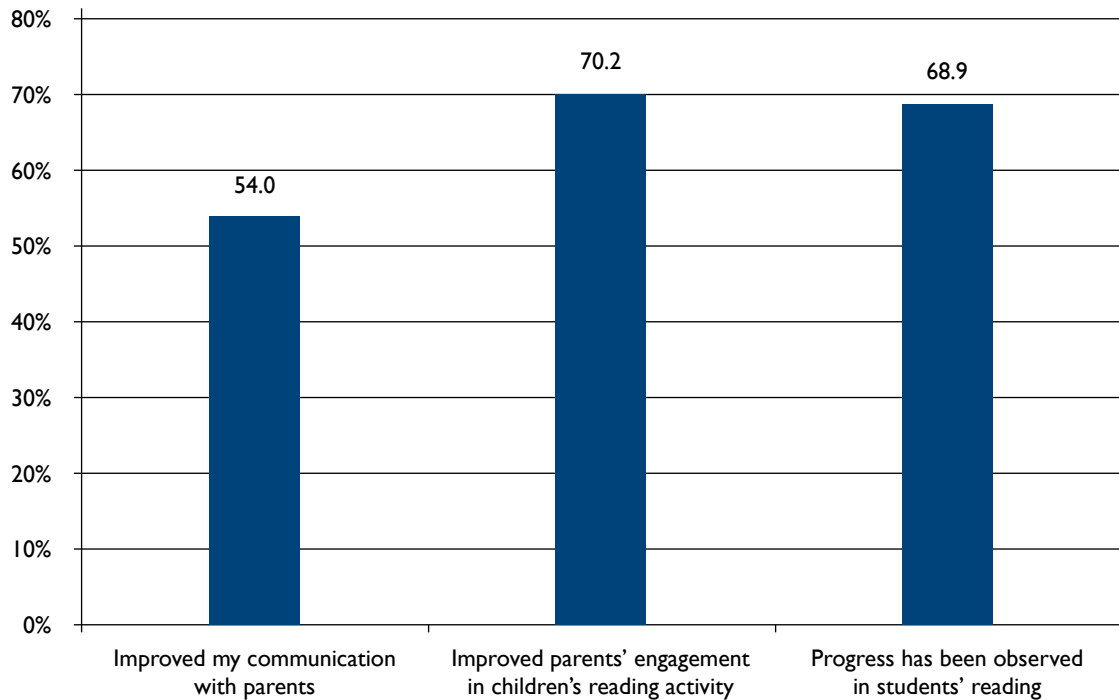
FIGURE 11: HELPFUL SOURCES OF EGR SUPPORT FOR TEACHERS



3.14 BENEFITS OF TEACHERS' INTERACTION WITH THESE SOURCES OF EGR SUPPORT

When the teachers were asked if they had ever interacted with the Reading Motivators, Resource Persons, School Supervisors and/or Community Mobilization Officers about how to improve their interpersonal communication with the parents of early grade students, an overwhelming majority of teachers (94.6%) said they had done so. Talking about the benefits, 54% of those teachers opined that such interactions had helped improve their communication and relationships with the parents. 70.2% teachers said it had improved the parents' engagement in children's reading activity. Likewise, 68.9% teachers expressed that they had observed progress in students' reading abilities as a result of such interactions.

FIGURE 12: BENEFITS OF TEACHERS' INTERACTION WITH RMS, RPS, SSS AND CMOS ON THEIR INTERPERSONAL COMMUNICATION WITH PARENTS



3.15 AWARENESS AND USAGE OF GRADE TWO READING CONTEST GUIDE

Of the teachers interviewed, 62.5% said they were aware about the grade two reading contest guide. The guide was used by 56.5% of the teachers and they found it useful. From among those who had not used the guide, 23.7% teachers said that they did not have time to use it whereas nine percent (9.2%) did not know how to use it. In the KIIs, the Resource Persons mentioned that the reading contest implemented in schools proved to be very helpful. They recommended developing a separate reading contest guide for grade one and three. A head teacher pointed out that teachers had difficulty to complete the reading contest guide in the same academic period as they needed to complete the regular course books first.

4. AWARENESS AND RECALL OF RADIO PSAs AND PROGRAMS

4.1 INTRODUCTION TO PUBLIC AWARENESS ACTIVITIES FOR EGRP

Based on the findings from the formative research conducted in 2015, EGRP developed primary and secondary audience-specific key messages for social and behavior change on early grade reading. The messages were integrated in various public awareness activities that included mass media and community mobilization in six Cohort I districts.

EGRP, in close coordination with the GoN, developed and produced two 60-seconds radio PSAs which were also edited to 30-seconds, and four episodes of 15-minutes radio program consisting of three five-minute segments viz. teaching tips, drama and guest readers. The radio PSAs and programs produced initially in Nepali language were translated into Mathili, Rana Tharu and Awadhi languages and were broadcast for five months (from April to August 2017) through two national radio stations (Radio Nepal and Radio Kantipur), and two local FM/radio stations in each of the six districts (as listed in Table 15).

The radio program episodes were also made available to the audiences via a toll-free number which they could dial to listen to the episodes and segments of their choice in their preferred languages any time at no cost. In addition, key stakeholders at government offices, local NGOs and influential members of communities such as Tole Reading Group (TRG)⁵ coordinators were informed about the radio program broadcast time and station on weekly basis via short messaging services (SMSes).

While all PSAs and programs in Nepali language were aired in all six districts, the

5 Tole Reading Group, a local community level platform with parents of early grade readers as its members, is established to mobilize the parents and community members to support the early grade readers to enhance their reading and learning skills.

translated versions were also aired in Banke district in Awadhi language, in Saptari district in Maithili language, and in Kanchanpur district in Rana Tharu language because these are the predominant local languages in respective districts.

TABLE 15: LIST OF RADIO/FM STATIONS USED TO BROADCAST RADIO PSAs AND PROGRAMS DEVELOPED BY EGRP

DISTRICT	FM/RADIO STATION	DISTRICT	FM/RADIO STATION
Manang	Radio Manang	Saptari	Chhinnamasta FM
	Marsyangdi FM		Bhorukuwa FM
Kaski	Annapurna FM	Banke	Krishnasar FM
	Big FM		Bageshwori FM
Bhaktapur	Bhaktapur FM	Kanchanpur	Mahakali FM
	Jansanchar FM		Shuklaphanta FM

On district-based radio stations, PSAs were broadcast 52 times every day between 6 am to 9:30 pm during news and entertainment programs. On national government and private radio stations, the PSAs were aired four to six times every day during primetime news in the morning, afternoon and evening news.

The radio programs were broadcast every day on all radio stations at morning (7 am to 9:30 am) and evening (7 pm to 9:30 pm) prime timeslots. Every new episode was introduced on a monthly basis. The weekly broadcast schedule for radio programs was devised in such a way that each of the three five-minutes segments of one episode were aired on consecutive days, followed by the full 15-minutes program on the fourth day; the segments were repeated on the next three days.

In addition, community mobilization officers also used the radio PSAs and programs to initiate discussion about early grade reading with parents and teachers, and raise awareness about the importance of their meaningful involvement in children's reading for their overall learning achievement.

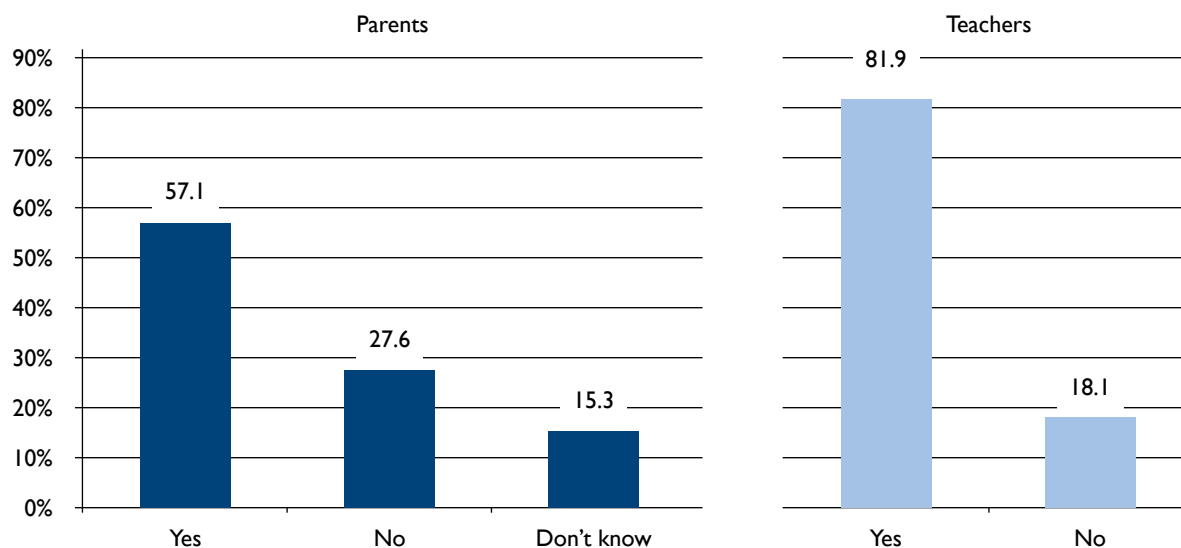
As a part community mobilization, EGRP also used a number of out-of-school and community-based activities such as peer education, tole reading group formation and mobilization, reading contests, reading fairs, reading day celebrations and EGR rallies.

As the study took place nearly after six months since the PSAs and programs were broadcast on radio, when the respondents had difficulty recalling the messages the enumerators played radio PSAs on their mobile devices for aided recall.

4.2 AWARENESS/LISTENERSHIP OF EGR RADIO PSAs

57.1% parents and 81.9% teachers said that they had listened to EGR radio PSAs.

FIGURE 13: PARENTS' AND TEACHERS' AWARENESS OF EGR RADIO PSAs



During FGDs, parents from the Rana Tharu community in Kanchanpur district and Madhesi community in Saptari district reported that they had listened to the radio PSAs in their local languages also. In Bhaktapur and Manang districts, parents said that they had listened to the PSAs during school functions and in tole reading groups through the community mobilization officers. As compared to other districts, there were fewer number of parents who listened to the radio in these two districts.

As such, peer educator parents were found more aware of the key messages disseminated through radio PSAs compared to non-peer educator parents. On the other hand, TRG coordinators (i.e. parents) who were interviewed in every district also referred to the radio PSAs broadcast on local radio stations being their source of the key messages about early grade reading.

Recalling a message from the radio PSA targeted at parents, a TRG Coordinator from Kanchanpur district said, *"I know that early grade reading is children's foundation for a better future."*

During KIIs, SMC representatives (i.e. head teachers) said that they had played the radio PSAs containing EGR messages in classrooms and during parent-teacher meetings.

Talking about the importance of the key messages aired on local radio, a community mobilization officer from Kaski district said, “Parents perceive that the messages aired through radio are authentic. Radio broadcast ensures the integrity and credibility of the information teachers and CMOs communicate to the parents.”

Two NEGRP focal persons said the following views about radio PSAs and programs.

“The radio announcement has made the parents and communities aware about early grade reading. Now, the parents discuss their concerns about children’s education during informal gathering. Parents also say that they have started to listen to their children’s read when they are free.”

“Radio PSAs and programs are very interesting with good content. Radio stations selected for broadcast had better coverage in urban areas but not in the rural areas as expected. Also, radio PSAs had been more fruitful to parents than teachers. But, there is a high demand for such informative PSAs and radio program.”

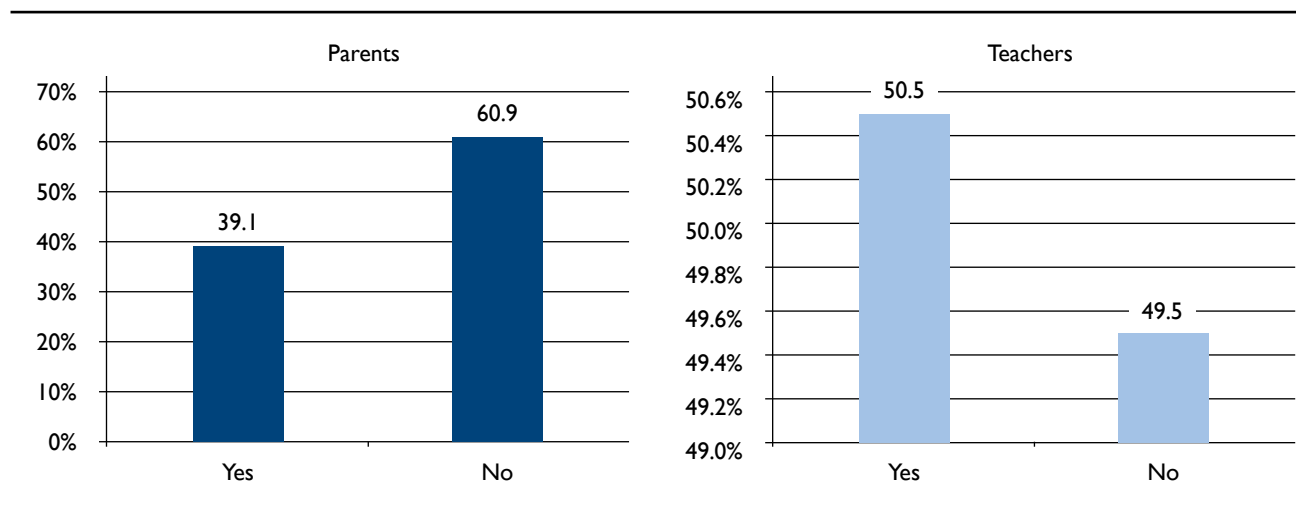
“I am familiar with the radio PSAs about early grade reading. We have played them in classroom as well as during parent-teacher conferences. The level of awareness of the messages is low among the parents from lower socio-economic strata. Self-initiation from teachers is low, hence, the role of Head Teacher is crucial to promote early grade reading activities in school.”

- SMC Member from Kaski District

4.3 AWARENESS/LISTENERSHIP OF EGR RADIO PROGRAM

Out of 450 parents who participated in the survey, 39.1% have listened to the radio program "Ramailo Padhai, Digo Sikai" (in English, Reading is Fun).

