EdData II

Task Order 15: Data for Education Programming in Asia and the Middle East (DEP/AME)

Nepal Education Management Efficiency Study and Teacher Observation Study

Final Report

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Table of Contents

List of Figures

List of Tables

Abbreviations

Asia/ME	Asia and Middle East
CI	Classroom Inventory
CLA	central level agency
DEC	District Education Committee
DEO	District Education Office
DEP-AME	Data for Education Programming in Asia and the Middle East
EdData	Education Data for Decision Making
EGR	early grade reading
EGRA	early grade reading assessment
EGRP	Early Grade Reading Program
EMES-TOS	Education Management Efficiency Study and Teacher Observation Study
ETC	education training center
FME	Federal Ministry of Education, Nigeria
G	Grade
HT	head teacher
MOE	Ministry of Education
MT	mother tongue
MTB-MLE	mother-tongue-based multi-lingual education
NEDS	National Education Household Survey
NEMIS	National Education Management Information Systems
PTA	parent-teacher association
RC	resource center
RP	resource person
RQ	research question
RT	roster trainer
RTI	RTI International (trade name of Research Triangle Institute)
SMC	School Management Committee
SOW	Scope of Work
TI	Teacher Interview
TO	Teacher Observation
TPD	teacher professional development
TWG	Technical Working Group
USAID	United States Agency for International Development

Executive Summary

On May 14, 2013, DEP/AME received a request for a proposal from USAID to conduct an Early Grade Reading Assessment (EGRA) and related activities in Nepal. The intent was to support the efforts of USAID, the Government of Nepal (GON), and Donor Partners (DPs) to design a program to improve early grade reading. The scope of work, authorized by USAID on June 26, 2013, included three components: (1) EGRA, (2) Education Management Efficiency Study (EMES), and (3) Teaching Observation Study (TOS), to be implemented as one coordinated effort. The purpose of the latter two components, the EMES-TOS, was to provide a baseline and benchmark by which the subsequent national reading program could be measured by describing the current instructional practices and institutional management capacity requirements needed to support such a program.

In late July 2013, DEP-AME staff Michelle Ward-Brent and Yasmin Sitabkhan arrived in Nepal to launch the EGRA, TOS, and EMES. During their visit, a modified sampling framework was drafted that responded to the Department of Education's (DOE's) key concerns for regional clustering within the budget for this task. The resulting design offered an acceptable confidence level for each of the 5 regions plus Kathmandu Valley, providing nationally representative data for grade 2 learners and grade 3 learners across Nepal with ability to disaggregate the findings by region.

Other issues reviewed with DOE counterparts included the practicality and utility of an EGRA in three languages. The DOE indicated that at best, mother tongue assessment work should not aim to be representative at national scale, but rather provide a "snapshot" to use as a rallying cry for social mobilization efforts. In November 2013, DEP/AME staff traveled to Nepal to facilitate the adaptation of the EMES/TOS instruments and train the assessors. RTI and its local partner New ERA visited 104 community schools across 13 districts, interviewing at least one head teacher, one grade 2 teacher, and one School Management Committee (SMC) member and observing one grade 2 classroom in each school. In addition, 13 District Education Officers (DEOs), 13 resource centers (RCs), and 6 education training centers (ETCs) were interviewed. Informational interviews were also conducted with the Ministry of Education (MOE) and its central level agencies (CLAs). Field data collection of the EMES-TOS was completed at the end of December 2013, and RTI with New ERA began the process of entering and cleaning the data during the following quarter.

The EMES-TOS contained 12 distinct survey instruments designed to obtain both quantitative and qualitative data at each level of the education system. The instruments were adapted through close collaboration between RTI, the MOE, and RTI subcontractor, New ERA. The following EMES-TOS report provides data on specific education management capacities and teaching practices that affect the MOE's ability to implement and sustain a national early grade reading program (EGRP) at scale. In so doing, it examined the variety of system structures and attributes that lend themselves to EGRP implementation, identified existing gaps and capacities to be

addressed, and highlighted the strengths and opportunities that could be leveraged by the MOE and its financial and technical partners. The eight research questions that guided this study are as follows:

1. Are schools and districts focused on reading/literacy as a primary outcome of early grade teaching and learning?

2. To what extent do school-based management practices support reading improvement?

3. To what extent are schools/districts knowledgeable about best practices for teaching reading? And to what extent are those practices being implemented in the classroom?

4. Are sufficient and appropriate instructional and supplemental materials available to teachers and learners?

5. What is the situation regarding use of mother-tongue languages in school?

6. What are the opportunities for in-service teacher professional development related to reading instruction?

7. Can we detect differences in the quality of teaching, motivation, attitudes, and participation in teacher professional development between locally hired and permanent and trained/untrained teachers?

8. Is there a relationship between a school's location, type, and proximity to the DEO and the level of support schools receive from the District Education Office and RCs?

As a result of the scope of this work defined by the research questions above, this report highlights the following findings and associated recommendations:

- Key stakeholders throughout the system state that reading and literacy are priorities, but few are able to translate that stated priority into concrete action. Thus, there is an opportunity to build on the recognition that reading is an important outcome in the early grades of elementary schools, but schools and districts will need help generating and using data on reading outcomes.