FIGURE 14: PARENTS' AND TEACHERS' LISTENERSHIP OF THE RADIO PROGRAM



Out of 315 teachers who participated in the survey, more than half (50.5%) had listened to the radio program. Almost all the parents (95.4%) and slightly over three-fourth (75.2%) of the teachers who had listened to the radio programs said that they found the content effective.

“Radio program ‘Ramailo Padhai, Digo Sikai’ was very entertaining. We played the radio program episodes in different events like Ghumti-Padhai (i.e. mobile reading) programs, school programs etc. Parents were more enthusiastic to learn about early grade reading in public programs.”

- CMO from Bhaktapur District

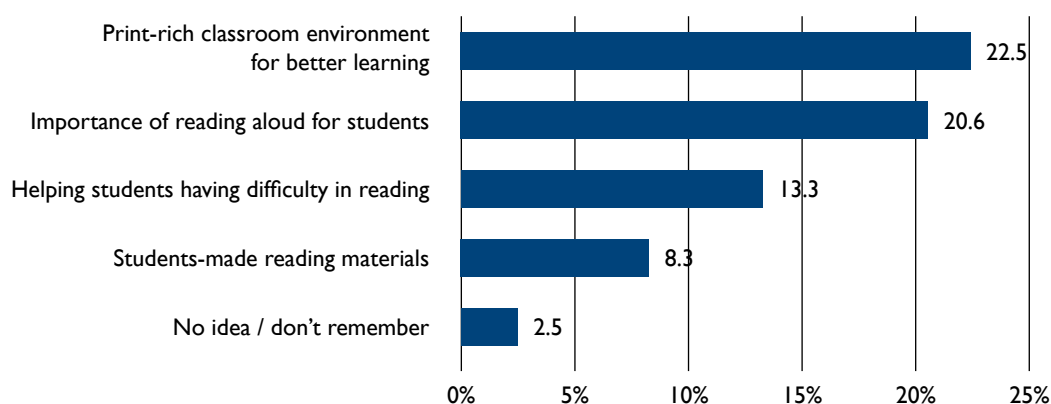
In a group of 8-12 parents, two to four parents were found aware about the radio program. However, although they were aware of the radio program they could not recall the contents. But, they recalled the key messages communicated through radio PSAs, CMOs, school functions, and peer educator parents. It was understood from the non-peer educator parents that they rarely discussed the messages with other parents but there was practice of discussing within their families, especially with spouses.

Peer educator parents from Terai districts reported that they had listened to the radio programs but could not recall the content and name of the characters who performed in the radio drama. Those parents who had listened to the radio program, however, recalled about the announcer being a prominent female radio presenter who used to run radio talk shows on a national radio station in the past. The peer educator parents from Bhaktapur district said that they had listened to the radio program in school.

4.4 TEACHERS' RECALL OF THE TEACHING TIPS SEGMENT AND ITS CONTENT

Almost two-fifths (38.1%) of teachers had listened to the 'teaching tips' segment of the radio program. When asked about what they remembered about the radio interview with the teaching experts, 22.5% teachers recalled the discussion on "print-rich classroom environment for better learning". Almost 21% (20.6%) teachers remembered "the importance of reading aloud for students".

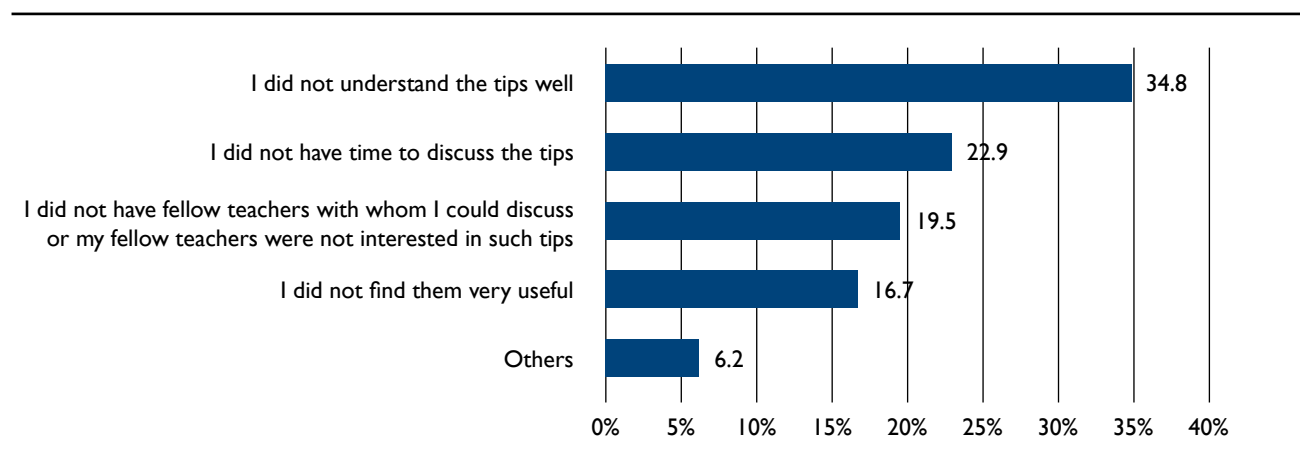
FIGURE 15: TEACHERS' RECALL OF THE TOPICS COVERED IN THE "TEACHING TIPS" SEGMENT



The survey shows that 95% of the teachers believed that the tips and activities discussed in the radio program could be adapted and put into practice. However, 2.5% teachers did not believe so, whereas the remaining 2.5% were not sure about the application.

When asked whether they had ever discussed about the teaching tips disseminated through the radio program with their fellow teachers, 62% teachers affirmed that they had done so. Out of those who had not discussed with the fellow teachers, nearly 35% said they did not understand the tips very well. Almost 23% teachers stated that they did not have time to discuss the tips.

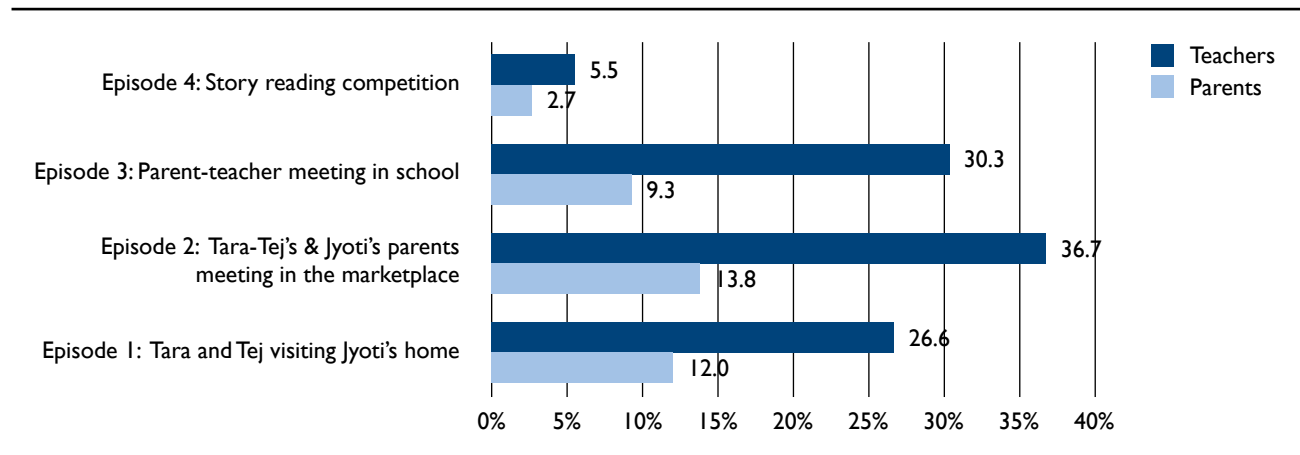
FIGURE 16: REASONS FOR NOT DISCUSSING THE TEACHING TIPS WITH FELLOW TEACHERS



4.5 RECALL OF THE RADIO DRAMA AND ITS CONTENT

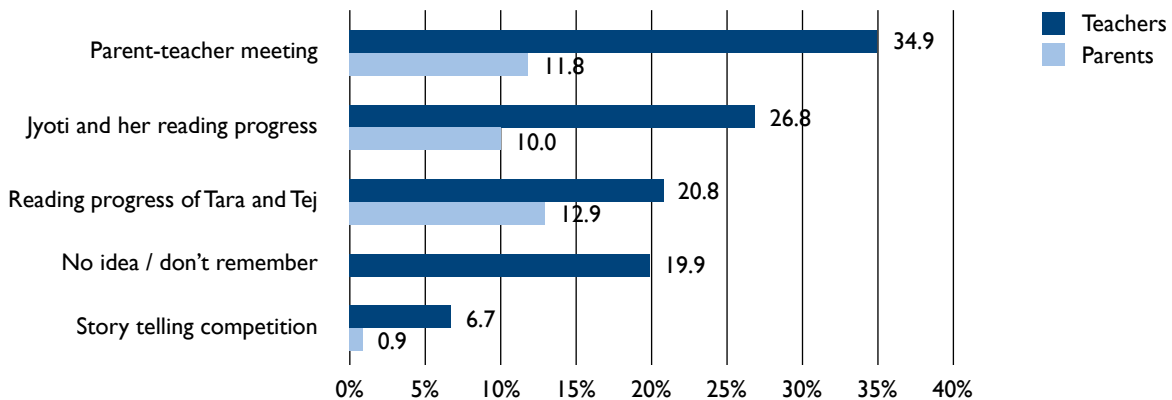
Nearly one-fourth (24%) parents and over one-third (34%) teachers had listened to the radio drama "Ujjwal Bhawishyako Suruwat" (in English, Beginning of a Bright Future). Second and third episodes of the radio drama were liked more by the teachers (36.7% and 30.3% respectively), whereas the parents liked the second and first episode (13.8% and 12% respectively) more than other episodes.

FIGURE 17: DRAMA EPISODES MOST LIKED BY PARENTS AND TEACHERS



In terms of the content and storylines depicted in the radio drama, most of the teachers and parents remembered about the parent-teacher meeting, Jyoti's reading progress over the episodes, and Tara and Tej's reading progress.

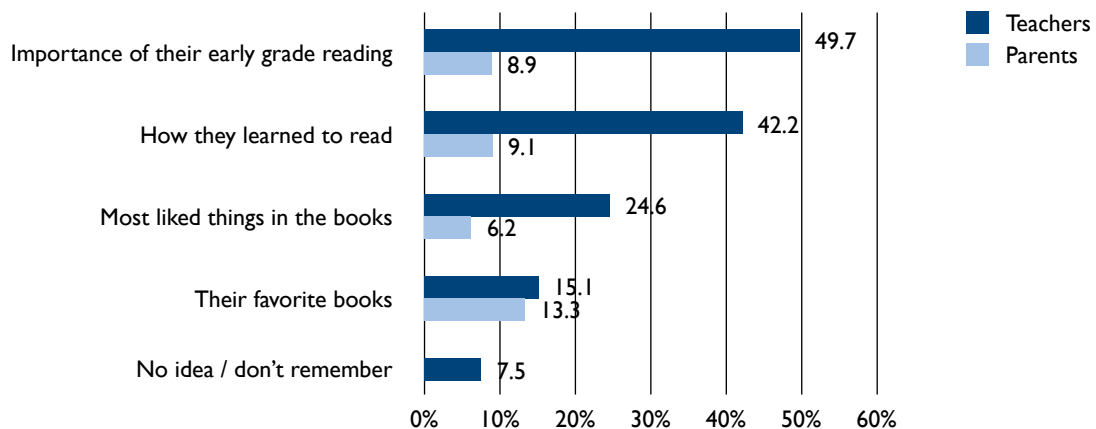
FIGURE 18: DRAMA CONTENT RECALLED BY PARENTS AND TEACHERS



4.6 RECALL OF THE GUEST READER SEGMENT

Almost 22% (21.9%) of parents and 49.2% of teachers said that they had listened to the guest reader segments. When asked what they remembered about the guests' interviews on radio, 13.3% parents mentioned that the guests talked about their favorite books; 9.1% remembered how the guests learned to read during their childhood; 8.9% recalled that the guests shared their experience about the importance of early grade reading; and 6.2% remembered about the guests' most liked things in their favorite books.