- Though schools state that improved reading is an important goal for them, only close to 20% of schools mobilize resources to support improved reading. Work must be done to ensure that school and community level plans to support improved reading are guided by research-based best practices.

- Regarding institutional practices related specifically to teaching reading, teachers and other actors do not have adequate knowledge and classroom practice in the early grades does not provide adequate attention to the foundation skills for literacy. There is an opportunity to enrich the child-centered approach most teachers are using by giving teachers specific instructional strategies and classroom routines related to building phonemic awareness, knowledge of phonics, vocabulary, oral reading fluency, and comprehension.

- Textbooks in Nepali and English are widely available, though some schools do not have the full complement of books they need for the number of students they serve. Materials in mother tongue are almost completely absent from most schools. Clearly, there is a need for greater availability of supplemental materials and for closer attention to be paid to how books are delivered to schools and whether teachers have opportunities to learn how to best make use of their materials.

- Very little mother-tongue instruction is taking place, and almost no materials are available in mother-tongue languages. Specific strategies should be developed for how to work in classrooms with students whose mother tongue is not Nepali.

- Demand for professional development far outweighs what is currently provided, with the vast majority of teachers not receiving professional development related to reading instruction. Schools and RCs could be used as venues of teacher professional development and support during regular on-site meetings.

The research questions for this study also highlighted specific technical elements for improvement and challenges with education system levers outside the school. As a result, this report recommends that attention be paid to the re-shaping of schools' culture and priorities to focus on reading and remediation as a core priority and service offering, and to strengthen the capability of the district and sub-district personnel to provide relevant, timely, and focused coaching and feedback to teachers.

I. Project Description and Overview

The Data for Education Programming in Asia and the Middle East (DEP/AME) Task Order is intended to generate regional and country-specific education data—and analysis of those data—that can be used by Asia and Middle East (Asia/ME) bureaus, missions, and partner countries to prioritize education needs and corresponding investment. This activity, titled the Nepal Early Grade Reading Assessment, Education Management Efficiency Study and Teacher Observation Study (EMES-TOS) in support of the Early Grade Reading Program (EGRP) in Nepal, is funded under Result 1: Asia/ME Mission Strategy Related Data Needs Met, which is intended to strengthen local skill in design, evaluation, and management of education programs, and quality data capture and analysis to support them.

This activity will result in a nationally representative early grade reading assessment (EGRA) of grade (G) 2 and G3 students in Nepal public schools for Nepali. The EMES-TOS will provide a description of the current instructional practices and institutional and management capacity requirements to support a coherent national early grade reading program. Each of these assessments and studies is intended to provide a useful baseline or benchmark by which the effectiveness of the upcoming national reading program could be measured.

Objective and Structure of this Report

The purpose of this report is to provide data on specific education management capacities and teaching practices that will affect the Ministry of Education's (MOE's) ability to implement and sustain a national EGRP at scale. In so doing, we examine the variety of system structures and attributes that lend themselves to EGRP implementation, identify existing gaps and capacities to be addressed, and highlight the strengths and opportunities that could be leveraged by the Ministry and its financial and technical partners.

This analysis is guided through the prism of the core research questions (RQs) (see **Attachment 1**) that were developed and agreed upon in consultation with the MOE and its stakeholders. This report presents data that address each of the research questions. It also uses those data to reach summary conclusions about the extent to which the education system in Nepal is prepared to support implementation of a national EGRP. In addition, these conclusions identify additional areas for further research or exploration that could be useful for decision makers. To get started, a brief description of the sample respondents and their characteristics will help the reader contextualize the findings within the scope of this survey.

Survey Scope and Methodology

The EMES-TOS comprises 12 distinct survey instruments designed to obtain quantitative and qualitative data at each level of the education system, from schools and classrooms to resource centers (RCs), districts and education training centers (ETCs), to MOE and its central level agencies (CLAs). RTI, along with New ERA and the MOE, developed and adapted the following instruments (see **Attachment 2**).

School-Level Instruments

- Head Teacher Interview
- Teacher Interview
- Teacher Observation
- Classroom Inventory
- School Inventory
- School Management Committee Member Interview

District-Level Instruments

- District Education Office Director Interview
- District Education Office Inventory
- Resource Person Interview
- Resource Center Inventory
- Education Training Center Instructor Interview
- Education Training Center Inventory

National-level interviews. Interviews were held with senior officers from the MOE and its CLAs. A brief discussion of the results and implications of these interviews, along with the interview questions, are found in **Attachment 3.**

The adaptation, training, and field administration of these instruments occurred between late November and late December 2013. **Table I.1** provides the number of respondents for each instrument:

Table I.1: Number of respondents per instrument

School Inventory[1]	N = 104	Teacher Interview/Classroom Inventory/ Teacher Observation	N = 104
Community-managed	N = 94	Male Teachers	N = 41
Community school	N = 9	Female Teachers	N = 63
Private	N = 9	Grade 2 Teachers	N = 95
SMC Interview	N = 104	Grade 3 Teachers	N = 5
DEO Interview/Inventory	N = 13	Multi-grade Teachers	N = 4
RP Interview/ RC Inventory	N = 26 RCs	English Lesson	N = 4
ETC Interview/Inventory	N = 7 ETCs	Nepali Lesson	N = 100

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[1] The results in this report reflect only government (community and community-managed) schools. The study obtained anecdotal data for nine private schools in the urban districts of Bhaktapur, Syangja, and Chitwan. Summary findings from the private schools will be prepared in a separate report. Note one of the school-type responses is missing.

Table I.2 provides a summary breakdown of the number of schools by district, region, and ecobelt. The sample of schools was drawn from 13 districts, which were selected from the broader 33 districts that were sampled for the much larger EGRA.

Table I.2:   EMES-TOS sample frame

		Far-Western	Mid-Western	Western	Central	Eastern	KTV	Districts	Schools
Ecobelt	Mountain	0	0	0	1	0		1	8
	Hill	1	1	1	1	1	1	6	48
	Terai	1	1	1	2	1		6	48
Total Schools		16	16	16	32	16	8	**13**	**104**
Total Districts		2	2	2	4	2	1	**13**	
Total RCs		4	4	4	8	4	2	**26**	

Descriptive Statistics of the Sample

The sample of schools visited, in terms of their enrollment and distance from the District Education Office (DEO), reflects a balanced distribution. **Figures I.1 and I.2** illustrate the distribution of schools by size and proximity. The average distance of schools from the DEO is 43 kilometers. The average distance grade 2 enrollment is 13 girls and 14 boys.

Figure I.1:   Distance of schools from DEO
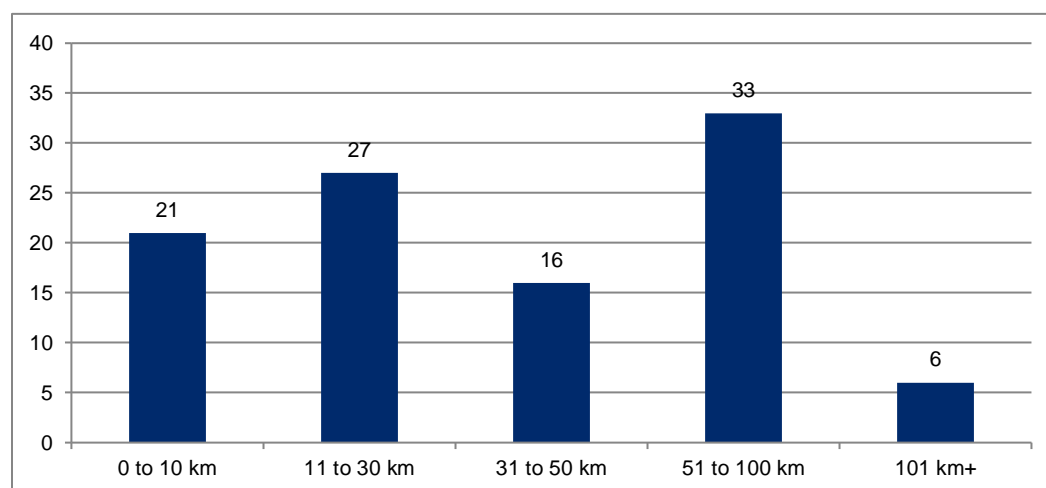
Figure I.2:   G2 girls' enrollment at schools
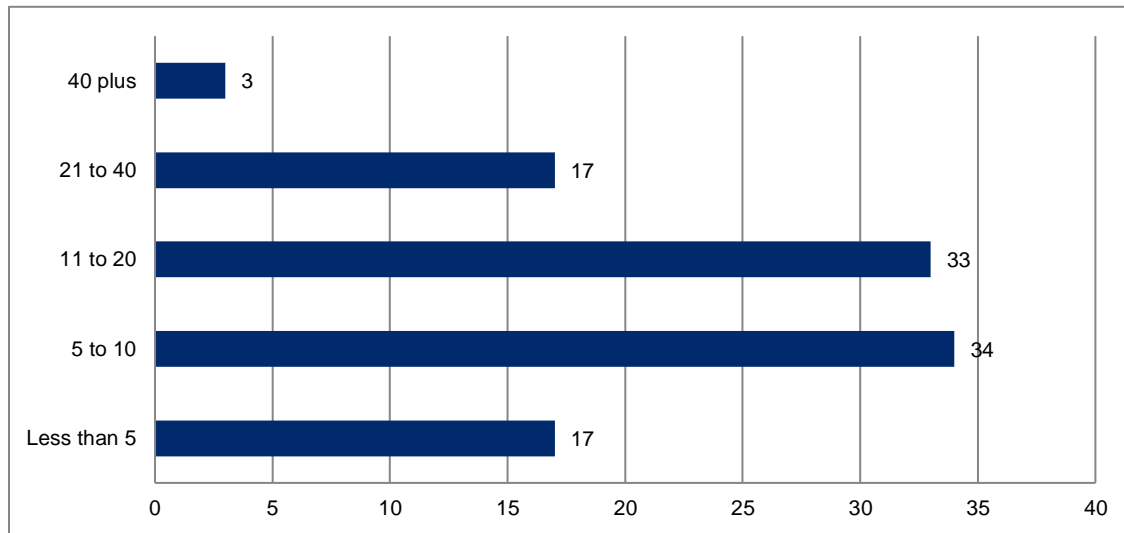
The teachers observed and interviewed also reflect a balance in terms of the distribution of their teaching status. **Figure I.3** breaks down the number of teachers by their position status at the school.