FIGURE 19: PARENTS' AND TEACHERS' RECALL OF THE CONTENT FROM GUEST READERS' INTERVIEWS



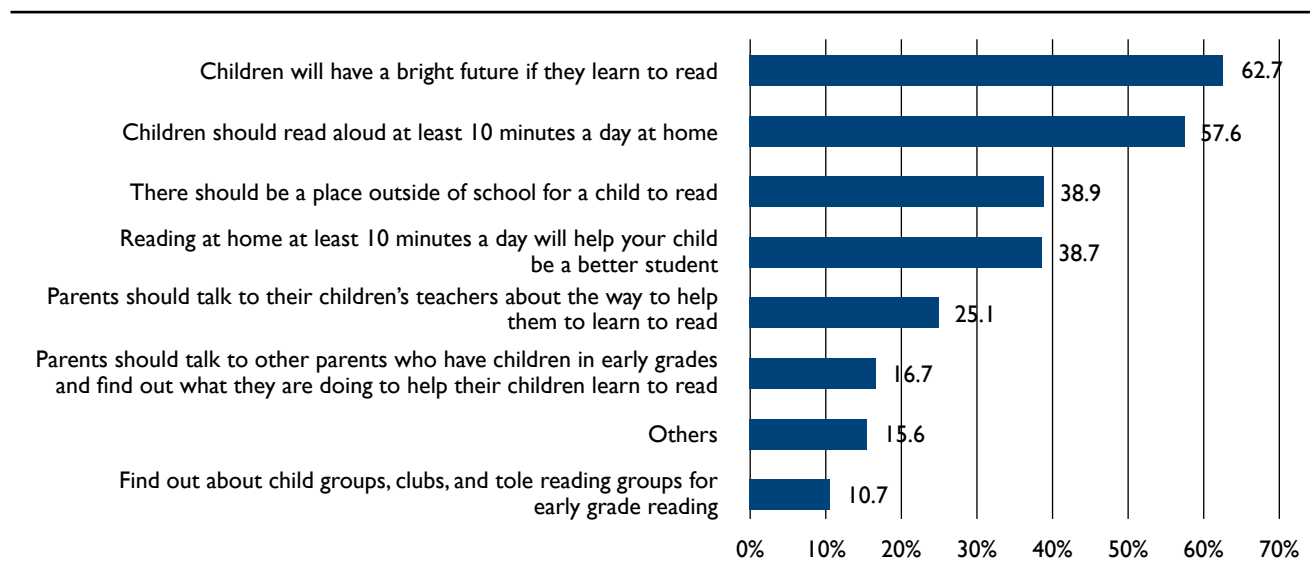
5. AWARENESS, RECALL AND EFFECTIVENESS OF THE KEY MESSAGES

5.1 AWARENESS AND RECALL OF KEY MESSAGES

As stated by the parents who had heard the EGR messages on radio, the following are the most remembered messages:

- Children will have a bright future if they learn to read. (62.7%)
- Children should read aloud at least 10 minutes a day at home. (57.6%)
- There should be a place outside of school for a child to read. (38.9%)
- Reading at home at least 10 minutes a day will help your child be a better student. (38.7%)

FIGURE 20: AWARENESS AND RECALL OF THE KEY MESSAGES BY PARENTS

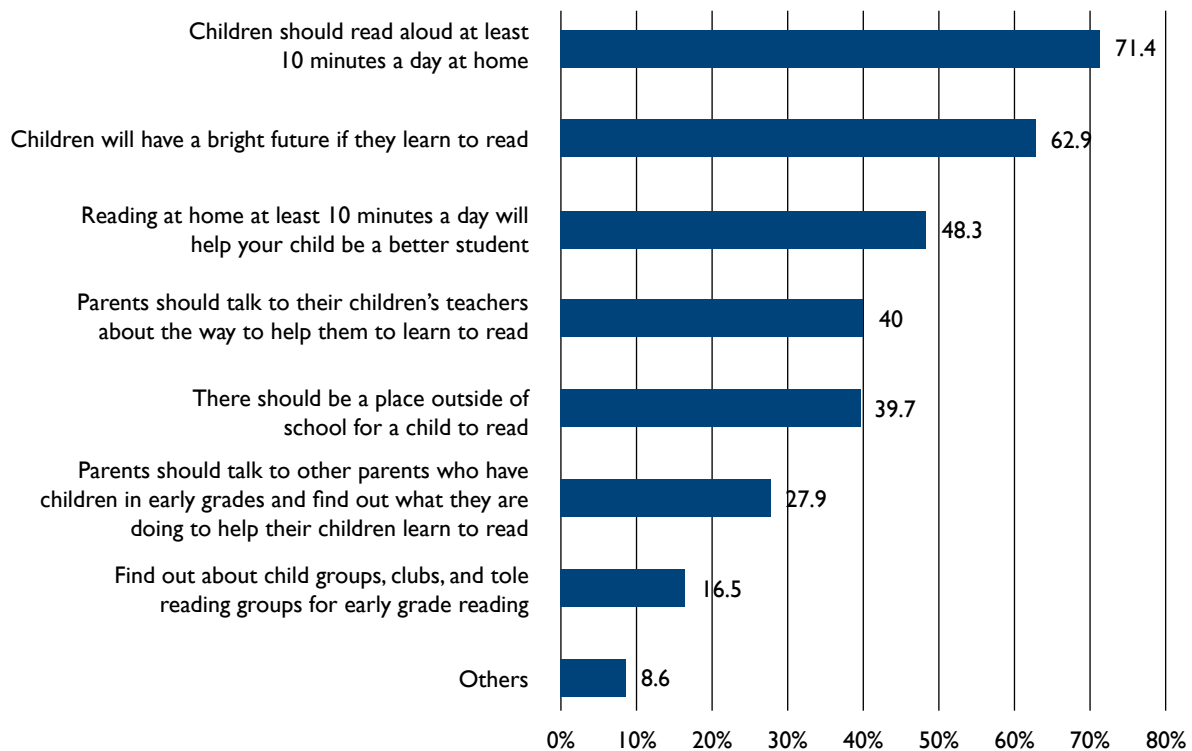


The parents from Banke district said they knew about the EGR messages while listening to the radio program on their mobile phone by dialing the toll-free number. The CMOs mentioned that the use of toll-free number by the audiences to listen to the radio program was frequent in Manang district because of limited radio signal and coverage owing to its high mountainous terrain.

As stated by the teachers who had heard the EGR messages on radio, the following are the most remembered messages:

- Children should read aloud at least 10 minutes a day at home. (71.4%)
- Children will have a bright future if they learn to read. (62.9%)
- Reading at home at least 10 minutes a day will help your child be a better student. (48.3%)
- Parents should talk to their children's teachers about the way to help them learn to read. (40%)

FIGURE 21: AWARENESS AND RECALL OF THE KEY MESSAGES BY TEACHERS



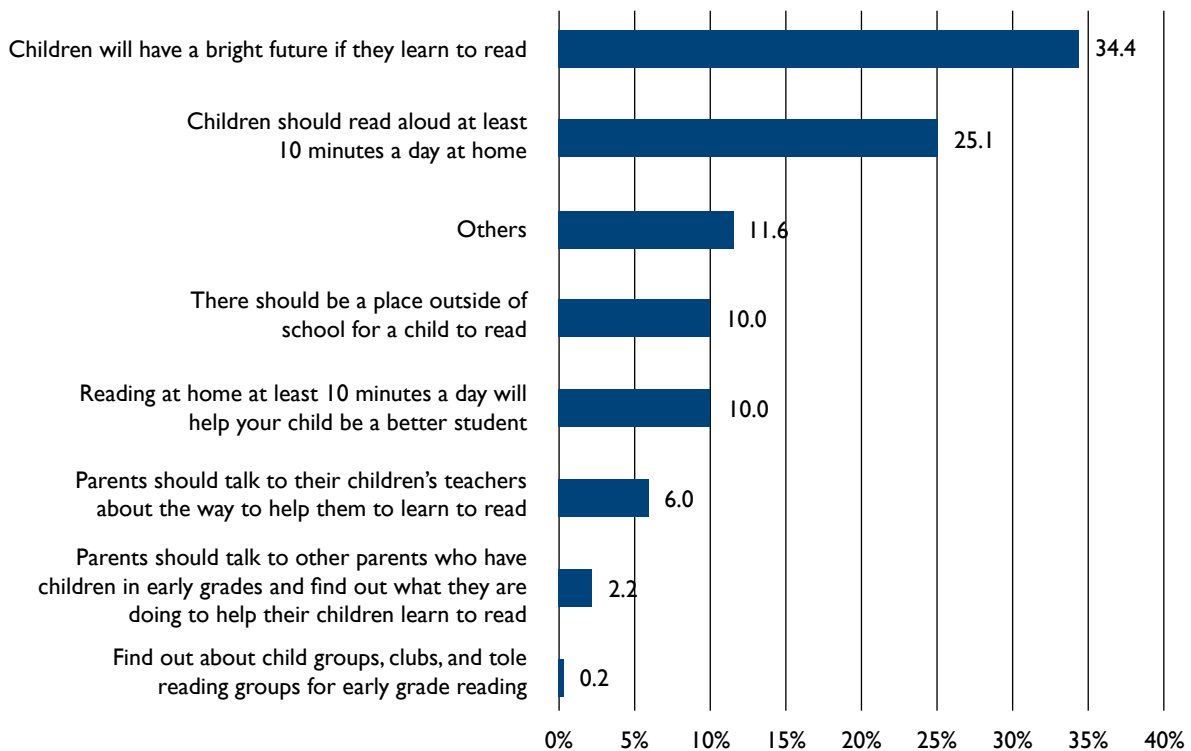
During KIIs with secondary audiences, it was identified that the CMOs and TRGs coordinators (i.e. parent member) from all the districts were well aware of all key messages.

5.2 PARENTS' AND TEACHERS' VIEWS ABOUT THE MOST IMPORTANT MESSAGES

According to the parents, the most important EGR messages are:

- Children will have a bright future if they learn to read. (34.4%)
- Children should read aloud at least 10 minutes a day at home. (25.1%)
- There should be a place outside of school for a child to read. (10%)
- Reading at home at least 10 minutes a day will help your child be a better student. (10%)

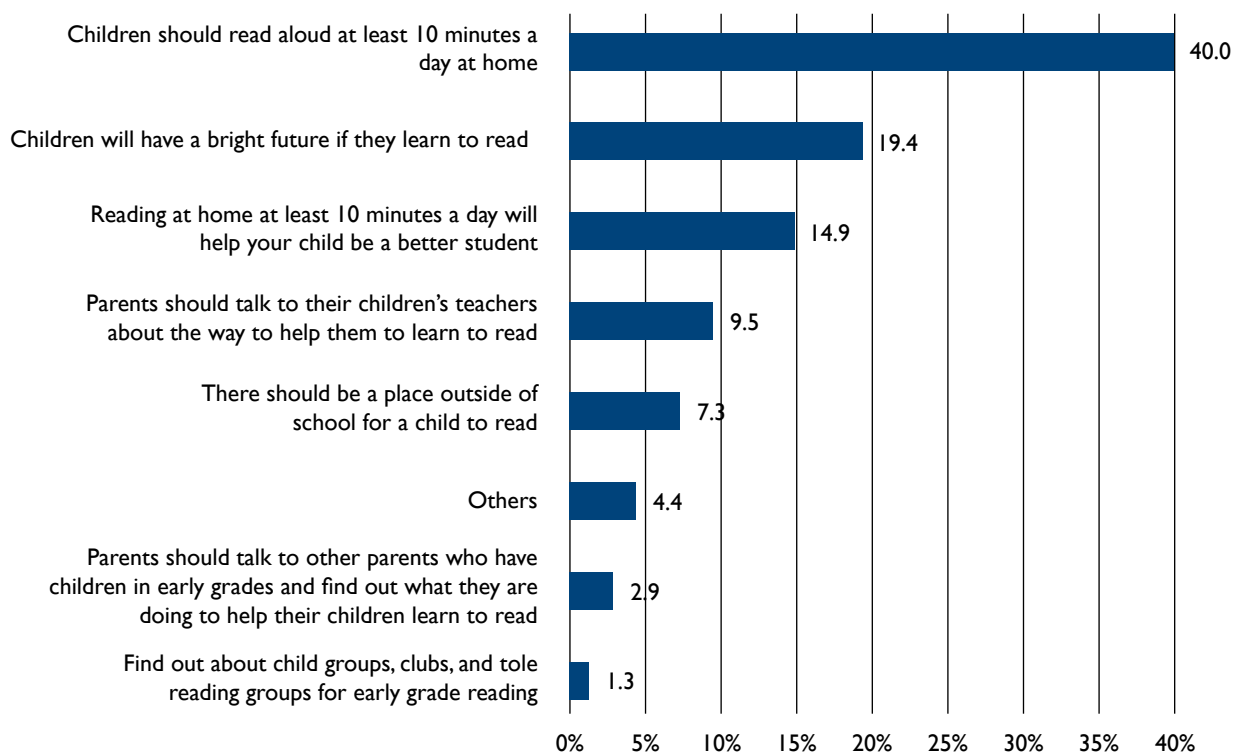
FIGURE 22: THE MOST IMPORTANT MESSAGES (ACCORDING TO PARENTS)



According to the teachers, the three most important EGR messages are:

- Children should read aloud at least 10 minutes a day at home. (40%)
- Children will have a bright future if they learn to read. (19.4%)
- Reading at home at least 10 minutes a day will help your child be a better student. (14.9%)

FIGURE 23: THE MOST IMPORTANT MESSAGES (ACCORDING TO TEACHERS)



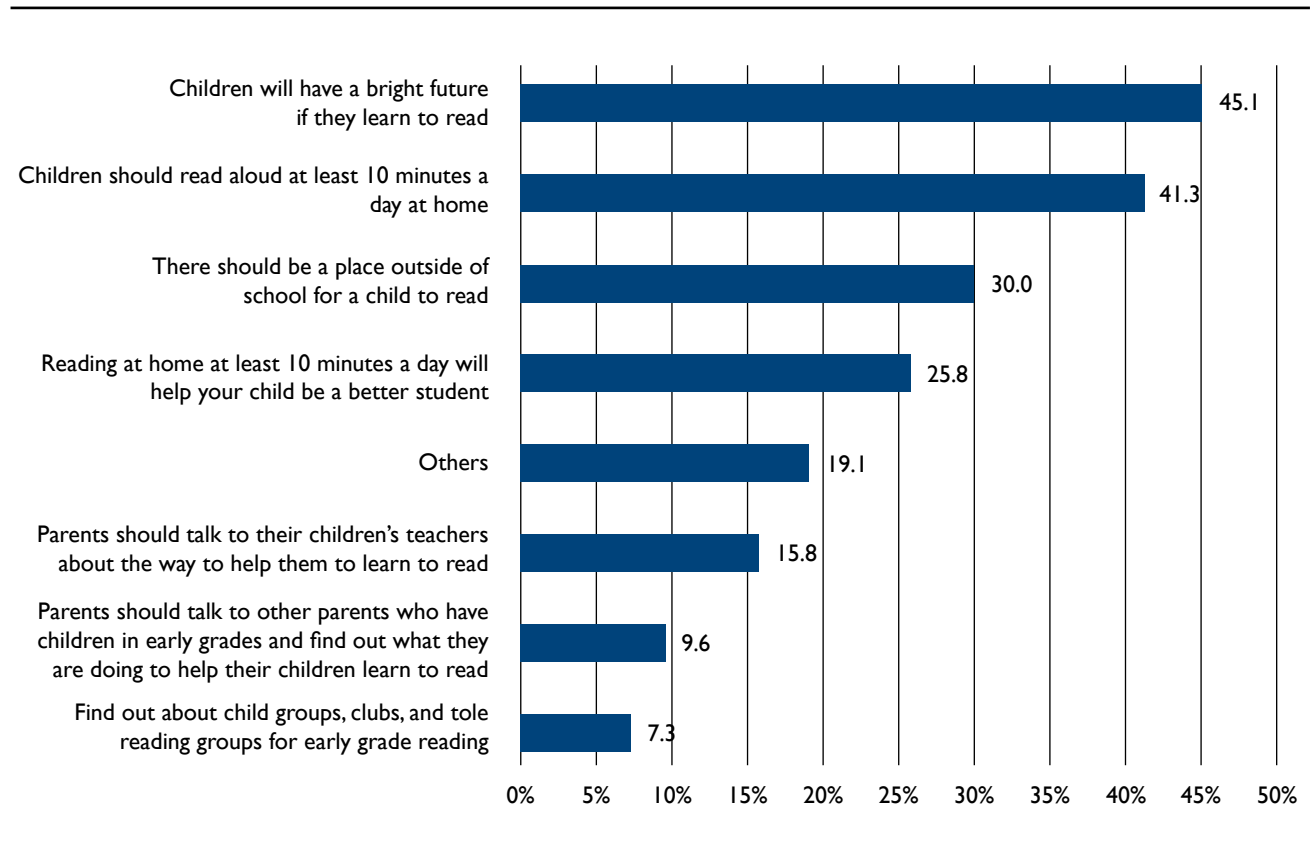
5.3 MESSAGES DISCUSSED BY PARENTS WITH OTHER PARENTS AND FAMILY MEMBERS

Parents said they had discussed about the following key messages with other parents and family members.