Figure I.3:   Teachers by status

Figure I.4 uses the distance from the DEO to the furthest school within a district as a proxy for the geographic size of the districts included in the survey. The graph shows a balanced distribution between more compact districts (distance of 0 to 20, or 21 to 60 km from the DEO to the furthest school) and more spread out districts (over 100 km from the DEO to the furthest school); with most schools in the medium size range (61 to 100 km).

Figure I.4:   Districts by size
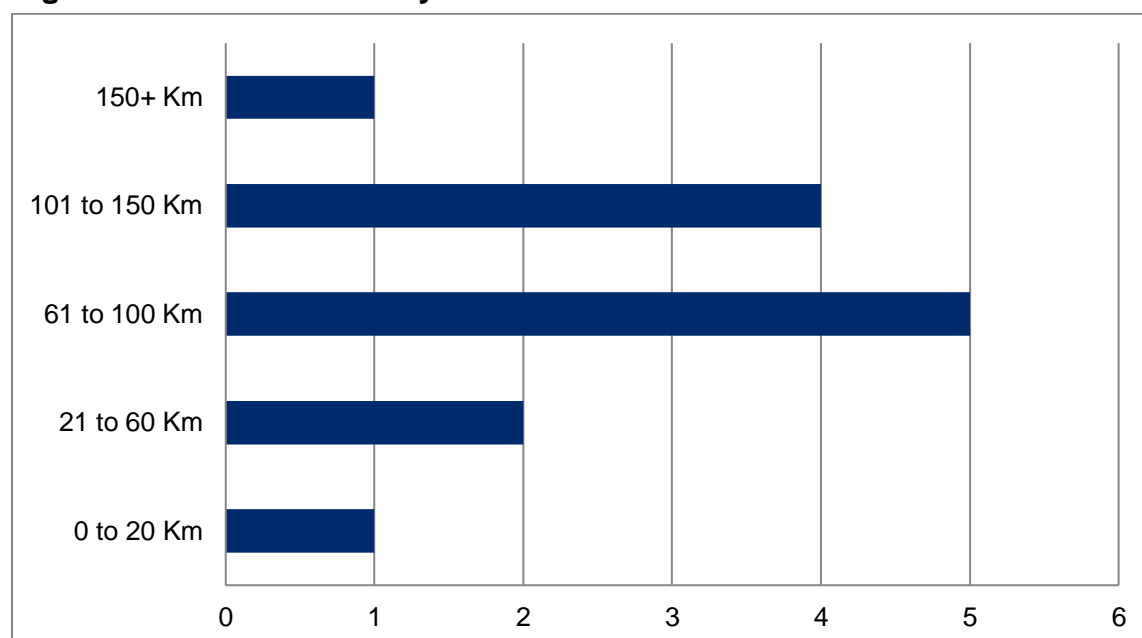
Availability of Equipment and Infrastructure

The availability of computers, vehicles, and other equipment at each level is an important indicator of the capacity and readiness of the education system to support an EGRP at scale. These data are provided under the descriptive statistics section as they can directly or indirectly relate to each of the research questions in some way. Additionally, this information helps to explain some of the basic constraints that implementation of a national early grade reading program could face at decentralized levels in the system, as well as indicates what each level of the education system could be realistically expected to accomplish.

Computers and internet at school. While the vast majority of schools sampled do not have computers (n = 72), encouragingly, 32 of the schools reported having at least one computer. Of these, 14 schools reported having an internet connection. Weighting for this nationally, we estimate approximately 13% of all schools have some form of internet connection.

Figure I.5 shows that of the schools that have computers, more than half have fewer than 5 total, and only 14 schools have six or more. Note 72 schools

Figure I.5:   Schools with computers
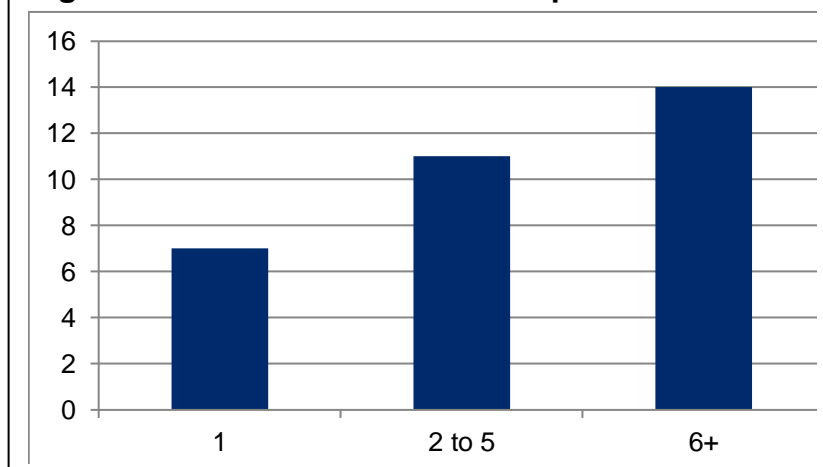
reported not having any computers. We estimate that approximately 75% of schools nationally will be without computers

Equipment at ETCs, DEOs, and RCs.