- Children will have a bright future if they learn to read. (45.1%)
- Children should read aloud at least 10 minutes a day at home. (41.3%)

- There should be a place outside of school for a child to read. (30%)
- Reading at home at least 10 minutes a day will help your child be a better student. (25.8%)

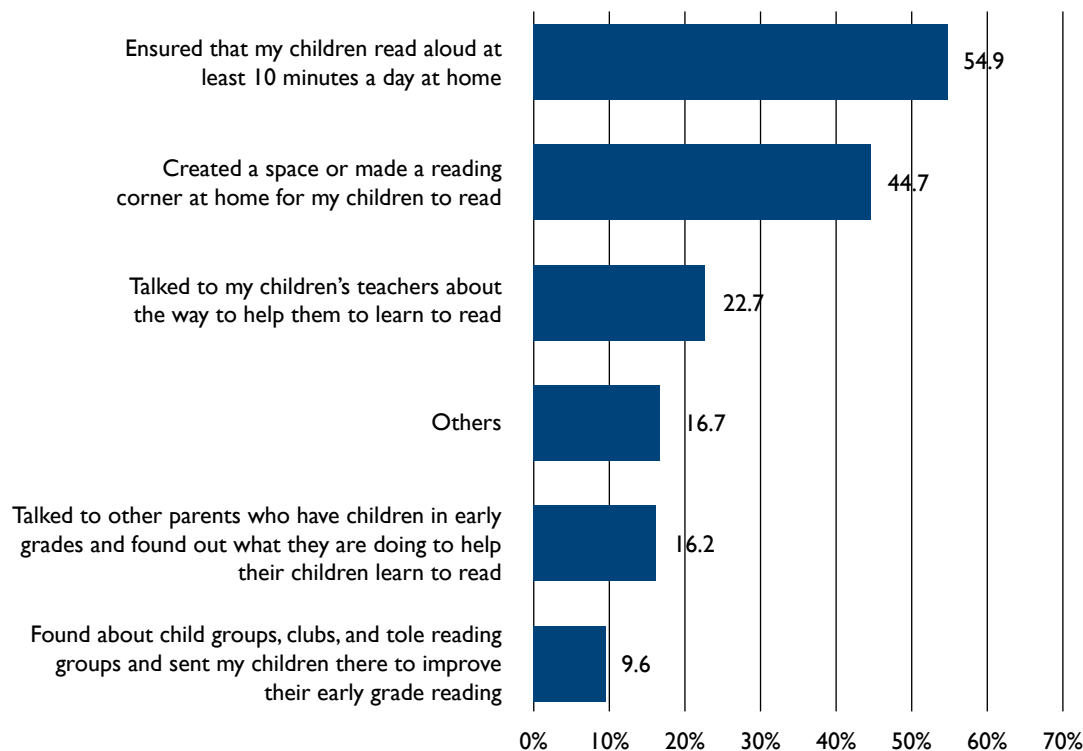
FIGURE 24: MESSAGES DISCUSSED BY PARENTS WITH OTHER PARENTS AND FAMILY MEMBERS



5.4 MESSAGES APPLIED BY PARENTS

More than half of the parents (54.9%) who had listened to the radio program "Ramailo Padhai, Digo Sikai" (in English, Reading is Fun) said they ensured that their children read aloud at least 10 minutes a day. Likewise, 44.7% parents said they created a space or made a reading corner at home for their children to read. Nearly one-fourth parents (22.7%) said they talked to their children's teachers and asked them about the way to help their children learn to read.

FIGURE 25: MESSAGES APPLIED BY PARENTS



A community mobilization officer from Banke district shared the following observation about parents' application of the messages: *“Now parents have allocated a separate place for children to read at home. At least, they have made a dedicated place with a nail fixed on the wall to hang school bag.”*

“I have made a separate place for my children to keep bags and books. I ask them to read loudly. Now my son can read better. I attend meetings in school and ask teachers about my children's education.”

- Mother from Punarbaas, Kanchanpur District

As explained by the CMOs, application of the EGR messages by the peer educator parents can be summarized like this: now they visit children's schools, feel comfortable to talk with their teachers, and also attend meetings at the school and in the community. In the past, they told their children to study themselves; now they also engage themselves in their children's education.

Non-peer educator parents in Saptari district opined that their children would earn better if they got good education. *“Higher studies of our children depends on their early grade education”*, was their understanding. Generally, the parents discussed what they knew from the EGR messages with their spouses at home.

A media representative expressed his experience about the application of a key message with his child at home. The need for parents and family members to set aside time for children to read at home and create a supportive learning environment was stressed by

a PTA chairperson as well: *“We need to provide a separate space to children for reading, give at least 10 minutes of our time every day, and create a child-friendly environment for their learning at home.”*

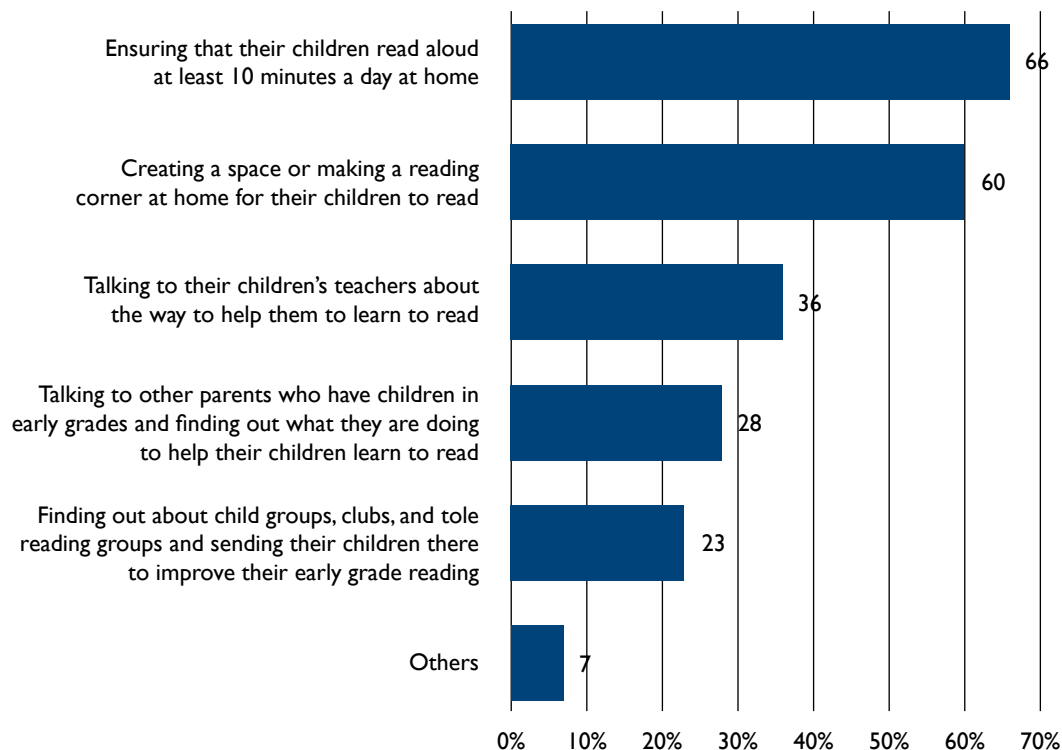
“By allocating just 10 minutes for our children every day we can improve their reading ability. I have been practicing this with my own child and I am happy with the results so far.”

- Media Representative from Manang District

5.5 MESSAGES THAT TEACHERS THINK PARENTS SHOULD APPLY

Two-third (66%) of the teachers think that parents should ensure that their children read aloud at least 10 minutes a day at home, followed by three-fifth (60%) who think that it is important for parents to create a space or make a reading corner at home for their children to read. According to 36% teachers, the parents should talk to children's teachers to find out about the ways to help children in their early grade reading.

FIGURE 26: MESSAGES THAT TEACHERS THINK PARENTS SHOULD APPLY



During KIIs, SMC members stressed: *“Teachers have the most influence over parents regarding their children attending school and making progress in education and reading specifically. Though the parents are aware that their children should study, they are unaware that they should also get engaged actively to ensure their children's reading progress. Hence, teachers as well as PTA has a crucial role in sensitizing the parents in this regard.”*

“Before peer educator training, we only knew that we should send our children to school. At home, we used to tell them: ‘go to read’, on their own. But after participating in the peer educator training, we understood about how to engage ourselves in children’s education while working in kitchen and doing household works. We also learnt that just sending them to school and tole reading group is not sufficient; we also have to visit schools and communicate with teachers regularly.”

- Peer educator parent (mother) from a rural area in Banke District

“Now we know what things need to be done to guide our children properly. Through peer education training even illiterate parents have also been able to understand how to help their children.”

- Peer educator parent from Pato, Saptari District

NEGRP focal persons talked about their District Education Offices' ongoing efforts to sensitize parents and communities about the importance of education by communicating that home is the first school for children. They have also developed a checklist for parents about their responsibilities towards children's education. Some DEOs have also introduced and continued the practice of felicitating best parents for their encouraging contribution in their children's education.

5.6 EFFECTIVENESS OF THE PEER EDUCATION INTERVENTION

FGD findings are that parents in urban and rural areas were more aware after participating in a peer education event of what their role is in their children's early grade reading and education. They knew that they needed to send their children to schools but were unaware how they could involve themselves in their children's reading activities. The peer education training conducted by the program through local NGOs seems to have enhanced the parents' understanding and adoption of various ways to contribute in their children's learning process.

All parents who were trained on using the peer education interpersonal communication (IPC) guide with other parents in their communities were found well informed about the key messages on early grade reading. The peer educator parents from Banke, Saptari and Kanchanpur districts said that they formed groups, visited every home in their communities, distributed the wall posters each household and explained the key messages to the families.

The level of awareness of key messages among peer educator parents was very high. Almost all peer educator parents were able to recall the key messages. All peer educator parents had participated at least once in the EGR activities in their communities. Awareness rallies were organized in communities in the six districts using posters with the key messages.

A young mother from Belauri, Kanchanpur district said, *“I agree with the radio message that children should have good friends so that they can learn from each other. Better students can help weak students in reading.”*

A peer educator father from rural area of Banke district stressed, *“After attending the peer education training, I have made a separate corner for my children to place their books and read at home. I have also started a daily routine of 10-15 minutes of reading aloud by children in my presence.”*

5.7 OVERALL EFFECTIVENESS OF SBC ACTIVITIES

Activities conducted in communities such as peer education trainings and tole reading groups, and programs organized in schools such as parent-teacher meetings and children's progress/results sharing meeting were found as effective avenues for exchange and discussion of EGR information between parents and teachers.

When asked about whether they had seen any changes in teachers in the way they interacted with parents after learning from the EGR trainings and radio programs, the SMC members said in the KIIs that there had been an increase in the frequency of parent-teacher meetings after implementation of EGRP activities in their districts. They had observed increased collaboration between teachers and parents as a result of improvement in their interpersonal communication with the parents.

During KIIs, media representatives said they were aware about EGRP and its activities through District Education Committees and had covered EGR-related news in their publications in the past. They suggested that inviting journalists to EGRP's activities and sharing relevant updates and facts with them on timely basis would help generate news pieces about early grade reading for mass awareness.

In order to make the EGR public awareness campaign more effective in communities in future, CMOs suggested broadcasting radio PSAs and programs via various radio stations covering the entire district, rather than limiting to fewer stations; and also making the key messages more visible by displaying on billboards and wall paintings in public spaces so that they work as constant reminders to the parents about their roles in children's reading.

Talking about the overall impact of EGRP's interventions, one of the DEOs from the six districts expressed: *"EGRP has been implemented comprehensively in our district. A total of 383 schools and 15000 EGR students have been benefited. A very good impact has been observed among teachers in pedagogical practice. Teaching methods have changed and reading-learning environment has been child friendly; classrooms are now rich with educational materials. The relationship between community and school has improved; parents' involvement in their children's education has increased."*

A Resource Person from Manang district, however, stressed on the need for better coordination with the head teachers and also entrusting them with the roles of the Reading Motivators. *"The EGR activities have raised the interest of students, made teachers more responsible, and increased parents' awareness about their role. The program has made classroom environment learning friendly and improvements can be seen in students' results. But, it has missed to engage the Head Teachers at the required level. The role of Reading Motivators could have been addressed through the Head Teachers. So, there is a room for improvement on this aspect."*

"Earlier, we used to tell our children: go somewhere and read silently. After the peer education training, we make them sit nearby and ask them to read aloud."

– Peer educator parent from Khajura, Banke District

"We can listen to our children read while working in kitchen while preparing vegetables or cooking food."

–Peer educator mother from Rajbiraj, Saptari District

“My daughter is in grade three and she can read better than my son who is studying in grade 5. In some occasions my daughter guides my son. This early grade reading program should have come to our community earlier, and it should continue.”

- Mother from Jhalari, Kanchanpur District

As understood from the FGDs, parents from both rural and urban areas voiced that EGR activities and initiatives were meant for the benefits of their children and they were indeed helpful.