Figure I.6: **Available equipment at ETCs, DEOs and RCs.**
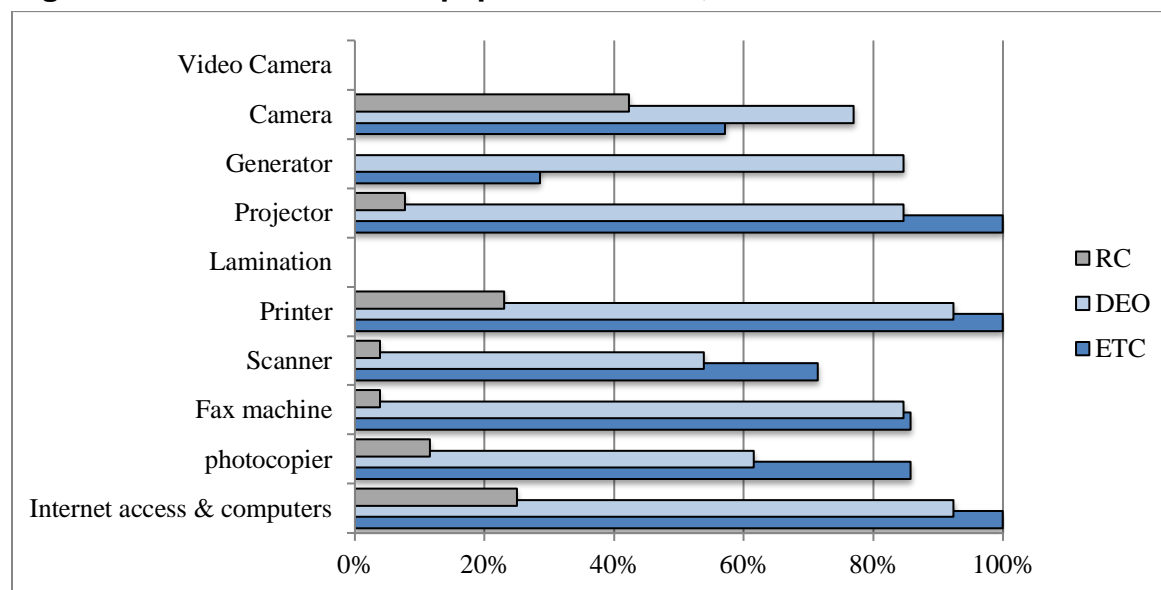
Figure I.6 illustrates relative lack of equipment at the observed RCs, in comparison to those ETCs and DEOs that were observed. Note that while most DEOs interviewed had at least one or two vehicles, none of the resource persons indicated they had an official motorbike or vehicle to use for school visits.

II. Findings

1. Overview of Findings

As stated above, the purpose of this survey was to gauge the extent to which the education system in Nepal can support a national early grade reading improvement program. The survey instruments deployed in the EMES-TOS examine what is happening at the school level (in terms of instruction and other core practices) and also gather information regarding the capacity and functioning of district offices, resource centers, and education training centers. The general picture of the system that emerges from analyzing the results of the various survey instruments is discussed below.

Most schools benefit from relatively small class sizes in the early grades, making it possible for teachers to provide more attention to individual students. Additionally, almost all teachers share attitudes reflective of child-centered approaches to instruction, and those attitudes translate fairly consistently into classroom practices that include engaging all students in the lesson, encouraging students to ask questions, and permitting students to speak up in class. More

advanced instructional techniques, such as appropriate approaches to correcting student errors, are also in evidence but only in some classrooms.

Reading instruction in G2 is focused on oral language and reading text, with little to no focus on letters, letter sounds, phonics and the building blocks of literacy acquisition.

Textbooks are readily available in Nepali and English, although not always in sufficient numbers for all students. Materials in mother-tongue languages are essentially absent from all but a handful of schools. Supplemental materials in Nepali are available in less than 40% of schools; those in English in less than 30%. Only about a third of schools have a library.

Most school and community leaders see teaching reading in the early grades as a priority, and many schools organize activities to support literacy. However, very few schools take on the more challenging tasks of tracking, reporting, and using data on student performance in reading. Some, but not all schools are working with their communities in productive ways, and there are examples of good practice—offering remedial classes to struggling students, mobilizing volunteers from the community to support reading instruction, raising funds specifically to support improved literacy instruction in early grades.

Teachers and schools recognize the need for additional support for students who are struggling, but do not consistently offer the interventions that could best help those students. Also, there is some divergence of opinion with the majority of teachers thinking additional attention should go to struggling students, while head teachers and SMC members think the added attention should go to the best students.

In almost half the schools Nepali is the language shared by the vast majority of students and their teachers. In another 30% of schools students were found to share a common mother tongue other than Nepali, but in about a quarter of those schools the teacher did not share that language. In 26% of the schools there is heterogeneity of languages among students and teachers. Most teachers share the belief that students learn best in their mother tongue, and the majority of SMC members agreed with the statement that "most parents would prefer that their children learn first in their [mother tongue]." In 40% of districts there are no schools implementing mother-tongue based, multi-lingual education (MTB-MLE). In another 35% there are only handfuls of schools doing so.