During the KII, another Resource Person stated his opinion regarding the experience of teachers in Saptari district: *“EGRP has raised the level of confidence in teachers as well. As the reading ability of children has improved, the teachers are getting complements from the parents and society. They are motivated and feel proud.”*

5.8 MOST EFFECTIVE INFORMATION AND MESSAGING CHANNELS FOR SBC

According to the parents interviewed in the survey, community mobilization officers are the most effective information channel for EGR related messages and activities, followed by radio PSAs, radio programs and peer education.

TABLE 16: MOST EFFECTIVE INFORMATION AND MESSAGING CHANNELS FOR SBC, BASED ON PARENTS' PREFERENCE

CHANNEL	RAKING OF PARENTS' PREFERENCE			
	FIRST	SECOND	THIRD	OVERALL
Radio PSAs	168	70	65	303
Radio programs	78	95	50	223
Community Mobilization Officers	139	103	86	328
Toll-free number for access to radio programs	8	21	19	48
Peer education	31	96	83	210
Wall posters	14	56	104	174
News articles	12	9	43	64

“Radio PSAs and radio programs were effective. CMOs played a very good role. Tole reading group, peer education and other community specific participatory programs should be the focus of EGRP’s public awareness campaign.”

- NEGRP Focal Person

With respect to the information channels that have better influence on parents about EGR, PTA members mentioned about the support and coordination among schools, NGOs, local ward offices, mothers' groups, child clubs and community forums like TRGs.

Because CMOs usually have direct contact as well as frequent interactions and communication with the parents during various programs such as parent-teacher conferences, reading day celebrations, peer education trainings, they are the parents' most preferred channel for EGR-related information. Radio PSAs, programs, peer education and wall posters have also been rated by parents as being the effective channels.

As illustrated in Table 17, resource persons and reading motivators are the most effective information channel for teachers, followed by radio programs, radio PSAs, CMOs, and NCED/DOE/CDC websites.

TABLE 17: MOST EFFECTIVE INFORMATION AND MESSAGING CHANNELS FOR SBC, BASED ON TEACHERS' PREFERENCE

CHANNEL	RANKING OF TEACHERS' PREFERENCE			
	FIRST	SECOND	THIRD	OVERALL
Radio PSAs	101	29	18	148
Radio programs	77	64	39	180
Resource Persons, Reading Motivators	66	66	62	194
Community Mobilization Officers	51	48	44	143
Social media	5	19	19	43
NCED/DOE/CDC websites	21	52	61	134
Toll free number for access to radio programs	5	6	9	20
Peer teachers	9	22	27	58
Wall posters	9	27	45	81
News articles	11	12	21	44

With respect to the effective ways to reach out the parents with EGR messages, the FGD and KII participants from urban areas suggested organizing parent-teacher conferences and parent-parent meetings in school. Community mobilization through NGOs, tole reading groups and peer educators was emphasized more for rural areas. Peer educator parents also highlighted the importance of trainings and education related segment in newspaper as the effective mediums to communicate and spread EGR messages.

During KIIs, the PTA chairpersons from all the districts suggested including door-to-door campaign, documentary presentation, and mobilization of community groups like mothers' groups, child clubs, and youth clubs to increase mass awareness about parents' and families' involvement in early grade reading.

“We need to focus on local radio channels rather than national radio channels. The most effective ways to increase awareness about EGR messages is the parents-teachers meeting, teachers' meetings and parent-parent meetings.”

- SMC Member from Kaski District

6. CONCLUSION AND RECOMMENDATION

6.1 CONCLUSION

The study used quantitative and qualitative methods to collect data to measure the awareness and effectiveness of EGRP's social and behavior change activities in the six districts in Cohort I. The primary audiences of the study were parents (mothers and fathers) and classroom teachers of the early grade readers. Secondary audiences included: (i) district education officers and NEGRP focal persons, (ii) resource persons, (iii) community mobilization officers from local NGOs, (iv) community leaders and influencers (including TRG coordinators), (v) PTA members, (vi) SMC members, and (vii) media representatives.

The quantitative survey was administered with 450 parents (68% mothers and 32% fathers) and 315 teachers (53 females and 47% males) of grade one to three children. More mothers participated in the survey because fathers were away from home for work at the time of data collection.

The qualitative study included a total of 18 focus group discussions: 12 with non-peer educator parents from rural and urban areas, and six FGDs with peer-educator parents. A total of 42 KIIs were conducted: one with each of the seven types of secondary audiences in each district.

6.2 KEY FINDINGS

6.2.1 DEMOGRAPHIC PROFILE

- Majority of the parents interviewed in the survey were from Aadiwasi-Janajati i.e indigenous communities (39.8), followed by Madhesi (23.3%), Brahmin/Chhettri (16.4%) and Dalit (12.4%).

- Overall, Nepali (41.5%), Maithili (15.5%), Tharu (13.3%), Gurung (10.9%) and Awadhi (10%) are the languages most spoken by parents and their families.
- 45% of all the parent respondents had not attended any school, and 36% had received basic education (from grade one to eight).
- Out of a total of 315 teachers who participated in the survey, 78% were grade one to three teachers and 22% were head teachers.
- 29.2% teachers were Brahmin, followed by 15.6% Chhettris, 14.6% Aadiwasi-Janajati, 10.5% Tharu, 10.1% Madhesi and rest were Dalit, Muslim and others.
- 67.3% of the teachers had received training on early grade reading and 67.6% were from the local community.

6.2.2 SOURCES OF INFORMATION AND MEDIA HABITS

- 61.8 % parents get information from radio, 52.7% from television, and 49.1% from friends and relatives.
- Radio (70.8%), television (63.8%) and newspapers (51.7%) are the three main sources of information for teachers, followed by internet (49.2%).
- 81.6% teachers have radio compared to 52.4% parents.
- 83.2% and 77.8% teachers have television and smart phones respectively whereas 56% parents have television and 50.9% parents own smart phones.
- The use of internet to access information and news is increasing day by day.
- 45.5% parents prefer to listen to the radio in the evening whereas 46.6% teachers prefer the morning time.
- 67.8% parents get information about their children's school work by asking the children themselves, 61.6% parents get information from school, and 60% parents obtain information from children's teachers.
- 50.7% parents (228 out of 450) attend all their children's school functions and programs such as parent-teacher meeting, results collection etc.
- An overwhelming majority of parents (94.4%) find the children's school functions useful.

- 60% parents (269 out of 450) have participated in parents' or tole reading group meetings.
- 76.5% information/tips about teaching from trainings, followed by peer teachers (54%), social media (49.2%), radio (48.6%), and television (39.7%).
- In the last one year, 97.8 % teachers had participated in parent-teacher meetings.
- To discuss about children's reading, most of the teachers (93.3%) meet parents when they visit school, and 44.8% teachers visit the children's homes to meet their parents.
- Almost all teachers (98.7%) think that parent-teacher meetings are helpful to improve children's reading.
- Teachers' top five sources of EGR-related information and support are: head teachers (53.3%), resource persons (48.6%), class teachers (47%), community mobilization officers (46%) and subject teachers (34.3%).
- In relation to EGR, teachers find class teachers (23.2%) and head teacher (23.2%) more helpful, followed by subject teacher (16.8%), CMOs (12.7%), RPs (10.8%) and RMs (8.6%).
- 94.6% teachers have interacted with RMs, RPs and CMOs about how to improve their interpersonal communication with the parents of early grade students
 - 54% of those teachers have found that such interactions have helped improve their communication and relationships with the parents;
 - 70.2% teachers have experienced improvement in the parents' engagement in children's reading activity;
 - 68.9% teachers have observed progress in students' reading abilities as a result of such interactions.
- 62.5% teachers are aware about the grade two reading contest guide; 56.5% teachers have used the guide and all of them have found it useful; 23.7% have not used due to "lack of time".

6.2.3 AWARENESS AND RECALL OF RADIO PSAs, PROGRAM, AND KEY MESSAGES

- 57.1% parents and 81.9% teachers have listened to the radio PSAs developed by EGRP.
- Parents from Terai communities have listened to the radio PSAs in their local

languages as well.

- SMC members have played the EGR radio PSAs in classrooms and during parent-teacher meetings.
- 39.1% parents and 50.5% teachers have listened to the radio program "Ramailo Padhai, Digo Sikai" (in English, Reading is Fun); 95.4% of these parents and 75.2% of these teachers have found the content of the radio program effective.
- 38.1% teachers have listened to the 'teaching tips' segment.
- 95% teachers believe that the tips and activities discussed in the radio program can be adapted and put into practice.
- 62% teachers have discussed about the teaching tips disseminated through the radio program with their fellow teachers.
- 24% parents and 34% teachers have listened to the radio drama "Ujjwal Bhawishyako Suruwat" (in English, Beginning of a Bright Future).
- 21.9% parents and 49.2% have listened to the guest reader segments.
- 62.7% parents and 62.9% teachers recalled the message *"Children will have a bright future if they learn to read."*
- 57.6% parents and 71.4% teachers recalled the message *"Children should read aloud at least 10 minutes a day at home."*
- 38.9% parents recalled the message *"There should be a place outside of school for a child to read."*
- 48.3% teachers and 38.7% parents recalled the message *"Reading at home at least 10 minutes a day will help your child be a better student."*
- 40% teachers and 25.1% parents recalled the message *"Parents should talk to their children's teachers about the way to help them learn to read."*
- In terms of application of the key messages:
 - Nearly 55% parents have ensured that their children read aloud at least 10 minutes a day;
 - 44.7% parents have created a space or made a reading corner at home for their children to read;

- 22.7% parents have talked to their children's teachers and asked them about the way to help their children learn to read.
- With respect to the messages to be applied by parents:
 - 66% teachers think that parents should ensure that their children read aloud at least 10 minutes a day at home;
 - 60% teachers think that parents should create a space or make a reading corner at home for their children to read;
 - 36% teachers think that parents should talk to children's teachers to find out about the ways to help children in their early grade reading.

6.2.4 EFFECTIVENESS OF SBC ACTIVITIES

- After participating in the peer education training, parents have been more aware about their role in their children's early grade reading.
- Peer educator parents' level of awareness of the key messages among was very high compared to non-peer educator parents. Almost all peer educator parents were able to recall the key messages.
- Community-based activities such as peer education training and tole reading groups, and school-based programs such as parent-teacher meetings, PTA and SMC meetings are found effective in sensitizing parents about the importance of their involvement in children's early grade reading.
- There has been an increase in the frequency of parent-teacher meetings after implementation of EGRP activities in Cohort I districts, as a result of which, interpersonal communication between parents and teachers has improved.

6.2.5 EFFECTIVENESS OF INFORMATION AND MESSAGE CHANNELS

- According to the parents, community mobilization officers are the most effective information channel for EGR related messages and activities, followed by radio PSAs, radio programs and peer education.
- According to the teachers, Reading Motivators are the most effective channel for EGR-related information, followed by radio programs, radio PSAs, CMOs, and NCED/DOE/CDC websites.
- According to the SMC members, teachers have the most influence over parents regarding their children attending school and making progress in their education and reading specifically.

6.3 RECOMMENDATION

The overall findings of this study confirm the Social and Behavior Change component's strategic design. It reiterates the major role parents have in their children's learning to read and the effectiveness of parents and teachers working together in tandem to remove barriers to children having quality time to read, and re-enforcing reading practices to improve their reading and learning skills. Parent teacher meetings and community-based forums such as child clubs, youth clubs, tole reading groups, and mothers' groups are showing effectiveness, as does radio programming, advocacy and community engagement, and mass media, especially through radio.

The limited resources put into several of the SBC activities – mass media, media outreach and orientation, advocacy, and community engagement – still reflected good returns. In expansion to cohort II the interventions should be expanded. For examples, mass media could have been more effective if it had wider-reach and higher frequency especially at the district and community levels; social mobilization should concentrate more on the use among positive deviants to be peer advocates and be leaders to demonstrate examples of correct early grade reading behaviors in PTA meetings, mothers' groups, SMC; and community engagement and advocacy (media representation) targeted to community leaders to foster an environment supporting early grade reading to obtain the communities' goals of economic growth and development.

Overall, the strategy used for the SBC had successes. In moving into cohort II it is a good strategic plan to follow, adapting to the culture of the new districts, as well as placing more resources in the SBC activities should generate an impact in early grade reading.

RECOMMENDATIONS FOR EGRP'S FORTHCOMING SBC INITIATIVES IN COHORT II DISTRICTS

- Expand frequency and reach of mass media, i.e., radio PSAs, radio program broadcast to reach the intended audiences in the target districts.
- Focus on training and mobilization of peer advocates to encourage and promote parental and communities' engagement in early grade reading
- Establish tole reading groups in communities as an out-of-school platform for children to read and learn in groups after school hours, on holidays and even during long vacation like Dashain and Tihar.
- Reiterating the Resource Persons' experience that the reading contest has proved to be very helpful for schools, developing a separate reading contest guide for grade one and three is recommended.

- Concerns and interests raised by the media representatives during the study offer an opportunity to EGRP for working together with the media fraternity to develop them as EGR advocates for dissemination of the positive impacts and success stories of EGRP's social and behavior change activities and initiatives in the target districts.

ANNEXES

ANNEX A: IS#1: SURVEY QUESTIONNAIRE (PARENTS)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste! My name is "....." from Avant-garde Solution, a research organization based in Kathmandu. Thanks for taking the time to talk to me about a project that is working with your community, teachers, educators to further improve reading among children in grades 1 through 3.

I understand, you have children who are in school here in district and if you have time I would like to ask you a few questions about campaigns and activities on early grade reading in this district, conducted to engage parents with their children's reading at home.

Your participation is purely voluntary. If you are not comfortable with any of the questions you do not have to answer and if you do not want to continue with the interview, we can end at any time. I would like you to answer each question based on your experience and what you personally know. Your name and your specific answers will not be made public and will be combined with answers by other parents here in district and in five other districts.

(The survey shall be conducted by field enumerators in Nepali language or respondent's own mother language to the possible extent. Selection of multiple answer(s) is allowed except in Questions with two responses 'Yes' and 'No'.)

SURVEY QUESTIONNAIRE

SECTION A: HOUSEHOLD INFORMATION

1. Type of family and number of family members:

(a) Joint family _____ (b) Single family _____ (c) No. of family members _____

2. Number of children in the family:

(a) Boys _____ (b) Girls _____

3. Grade/s that they are studying in:

(a) Boy(s) _____ Grade _____ / _____ / _____

(b) Girl(s) _____ Grade _____ / _____ / _____

4. Children in grades 1 to 3:

(a) Boys _____ Grade _____

(b) Girls _____ Grade _____

5. Among the children who could not complete their schooling, what was the last grade they attended?

(a) Boy(s) _____ Grade _____ / _____ / _____

(b) Girl(s) _____ Grade _____ / _____ / _____

6. Did you attend school?

(a) Yes _____ (b) No _____ If Yes, how many grades _____

7. Did your spouse attend school?

(a) Yes _____ (b) No _____ If Yes, how many grades _____

8. Is any of the family member(s) working abroad?

(a) Yes _____ (b) No _____ If yes, who? _____

(i) Husband _____ (ii) Wife _____ (iii) Son _____ (iv) Daughter _____

(v) Daughter in-law _____ (vi) Other/s _____

SECTION B: SOURCES OF INFORMATION

9. How do you get information, news etc.?

- (a) Radio _____ (b) Television _____ (c) Online Media/Internet _____
- (d) Newspaper _____ (e) Phone Calls _____ (f) Friends & Relatives _____
- (g) Other, please specify _____

10. Here are the pictures of different devices used to receive information. Which of these do you have in your home? (Refer to picture page)

- (a) Radio _____ (b) Television _____ (c) Computer _____
- (d) Mobile Phone: (i) Bar Phone _____ (ii) Smart Phone _____

11. You said you listen to the radio. What time do you usually listen to the radio?

- (a) Morning _____ (b) Noon _____ (c) Evening _____ (d) Night _____

12. How do you get information about your children's school work?

- (a) Children themselves _____ (b) Siblings _____ (c) Other parents _____
- (d) Teachers _____ (e) Friends & Relatives _____
- (f) Others, please specify _____ (g) Don't get information _____

13. Do you attend the parent-teacher meetings, school functions such as reading day celebration etc.? If Yes, how often?

- (a) Attend all _____ (b) Attended few _____
- (c) Attended Once _____ (d) Not attended

14. What do you think about the usefulness of these activities?

- (a) Highly Useful _____ (b) Useful _____
- (c) Not useful _____ (d) Don't know

15. Have you participated in parent-parent or tole reading group meeting about children's early grade reading progress?

- (a) Yes _____ (b) No _____ If 'Yes', When _____ Where _____

**SECTION C: AWARENESS, PERCEPTION AND EFFECTIVENESS OF KEY MESSAGES
(RADIO PSAs)**

16. Have you ever heard any message about early grade reading on radio?

(a) Yes _____ (b) No _____

17. What messages do you remember or know about early grade reading?

(a) Children will have bright future if they learn to read

(b) There should be a place outside of school for a child to read

(c) Children should read aloud at least 10 minutes a day in home

(d) Reading at home at least 10 minutes a day will help your child be a better student

(e) Parents should talk to their children's teachers about the way to help them to learn to read

(f) Parents should talk to other parents who have children in early grades and find out what they are doing to help their children learn to read

(g) Find out about child groups, clubs, and tole reading groups for early grade reading

(h) Others (please specify) _____

Note: If no message is recalled, enumerator will help for aided recall by playing PSA on his/her mobile device.

18. Which message/information is the most important for you and your family?

(a) Children will have bright future if they learn to read

(b) There should be a place outside of school for a child to read

(c) Children should read aloud at least 10 minutes a day in home

(d) Reading at home at least 10 minutes a day will help your child be a better student

(e) Parents should talk to their children's teachers about the way to help them to learn to read

(f) Parents should talk to other parents who have children in early grades and find out

what they are doing to help their children learn to read

- (g) Find out about child groups, clubs, and tole reading groups for early grade reading
- (h) Others (please specify) _____

19. Which message(s) have you discussed with other parents or family members?

- (a) Children will have bright future if they learn to read
- (b) There should be a place outside of school for a child to read
- (c) Children should read aloud at least 10 minutes a day in home
- (d) Reading at home at least 10 minutes a day will help your child be a better student
- (e) Parents should talk to their children's teachers about the way to help them to learn to read
- (f) Parents should talk to other parents who have children in early grades and find out what they are doing to help their children learn to read
- (g) Find out about child groups, clubs, and tole reading groups for early grade reading
- (h) Others (please specify) _____

20. After listening to the radio program "Reading is fun" (i.e. Ramailo Padhai, Digo Sikai), which messages have you applied?

- (a) Created a space or made a reading corner at home for my children to read
- (b) Ensured that my children read aloud at least 10 minutes a day at home
- (c) Talked to my children's teachers about the way to help them to learn to read
- (d) Talked to other parents who have children in early grades and found out what they were doing to help their children learn to read
- (e) Found about child groups, clubs, and tole reading groups and sent my children there to improve their early grade reading
- (f) Others (please specify) _____

21. Do you agree with the messages on Early Grade Reading broadcasted through radio announcements?

(a) Yes, I agree _____ (b) No, I don't _____ (c) Not sure _____

SECTION D: AWARENESS, PERCEPTION AND EFFECTIVENESS OF RADIO PROGRAMS

22. Have you ever listened to the radio program "Reading is Fun (Ramailo Padhai Digo Sikai)"?

(a) Yes _____ (b) No _____

23. Have you ever heard Dr. Ram Baran Yadav, Rajesh Hamal, Ani Chhoing Dolma, Pushpa Basnet talking in radio about their early grade reading experience...in their childhood?

(a) Yes _____ (b) No _____ (If "No" go to question no. 25)

24. What do you remember about their interview in radio?

(a) Their favorite books (b) Most liked things in the books

(c) How they learn to read (d) Importance of their early grade reading

25. Have you ever listened to the radio drama 'Reading for bright future' (i.e. Ujjwol Bhawisyako Suruwat)' featuring Jyoti and her family, Tara and Tej, parent-teacher meetings in school, story reading contest?

(a) Yes _____ (b) No _____ (If the answer is 'No', then go to question no. 29)

26. Which radio drama episode did you like the most?

(a) Tara and Tej visiting Jyoti's home

(b) Tara-Tej's & Jyoti's parents meeting in the marketplace

(c) Parent-teacher meeting in school

(d) Story reading competition

27. What do you remember about the drama?

(a) Reading progress of Tara and Tej

- (b) Jyoti and her reading progress
- (c) Parent-teacher meeting (d) Story reading competition
- (e) If other, specify _____

28. In your opinion, to what extent is the radio program "Reading is fun" (i.e. Ramailo Padhai, Digo Sikai) effective?

- (a) Highly effective
- (b) Moderately Effective
- (c) Less effective
- (d) Not effective at all

SECTION E: RANKING OF MOST EFFECTIVE CHANNELS

29. In relation to early grade reading, among these information channels (Radio Advertisements, Radio Programs, Community Mobilization Officers, Toll Free Number for access to radio programs, Peer Education, Wall Posters, News articles), please specify your three most liked channels.

SN	CHANNEL NAME
1	
2	
3	

SECTION F: RESPONDENT'S PROFILE

Sex: Male/Female/Other _____ VDC/Municipality _____ Ward No _____

District _____ Ethnicity _____ Language spoken at Home _____

Education: Illiterate / Basic education (Class 1-8) / Secondary (Class 9-12) / Graduate & above

Occupation: (a) Farmer (b) Labor (c) Teacher (d) Service (e) Business (f) others

Age Group: < 20 years / 20-25 years / 25-30 years / 30-40 years / 40-50 years / > 50 years

THESE ARE THE PICTURES OF DEVICES THAT ARE USED TO RECEIVE INFORMATION, AND NEWS.

<p>RADIO</p> 	<p>TELEVISION</p> 	<p>COMPUTER</p> 
<p>BAR PHONE</p> 	<p>SMART PHONE</p> 	<p>NEWSPAPERS</p> 

ANNEX B: IS#2: SURVEY QUESTIONNAIRE (TEACHERS)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste! My name is "....." and I am part of a project that is working with your community, teachers, educators to further improve reading among children in grades 1 through 3.

I understand, you are teaching in school here in district and if you have time I would like to ask you a few questions about campaigns and activities about early grade reading, conducted in this district to engage parents with their children's reading at home.

Your participation is purely voluntary. If you are not comfortable with any of the questions you do not have to answer and if you do not want to continue with the interview, we can end at any time. I would like you to answer each question based on your experience and what you personally know. Your name and your specific answers will not be made public and will be combined with answers by other parents here in district and in five other districts.

(The survey shall be conducted by field enumerators in Nepali language or respondent's own mother language to the possible extent. Selection of multiple answer(s) is allowed except in Questions with two responses 'Yes' and 'No'.)

SURVEY QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

1. Your profile in school: (a) Head Teacher _____ (b) Teacher _____

2. No. of years in teaching profession

(a) 1-5 years (b) 5-10 years (c) 10-15 years (d) >16 years

3. Are you a resident teacher of this locality: (a) Yes _____ (b) No _____

4. Often, whom do you meet in relation to children's early grade reading?

(a) School Supervisors (SS) (b) Resource Persons (RPs)

(c) Reading Motivators (RMs) (d) Community Mobilization Officers/Influencers

(e) Head Teacher (f) Other teachers (g) No one

(h) Others (please specify) _____ (i) Don't know

5. In relation to early grade reading, who has been more helpful to you?

(a) School Supervisors (SS) (b) Resource Persons (RPs)

(c) Reading Motivators (RMs) (d) Community Mobilization Officers/Influencers

(e) Head Teacher (f) Other teachers (g) No one

(h) Others, please specify _____ (i) Don't know

6. Have you attended any training on early grade reading?

(a) Yes _____ (b) No _____ If 'Yes': where _____ when _____

7. Are you aware about the grade two reading contest guide?

(a) Yes _____ (b) No _____

8. Have you ever used the grade two reading contest guide in your school?

(a) Yes _____ (b) No _____

9. If 'Yes': How useful have you found the reading contest guide to improve children's early grade reading?

(a) Highly useful (b) Useful (c) Not useful at all

If 'No': why was it not useful?

(a) I did not know how to use the guide.

(b) I had no time to use the guide in my school.

(c) I did not find it appropriate for my students

(d) Other (please specify) _____

10. Have you ever interacted with Reading Motivators, Community Mobilization Officers, Resource Persons and/or School Supervisors about how to improve interpersonal communication with the parents of early grade students?

(a) Yes _____ (b) No _____

11. If 'Yes': How did it benefit you?

- (a) Improved my communication with parents
- (b) Improved parent's engagement in children's reading activity
- (c) Progress has been observed in student's reading

SECTION B: SOURCES OF INFORMATION

12. Among radio, television, online media, newspapers, mobile phone, friends & relatives, and RP/DEO, can you tell me three main sources of how you receive information or news?

- (a) _____ (b) _____ (c) _____

13. What type of devices do you have at home?

- (a) Radio (b) Television (c) Computer
- (d) Mobile Phone: (i) Bar Phone (ii) Smart Phone

14. You said you listen to the radio. What time do you usually listen to the radio?

- (a) Morning (b) Noon (c) Evening (d) Night

15. How do you get information/tips about teaching that is helpful for your profession?

- (a) Radio (b) Television (c) Social Media (d) Trainings
- (e) NCED/ DoE website (f) Peer Teachers (g) Reading Motivators
- (h) Others, please specify _____

16. Have you ever attended parent-teacher meeting in the last one year?

- (a) Yes _____ (b) No _____

17. Where do you meet parents to discuss about their children's reading?

- (a) Parents visit school (b) I visit their homes
- (c) Meet coincidentally (d) Don't meet

18. Do you think parent-teacher meetings are helpful?

(a) Yes _____ (b) No _____

If 'Yes', How helpful are these meetings to improve children's reading?

(a) Very helpful (b) Helpful

**SECTION C: AWARENESS, PERCEPTION AND EFFECTIVENESS OF KEY MESSAGES
(RADIO PSAs)**

19. Have you ever heard any message about early grade reading on radio?

(a) Yes _____ (b) No _____

20. What messages do you remember or know about early grade reading?

(a) Children will have bright future if they learn to read

(b) There should be a place outside of school for a child to read

(c) Children should read aloud at least 10 minutes a day in home

(d) Reading at home at least 10 minutes a day will help your child be a better student

(e) Parents should talk to their children's teachers about the way to help them to learn to read

(f) Parents should talk to other parents who have children in early grades and find out what they are doing to help their children learn to read

(g) Find out about child groups, clubs, and tole reading groups for early grade reading

(h) Others, please specify _____

If no message was recalled (Enumerator shall help for aided recall by playing radio PSAs on their mobile devices)

21. Which information do you think is the most important?

(a) Children will have bright future if they learn to read

(b) There should be a place outside of school for a child to read

- (c) Children should read aloud at least 10 minutes a day in home
- (d) Reading at home at least 10 minutes a day will help your child be a better student
- (e) Parents should talk to their children's teachers about the way to help them to learn to read
- (f) Parents should talk to other parents who have children in early grades and find out what they are doing to help their children learn to read
- (g) Find out about child groups, clubs, and tole reading groups for early grade reading
- (h) Others, please specify _____

22. Which message ideas do you think parents should apply to help in their children's early grade reading?

- (a) Creating a space or making a reading corner at home for their children to read
- (b) Ensuring that their children read aloud at least 10 minutes a day in home
- (c) Talking to their children's teachers about the way to help them to learn to read
- (d) Talking to other parents who have children in early grades and find out what they are doing to help their children learn to read
- (e) Finding out about child groups, clubs, and tole reading groups, and sending their children there to improve their early grade reading
- (f) Others, please specify _____

SECTION D: AWARENESS, PERCEPTION AND EFFECTIVENESS OF RADIO PROGRAMS

23. Have you ever heard the radio program "Reading is Fun (Ramailo Padhai, Digo Sikai)"?

- (a) Yes _____ (b) No _____

24. Have you ever discussed about the radio program "Reading is Fun (Ramailo Padhai Digo Sikai)" with children, parents or teachers?