Many districts have no resource center staff who specialize in local language. A majority of districts have a small number of DEO staff specialized in local language and trained in developing local language curriculum.

RCs and ETCs are equipped to serve as training venues. However, just over 30% of teachers have participated in professional development related to language/reading. In contrast, more than 60% of teachers stated they would like to receive training related to language and reading instruction. School-based support—in the form of monthly meetings among teachers and head teachers—is fairly prevalent, and almost all head teachers also meet monthly at an RC. Outside support to schools is much more limited. The vast majority of teachers report that they are never visited by a resource person or DEO staff member. The ratio of staff to schools in some districts is a constraint to providing support as is the lack of transportation.

The remainder of Section II of this report provides more in-depth discussion of the data on which these general findings are based.

2. Research Questions (RQs) 1 and 2: Education Leadership, Management Practices, and Attitudes.

The first RQ guiding this study concerns the extent to which schools are focused on reading/literacy as a priority learning outcome. Whether management practices support a priority on improving reading/literacy is addressed in the second question. Taken together, data relative to these two research questions allow us to understand whether schools and districts are producing and using information on student performance in reading and whether improving reading/literacy is an explicit goal of schools and districts, whether it is something parents and communities are engaged in supporting, and whether resources are explicitly allocated to support reading/literacy related activities.

Analysis of the data generated by the relevant portions of the EMES-TOS survey indicates:

- Few schools produce and share information on early grade reading (EGR) outcomes
- Community and parent-teacher association (PTA) resources are under-utilized
- A majority of schools do organize reading promotion programs, but they are mostly oral language-oriented.

The intention of this line of inquiry is to understand to what extent the leadership in the education system is aligned to the objectives of an EGRP, and what existing school-management practices could be built upon. Taking the view that this program is in many ways a behavioral reform of early grade teaching, the change management strategies must rely on leadership at each level to establish the necessary organizational culture, processes, and accountability systems to ensure such change is rooted at the institutional level.

Production and sharing of learner performance information.

Figure II.2.1 shows that few schools produce learner performance data on reading or literacy. Although 94% of schools conduct end of term/year exams, only 40% report results to the School Management Committee (SMC). Approximately 68% report out results to the DEO/RCs. On the other hand, an estimated 77% of SMCs receive information on learner performance for grades 1-3.

Figure II.2.1:   Schools that produce information on learner performance
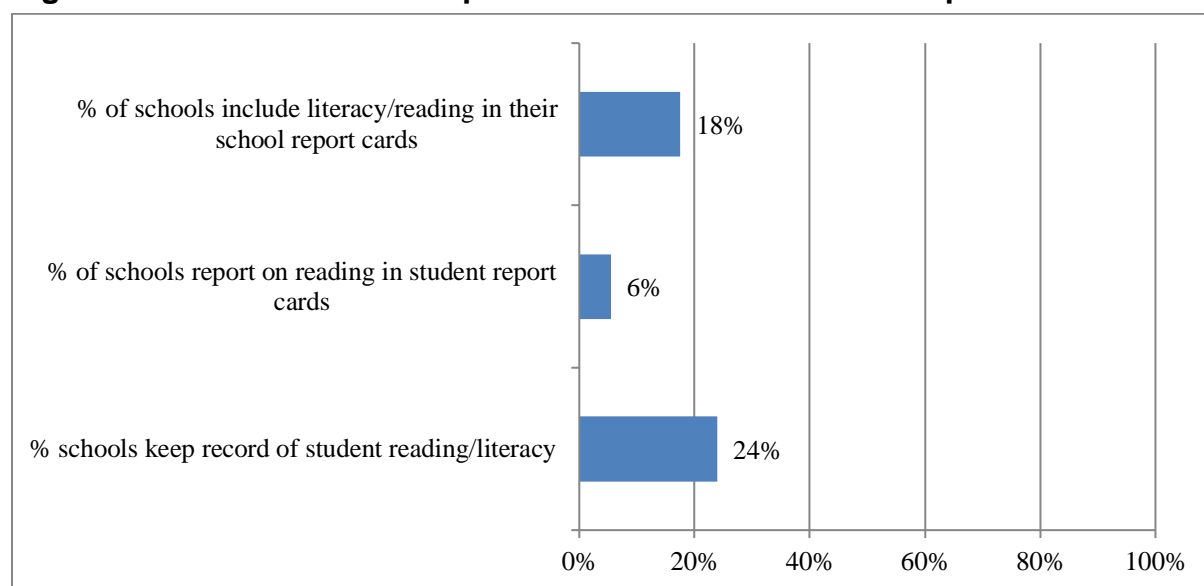
The study estimates that 90% of DEOs share information with the District Education Committee (DEC), and 68% of districts include "reading" or "literacy" in their district reports. But only an estimated 39% of all DEOs keep up-to-date records on learner performance received from the schools.

From the teacher perspective, the study finds that an estimated 44% of all teachers share student progress reports with their parents. An estimated 79% of teachers organize teacher-parent conferences at least twice a year.

Utilization of PTA and community resources.