- (a) Yes _____ (b) No _____

25. Have you ever listened to the "Teaching Tips" program/segment on early grade reading within radio program "Ramailo Padhai Digo Sikai"? (If No, go to Q. No. 30)

(a) Yes _____ (b) No _____ If yes, which radio staon _____ Time _____

If yes, which all interviews/conversation with the teaching experts do you remember?

(a) Interview with Dr. Dhruva Kumar Ghimire

(b) Interview with Mr. Punya Prasad Ghimire

(c) Interview with Ms. Smita Nepal

26. What do you remember about the radio interview with these teaching experts?

(a) Print-rich classroom environment for better learning

(b) Helping students having difficulty in reading

(c) Importance of reading aloud for students

(d) Students-made reading materials

(e) No idea / don't remember

27. Do you believe the tips and/or activities discussed in the radio programs can be adapted and put into practice?

(a) Yes, I believe (b) No, I don't believe (c) Not sure

If 'No, I don't believe': Why do you think the tips and/or activities discussed in the radio programs cannot be adapted and put into practice?

(a) The tips are not easy to put into practice

(b) There is no resource to put such tips into practice

(c) Teachers like me need to be trained to put such tips into practice

(d) I do not find the tips appropriate for my students.

(e) Others, please specify _____

28. Have you ever discussed about the teaching tips disseminated through the radio program with your fellow teachers?

(a) Yes _____ (b) No _____

If 'No': Why have you not discussed the teaching tips with your fellow teachers?

(a) I did not understand the tips well

(b) I did not have time to discuss the tips

(c) I did not have fellow teachers with whom I could discuss or my fellow teachers were not interested in such tips

(d) I did not find them very useful

(e) Others, please specify _____

29. Have you ever listened to Dr. Ram Baran Yadav, Rajesh Hamal, Ani Chhoing Dolma, Pushpa Basnet talking in radio about their early grade reading experience?

(a) Yes _____ (b) No _____ (If No go to Q. No. 33)

30. What do you remember about the radio interview of Dr. Ram Baran Yadav, Rajesh Hamal, Ani Chhoing Dolma, Pushpa Basnet?

(a) Their favorite books

(b) Most liked things in the books

(c) How they learn to read

(d) Importance of their early grade reading

(e) No idea/don't remember

31. Have you ever listened to the radio drama "Beginning of a bright future" (i.e Ujjwol Bhabisyako Suruwat) featuring Jyoti and her family, Tara and Tej, parent-teacher meetings in school, story reading competition?

(a) Yes _____ (b) No _____ (If the answer is 'No', then go to Q. No. 35)

32. Which radio drama episode did you like the most?

- (a) Tara and Tej visiting Jyoti's home
- (b) Tara-Tej's & Jyoti's parents meeting in the marketplace
- (c) Parent-teacher meeting in school (d) Story reading competition

33. What do you remember about the radio drama "Beginning of a bright future" (i.e. Ujjwal Babiswako Suruwaat) within the radio program 'Reading is fun' (i.e. Ramailo Padhai Digo Sikai)?

- (a) Reading progress of Tara and Tej (b) Jyoti and her reading progress
- (c) Parent-teacher meeting (d) Story telling competition (e) No idea

34. In your opinion, to what extent is the radio program "Reading is fun" (i.e. Ramailo Padhai, Digo Sikai) effective?

- (a) Highly effective (b) Moderately Effective
- (c) Less effective (d) Not effective at all

SECTION E: RANKING OF MOST EFFECTIVE CHANNELS

35. In relation to early grade reading, among these information channels (Radio Advertisements, Radio Programs, Resource Persons/Reading Motivators, Community Mobilization Officers, Social Media, NCED/CDC/DoE websites, Toll free number for access to radio programs, Peer Teachers, Wall Posters, News Articles), please specify your three most liked channels.

SN	CHANNEL NAME
1	
2	
3	

SECTION F: RESPONDENT'S PROFILE

Sex: Male/Female/Other

Address: VDC/Municipality/WardNo:

District _____ School Name _____ Ethnicity _____

Education: SLC/Intermediate/Graduate/Masters & above

Age Group: < 20 years / 20-25 years / 25-30 years / 30-40 years / 40-50 years / > 50 years

For Enumerators purpose only:

Teacher's Mobile No (optional) _____ Resource Center _____

Place of Interview _____ Date _____ Time _____

ANNEX C: IS#3: FOCUS GROUP DISCUSSION GUIDE (NON-PEER EDUCATOR PARENTS)

FGD GUIDELINES AND PROTOCOLS

Namaste and welcome to group discussion session. Thanks for taking the time to join us to talk about a part of a project that is working with your community, teachers, educators to further improve reading among children in grades 1 through 3. My name is and assisting me is We're both with the Avant-garde Solution. We are having discussions like this with at least three groups in this district and in other six districts.

You were invited because you have children reading either in class 1, 2, or 3, we are sure that you're familiar with the practices of children's reading in school and at home. Please feel free to share your point of view even if it differs from what others have said. There are no wrong answers but rather differing points of view. Please keep in mind that we're interested in positive as well as negative comments which are the most helpful to support initiatives to improve early grade reading of your children.

We're tape recording the session because we don't want to miss any of your comments. Your opinions in this discussion will be grouped with opinions of all other participants; your name and identifying information will not be linked to your answers when the data are analyzed. We would like to assure you complete confidentiality of this discussion. The reports will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form.

Well, let's begin. Please tell us your name, address?

FGD CONSENT FORM

Your consent in writing is needed to confirm your involvement in this study. Signing this form means that you have agreed to be a part of the study but does not stop you from changing your mind at a later time. You can withdraw from the study at any time and doing so will not affect your public or community standing. To withdraw from the study please inform to the Moderator.

Please carefully read the statements in table below and tick the box for each statement.

SN	STATEMENT	TICK <input type="checkbox"/> THE BOX
1	I confirm that I have understood the objective of the study and take the opportunity to ask questions.	
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.	
3	I agree to take part in this study.	
4	I agree to the focus group discussion being audio recorded.	
5	I agree to the use of person not declared quotes in report publications.	

Name _____ Signature _____ Address _____ District _____

VDC/Municipality _____ Ward No _____ Resource center _____

FGD QUESTIONNAIRE (PARENTS)

RECRUITMENT QUESTION

Normally who takes care of children's reading at home? How do you prioritize this work at home?

SOURCES OF INFORMATION

1. How do you get information about your children's school work?
2. How frequently do you consult with the teachers about your children's early grade reading progress?
3. Do your children participate in tole reading group for reading? Have you found this reading group helpful? How?

AWARENESS, PERCEPTION AND KEY MESSAGES (RADIO PSAS/PROGRAMS)

4. How many of you have heard any information about children's reading or early grade reading? If so, do you recall where you heard it? [probe: radio, tole reading group, other parents, teachers, community mobilization officers, peer education session, event/organized in school or community, calling on the toll free number]
5. What do you remember about the radio announcements? About the radio programs? About your discussion with other parents? [probe if they have participated in peer education training sessions and what they remember from that; Note: researchers to carry the peer education IPC guide and show to the parents to aid their recall, if needed]

6. What do you like the most about the radio announcements, 'reading is fun' (i.e. Ramailo Padhai, Digo Sikai) radio program, radio drama? [probe: radio announcement and programs in local language, radio drama, guest reader's interview]

7. Did you learn anything from these radio announcements? From radio programs? From your interaction with other parents? What did you learn? Have you put your learning into practice? How?

8. Have you ever discussed with your family members about what you heard on helping your children read? If so, what was the most discussed matter?

RANKING OF MOST EFFECTIVE CHANNELS

9. How do you get most of your information about your children's school work and specifically, early grade reading progress? [probe: children themselves, their teachers, others...]

ADDITIONAL INFORMATION (PROBLEM IDENTIFICATION AND SOLUTION SEEKING)

10. What prevents your children from reading at home?

11. What would help you in contributing to your children's reading/studies?

ANNEX D: IS#4: FOCUS GROUP DISCUSSION GUIDE (PEER EDUCATOR PARENTS)

FGD GUIDELINES AND PROTOCOLS

Namaste and welcome to group discussion session. Thanks for taking the time to join us to talk about a part of a project that is working with your community, teachers, educators to further improve reading among children in grades 1 through 3. My name is and, assisting me is We're both with the Avant-garde Solution. We are having discussions like this with at least three groups in this district and in other six districts.

You were invited because you were trained as peer educators to encourage and motivate other parents with children reading either in class 1, 2, or 3, about how they could help their children learn to read. As you have interacted with many other parents and also trained them on early grade reading, your experience of the peer education training and subsequent interaction with the trainee parents will help us understand the impact of the peer education training in promoting the importance of early grade reading. Please feel free to share your point of view even if it differs from what others have said. There are no wrong answers but rather differing points of view. Please keep in mind that we're interested in positive as well as negative comments which are the most helpful to support initiatives to improve early grade reading of your children.

We're tape recording the session because we don't want to miss any of your comments. Your opinions in this discussion will be grouped with opinions of all other participants; your name and identifying information will not be linked to your answers when the data are analyzed. We would like to assure you complete confidentiality of this discussion. The reports will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form.

Well, let's begin. Please tell us your name, address?

FGD CONSENT FORM

Your consent in writing is needed to confirm your involvement in this study. Signing this form means that you have agreed to be a part of the study but does not stop you from changing your mind at a later time. You can withdraw from the study at any time and doing so will not affect your public or community standing. To withdraw from the study please inform to the Moderator.

Please carefully read the statements in table below and tick ✓ the box for each statement.

SN	STATEMENT	TICK ✓ THE BOX
1	I confirm that I have understood the objective of the study and take the opportunity to ask questions.	
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.	
3	I agree to take part in this study.	
4	I agree to the focus group discussion being audio recorded.	
5	I agree to the use of person not declared quotes in report publications.	

Name _____ Signature _____ Date _____ Address: District _____

VDC/Municipality _____ Ward No _____ Resource center _____

RECRUITMENT QUESTION

(a) *[show the IPC peer education guide]* Have you seen this guide before?

(b) Did you participate in a peer education event with other parents?

USAGE OF THE IPC GUIDE

1. Have you had the opportunity to use what you learned? Can you give me an example of how you used it?

2. In those situations, did you find what you learned from the peer education training helpful? In what ways?

3. Have you been able to apply what you learned to your own family and with your children? If so, can you give us an example?

4. Was there anything in the IPC guide that you found difficult to do or to understand? How did you address (or deal with) that difficulty?

5. What would make the guide more helpful?

6. Do you remember how many other parents you talked to about their children's reading using what you learned from the training? How many were women? How many were men

7. Where did you usually talk to the other parents? [*probe about interaction with females and males*]

AWARENESS AND RECALL OF KEY MESSAGES OF THE TRAINING

8. Before you participated in this training were you aware of how involved you should be in working with your children and their reading, schoolwork? How did that change after you attended the training?

9. Can you share with us some of the key information you learned from the training?

10. Have you heard anything on the radio about early grade reading? [*probe: radio announcement, "Ramailo Padhai, Digo Sikai" radio program*]

11. Can you remember what you heard?

12. Did you listen to the radio program "Ramailo Padhai, Digo Sikai"? If so, what did you like about the program?

13. Did you learn anything new from these programs and radio announcements? Did you use anything you learned from the radio during your interaction with other parents?

14. Have you seen any changes in the way the parents you talked to about their children's reading after attending your peer education and/or learning from the radio programs?

INFORMATION CHANNELS

How do you get most of your information about your children's school work and specifically, early grade reading progress? [*probe: children themselves, their teachers, others...*]

ANNEX E: IS#5: KEY INFORMANT INTERVIEW GUIDE (DEO/NEGRP FOCAL PERSON)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You have been selected for interview because you have been playing a crucial role in promoting activities related to early grade reading in this district. In next few minutes we shall talk about a part of a project that is working in this district with community, teachers, educators to further improve reading among children in grades 1 through 3. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose. The report will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form.

You are the District Education Officer / Focal person for NEGRP in this district. Well, let's begin with your brief introduction.

DEMOGRAPHICS	
Gender	Male/ Female/ Other
Role	DEO / NEGRP Focal Person
Address	District:
Year of service in education sector	
Have you attended any training on early grading reading?	(a) Yes _____ (b) No _____ If yes, which trainings/programs and where?

CURRENT SCENARIO AND ISSUES ABOUT EGR IN THEIR DISTRICT

1. Please tell us about the current scenario of early grade reading in this district.

AWARENESS, PERCEPTION AND IMPACT OF THE PUBLIC AWARENESS CAMPAIGN

2. What do you know about the public awareness campaign on early grade reading launched in this district by the Ministry of Education?

3. What is your view about the radio announcement on early grade reading and the radio program 'reading is fun' (i.e. Ramailo Padhai, Digo Sikai)? How helpful have you found these in promoting early grade reading in this district?

4. Have you observed any changes among parents and teachers due to these radio announcements and programs? What changes have you observed?

CHANNELS FOR INFORMATION DISSEMINATION

5. Which channels of information (radio, community mobilization officers, mobile phone, tole reading groups, wall posters, newspapers etc.) have been proved effective to promote early grade reading in this district? Why?

6. In your opinion, which channels could be effective to reach minorities and backward strata of the population in this district?

ADDITIONAL INFORMATION

7. How do you assess the overall impact of the public awareness campaign on early grade reading campaign in this district?

8. What are your suggestions to make the public awareness campaign more effective in future?

ANNEX F: IS#6: KEY INFORMANT INTERVIEW GUIDE (RESOURCE PERSON)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you have important role in activities related to learning and reading of children in grade one to three. In next few minutes we shall talk about a part of a project that is working in this district with community, teachers, educators to further improve reading among children in grades 1 through 3. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that you share in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The report will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin. You are kindly requested for your brief introduction.

DEMOGRAPHICS	
Gender	Male / Female / Other
Resource Center's Name	
Address	District
Year of service in education sector	
Number of schools under your RC	Primary _____ Lower secondary _____ Secondary _____ Higher Secondary _____
Have you attended training programs on early grade reading?	(a) Yes _____ (b) No _____ If yes, which training programs did you attend and where were they held? When?
Have you participated in the EGR related teacher's training program?	(a) Yes _____ (b) No _____ If yes, what was your role?
Have you participated in the EGR related programs like reading contest implementation in schools?	(a) Yes _____ (b) No _____ If yes, In how many schools?