Figure II.2.2 highlights how few schools are taking advantage of PTA and community resources. It also illustrates some discrepancies in the responses between SMCs and head teachers. Promisingly, fewer than 2% of the schools reported not having SMC meetings, whereas an estimated 25% of schools do not have functioning PTAs at all.

Figure II.2.2:   Percentage of schools utilizing parental and community resources for EGR
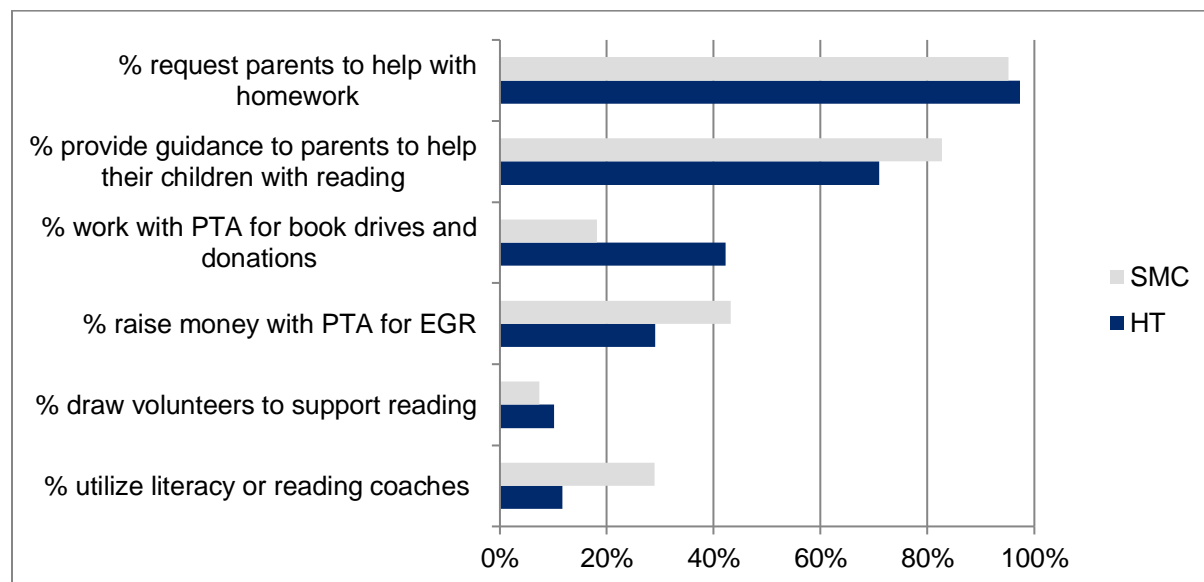
School-based financing and initiatives.

The decentralized nature of the school system devolves significant autonomy and management of resources to the schools' administration. **Figure II.2.3** provides a snapshot of the range of revenues the schools raise internally—resources that could potentially be allocated in part to supporting reading improvement/focused initiatives.

Figure II.2.3:   Differences in schools' abilities to raise revenues
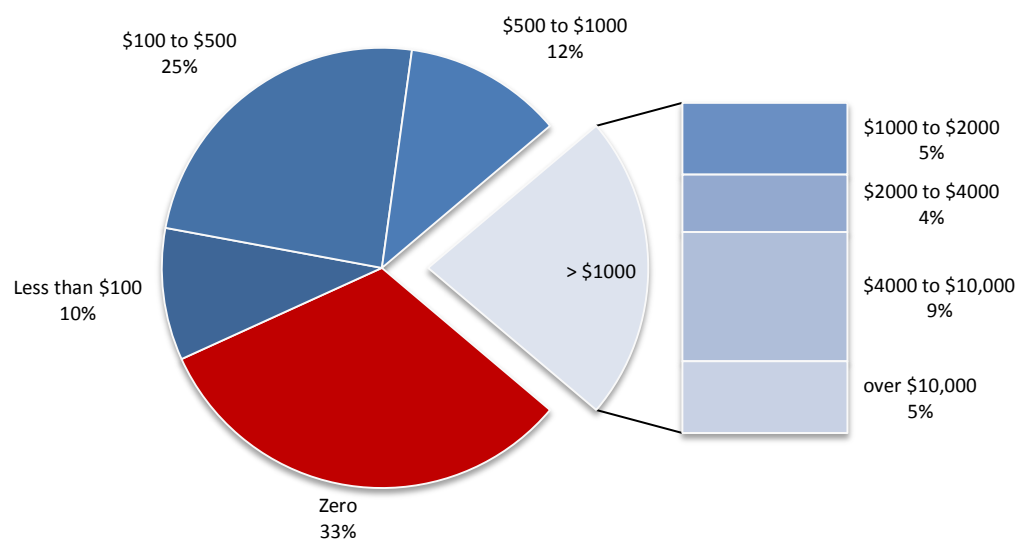
A third of schools report no local revenue. Another 47% are able to raise up to the equivalent of $1000, with 10% of those raising less than $100. The remaining 23% are the somewhat advantaged schools, able to raise the equivalent of over $1000, with 5% of that group able to raise more than $10,000.[2]

Figure II.2.4 shows that for many schools that maintain budgets, a good portion are using those resources for programs that could have a positive impact on learning outcomes, such as employing teaching aides (15%) or offering remedial programs (22%).