CURRENT STATUS OF EGR AND IMPACT OF INFORMATION OUTLETS/CHANNELS

1. What is the current status of early grade reading under this resource center?
2. There are multiple outlets/channels being used to inform parents about the importance of early grade reading and how to be involved in their children's reading/education. Of the various outlets which ones do you feel have had the biggest impact? Why/How? [*probe: community mobilization officers, reading motivators, parent-teacher association, tole reading groups, radio announcements, radio programs*]
3. Have you received any feedback from teachers and community members about these various outlets? If yes, what have you heard?
4. What do you think are the issues that are impacting effective promotion of early grade reading under this resource center?

AWARENESS, PERCEPTION AND IMPACT OF THE PUBLIC AWARENESS CAMPAIGN

5. What do you know about the public awareness campaign on early grade reading launched in this district by the Ministry of Education? Have you heard the radio announcements and programs about early grade reading? What messages do you remember from those radio announcement and programs?
6. How helpful have you found the radio announcement and the radio program 'reading is fun' (i.e. Ramailo Padhai Digo Sikai) in promoting early grade reading under this resource center?
7. Have you observed any changes among teachers due to these radio announcements and programs? What changes have you observed?
8. In your opinion, what would help the teachers to do their job better?
9. Is the grade two reading contest guide being used in schools under this resource center? If yes, what have you heard from teachers about the guide? How useful are they finding it for their students' early grade reading? Are there any issues or challenges that need to be addressed to make the guide more useful? [*note: researchers to carry the guide and show to the RPs to aid their recall, if needed*]

ADDITIONAL INFORMATION

10. How do you assess the overall impact of the public awareness campaign on early grade reading campaign under this resource center?
11. What are your suggestions to make the public awareness campaign more effective in future?

ANNEX G: IS#7: KEY INFORMANT INTERVIEW GUIDE (COMMUNITY MOBILIZATION OFFICER)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you are involved in education sector and has important role in local NGO, specifically for community mobilization about early grade reading. In next few minutes we shall talk about the impact of early grade reading project in this district. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that is discussed in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The reports will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin. You are kindly requested for your brief introduction.

DEMOGRAPHICS	
Gender	Male / Female / Other
NGO's name	
Address	District:
Years of your service in the NGO	

INTRODUCTORY QUESTIONS

1. Are you familiar with the early grade reading activities being conducted in this district? Which all activities are you involved in?
2. How do you evaluate the reach of early grade reading initiatives in this district?
3. In what ways, have your NGO and other NGOs been participating in the early grade reading initiatives in this district?

AWARENESS, PERCEPTION AND IMPACT OF THE PUBLIC AWARENESS CAMPAIGN

4. There are multiple outlets/channels being used to inform parents about the importance of early grade reading and how to be involved in their children's reading/education. Which outlets has your NGO been using to promote early grade reading in various communities in this district? Of the various outlets which ones do you feel have had the biggest impact? Why/How? [*probe: radio announcements, radio programs, peer education training/sessions, reading motivators, parent-teacher association, tole reading groups*]

5. How helpful have you found the radio announcement and the radio program 'reading is fun' (i.e. Ramailo Padhai, Digo Sikai) in promoting the importance of early grade reading among parents and communities in this district? In what ways? [*probe: use of radio announcements and programs for discussion at community level, use of toll free number by parents and community members to listen to the radio programs for free*]

6. Do you know the practices and behaviors we want parents to do/adept for their children in early grades?

7. Have you heard or seen parents adapt these practices? In what ways?

8. In your opinion, what (else) can the local NGOs like yours do to promote the importance of early grade reading among parents and communities in this district?

ADDITIONAL INFORMATION

9. What would you suggest should be done to encourage parents to be involved in their children's reading/education?

10. What are your suggestions to make the early grade reading campaign more effective in communities in future?

11. Any closing thoughts?

ANNEX H: IS#8: KEY INFORMANT INTERVIEW GUIDE (COMMUNITY LEADERS/INFLUENCERS)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you have influence in the community as a leader and people are likely to listen to you. In next few minutes we shall talk about the impact of early grade reading project in this district. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that is discussed in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The reports will go back to the Government of Nepal to help them plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin. You are kindly requested for your brief introduction.

DEMOGRAPHICS	
Gender	Male/ Female/ Other
Associated institution, if any	
Age / Education	/
Ethnicity / Language used at home	/
Address	District _____ VDC/MC _____ Ward No: _____ Tole _____
Years of your service in the community	
Major area of service or contribution	
Role in the community	

CRITICAL ISSUES CONFRONTING THE COMMUNITY AND EGR ACTIVITIES FOR COMMUNITY MOBILIZATION

1. What do you think are the top five most critical issues that you believe need to be addressed in your community? *[note: listen for education – if not mentioned, ask about early grade education... if mentioned, continue to next question]*
2. What specifically is the community doing to encourage early grade education and reading specifically?
3. Are you familiar with any successful activities that have been conducted to engage with parents and help them understand how they can participate in their children's education?
4. Are you familiar with the work community mobilization officers are doing in early grade reading?
5. Have you attended any community mobilization events? What were they about? Have you interacted with the community mobilization officers? How helpful/useful was your interaction?

AWARENESS AND RECALL OF KEY MESSAGES AND BEHAVIORS ADOPTED BY PARENTS

6. Can you recall any of the actions parents should adopt to help their children improve their reading skills? *[see if they have any recall about radio announcements and radio programs]*
7. Have you seen any evidence or examples of parents participating in their children's reading and education? [probe: PTA meetings, tole reading groups, parents talking to parents, creating a reading corner and a peaceful environment at home for children to read, setting aside time for children to read at home, getting involved in their education]

INFORMATION CHANNELS

8. What do you think are the primary sources of information for parents? [probe: other parents, teachers, radio, community mobilization officers, mobile phone, tole reading groups, posters/notices, newspapers]
9. Do you evaluate the role of community mobilization officers, members of Parent-Teacher Association (PTA) and School Management Committee (SMC) with respect to early grade reading of children in this/your community?
10. Any closing thoughts?

ANNEX I: IS#9: KEY INFORMANT INTERVIEW GUIDE (PTA MEMBER)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you are leading parent-teacher association in the school and you have a great role to motivate other parents to engage in their children's education. In next few minutes we shall talk about the impact of early grade reading project in this district. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that is discussed in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The reports will go back to the Government of Nepal to help them to plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin. You are kindly requested for your brief introduction.

DEMOGRAPHICS	
Gender	Male / Female / Other
School / Years of service in PTA	
Age / Education	/
Ethnicity / Language used at home	/
Address	District _____ VDC / MC _____ Ward No: _____ Tole _____
Have radio, mobile phone eat home	Radio (a) Yes _____ (b) No _____ Mobile phone (a) Yes _____ (b) No _____
Other roles in the community	
Number of children in grade one to three	

INTRODUCTORY QUESTIONS AND PTA'S ROLE IN PROMOTING EARLY GRADE READING

1. What in your opinion is the current scenario of early grade reading in this community?

2. What specifically is your PTA doing to promote early grade reading in this community?

AWARENESS AND RECALL OF KEY MESSAGES AND BEHAVIORS ADOPTED BY PARENTS

3. Are you familiar with any successful activities that have been conducted in your community to engage with parents and help them understand how they can participate in their children's education and reading specifically?

4. Are you familiar with the work community mobilization officers are doing in early grade reading?

5. Can you recall any of the actions parents should adopt to help their children improve their reading skills? *[see if they have any recall about the key messages from radio announcements and radio programs]*

6. How do you usually motivate other parents to participate in their children's education and early grade reading specifically?

7. Have you seen any evidence or examples of parents participating in their children's early grade reading? *[probe: PTA meetings, tole reading groups, parents talking to parents, creating a reading corner and a peaceful environment at home for children to read, setting aside time for children to read at home, getting involved in their education]*

INFORMATION CHANNELS

8. Which channels do you think have better influence on parents about early grade reading? *[probe: other parents, radio, community mobilization officers, mobile phone, tole reading groups, posters/notices, newspapers]*

9. Which channels do you think have better influence on teachers about early grade reading? *[probe: other teachers, reading motivators, resource persons, head teachers, radio, community mobilization officers, mobile phone, social media, posters/notices, newspapers]*

ADDITIONAL INFORMATION

10. What would you suggest should be done to encourage parents to be involved in their children's reading/education?

11. What are your suggestions to make the early grade reading campaign more effective in this community in future?

12. Any closing thoughts?

ANNEX J: IS#10: KEY INFORMANT INTERVIEW GUIDE (SMC MEMBER)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you are a member of School Management Committee (SMC) in this school and you have a great role to encourage children to read in school and at home. In next few minutes we shall talk about the impact of early grade reading project in this district. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that is discussed in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The reports will go back to the Government of Nepal to help them to plan future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin with introduction. You are kindly requested to tell us your name and your role.

DEMOGRAPHICS	
Gender	Male / Female / Other
School	
Years of service as a Head Teacher or SMC Teacher Member	/
Role/ Education	Head Teacher / Teacher _____
Ethnicity / Language used at home	/
Address	District _____ VDC/MC _____ Ward No _____ Tole _____
Have radio, mobile phone at home	Radio (a) Yes _____ (b) No _____ Mobile phone (a) Yes _____ (b) No _____
Resident teacher of this community	(a) Yes _____ (b) No _____
Have you attended training programs on early grade reading?	(a) Yes _____ (b) No _____ If yes, which training programs did you attend and where were they held? When?
Have you participated in the EGR related teacher's training program?	(a) Yes _____ (b) No _____ If yes, where was it held? When?
Have you participated in the EGR related programs like reading contest implementation in your school?	(a) Yes _____ (b) No _____

INTRODUCTORY QUESTIONS AND SMC'S ROLES

1. In your opinion how would you rate the quality of students in grades one to three in their reading abilities?
2. For those doing well in reading, what factors do you think have had a positive effect on their learning? What are the factors for those who do not read well?
3. Does the SMC see itself as playing a role in motivating parents? Teachers?
4. Who has the most influence over parents regarding their children attending school? Being engaged in their children's education and reading specifically?

AWARENESS, RECALL AND EFFECTIVENESS OF PUBLIC AWARENESS CAMPAIGN

5. What do you think is the level of awareness parents have that they should be engaged in their children's reading at home?
6. Are you familiar with the radio announcements on early grade reading and/or the 'reading is fun'(i.e. Ramailo Padhai, Digo Sikai) radio program?
7. Do you think the teachers' training programs and these radio programs have been useful or effective for teachers in learning new skills or refresher training of their skills? Why/How do you think they are useful? [note: since these head teachers or SMC teacher members are likely to have received the 10-days training on new EGR techniques, received new TLMs including teachers' guide and some received support from Reading Motivators, they might not be able to isolate the impact of radio program which reinforced things and skills they learnt in the training, hence, ask them about the impact of the teachers' training programs as well]
8. Have you observed any change among teachers as a result of learnings from the teachers' training programs and 'reading is fun' (i.e. Ramailo Padhai Digo Sikai) radio program, specifically about the early grade teaching tips? What sort of changes have you observed?
9. Have you seen any change in teachers in the way they interacted with parents after learning from the trainings and radio programs?

INFORMATION CHANNELS AND THEIR EFFECTIVENESS

10. How do teachers receive their information related to teaching skills?
11. Are there channels we could utilize that reaches them (teachers) in a more effective way?

ADDITIONAL INFORMATION

12. What are the hindering factors to students not doing well in reading? What are possible remedies to improve status of early grade reading in this school?

13. Are there any additional things you would like to share with us?

ANNEX K: IS#1 I: KEY INFORMANT INTERVIEW GUIDE (MEDIA REPRESENTATIVES)

INTERVIEW GUIDELINES AND PROTOCOLS

Namaste and welcome to the interview. Thanks for taking the time to join us to this interview talk today. My name is I am working on behalf of Avant-garde Solution to conduct a study to help the Ministry of Education to improve reading and learning for children studying in grades one to three.

You were selected for interview because you represent media fraternity in this district with focus on education and you have a great role in promoting awareness about importance of education among people in the society. In next few minutes we shall talk about the impact of early grade reading project in this district. We are interested in all of your opinions or feelings. There is no wrong and right answer. We appreciate your open comments and point of views.

Everything that is discussed in today's interview will be kept confidential and will be analyzed in aggregate form for this study purpose only. The reports will go back to the Government of Nepal to help them to plan the future programs.

Before start of the session we would like to get your consent through the form which is with you. You are kindly requested to read the instruction and provide your information as indicated in the form. Well, let's begin. You are kindly requested for your brief introduction.

DEMOGRAPHICS	
Gender	Male / Female / Other
Associated media outlet	
Years of service in media sector	/
Education	
Role in the media house	
Ethnicity / Language used at home	/
Address	District _____ VDC/MC _____ Ward No _____ Tole _____

INFORMATION CHANNELS AND GENERAL TOPICS OF INTEREST TO PUBLIC

1. How do people usually get their information in this district?
2. In a general way, can you break down audiences by media? By gender? By age?
[consider age and gender in this question]

3. What issues are of the most interest to the general public? Community leaders? Educators? To your editor?
4. In the past two years, what are the social issues you have covered and reported on?
5. In your opinion, are there topics that should be covered but are not? Example?

AWARENESS AND COVERAGE ABOUT EGR ACTIVITIES

6. Have you heard about the community mobilization being done in this community/district to encourage parents' participation in their children's early education? If yes, what have you heard?
7. Did you participate in a media orientation on early grade reading? If yes, was it helpful? In what ways?
8. Are you familiar with other activities conducted at local level for promotion of early grade reading in this district? (probe: radio announcements, radio programs, peer education trainings, tole reading groups]
9. To what extent are news or stories about education, and more specifically early grade reading, covered in media in this district? Have you ever covered stories about early grade reading? Please give examples, if you have.

ADDITIONAL INFORMATION

10. Is there anything you personally believe you could do to help promote the importance of early grade reading in this district?
11. Finally, what are the credible sources of information for you and to your audiences?
12. What are your suggestions to make the early grade reading campaign more effective in this district in future?
13. Any additional thoughts?