Figure II.2.4:   School budget line items relevant to EGR
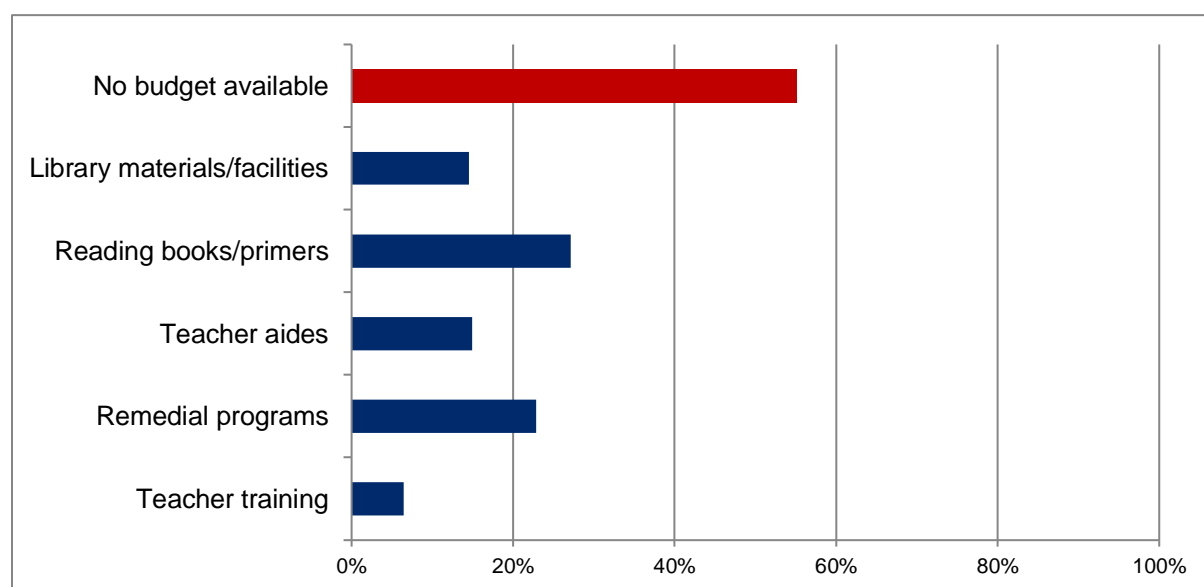
In addition to the above programs for which schools may be allocating resources, some schools also organize diverse activities to promote reading, such as those illustrated below. **Figure II.2.5** illustrates the typical reading promotion initiatives schools offer. While the majority offer competitions or games, these are typically oriented to the higher performers. In addition, it may be worth exploring what kinds of rewards and incentives are offered and how effective those are.

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[2] Note that the percentages do not add to 100% because of rounding.

Figure II.2.5:   Reading promotion initiatives offered by schools
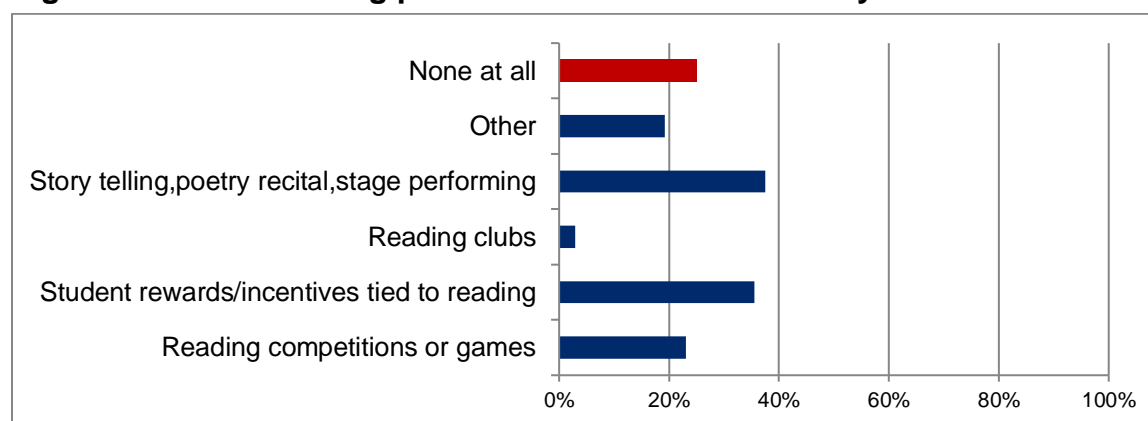
The first two research questions guiding the EMES-TOS survey seek to know whether schools and districts are focused on reading/literacy as a priority outcome of early grade teaching and learning, and whether school-based management practices reflect that priority. To summarize the findings across the several types of data collected, an index has been created that joins together information related to:

- A school's maintenance and use of records on student performance in reading

- Whether the school states that quality, and in particular improving reading in early grades, are its primary mission and goals

- Whether schools work with their communities to improve reading (raising funds for reading improvement, running book drives, recruiting volunteers as teacher aides)

- Whether schools offer remedial instruction and provide literacy coaches or teachers' assistants focused on reading.

In total, 10 elements are included in the school leadership and management index.[3] Index scores range from zero, reflecting an absence of leadership and management practices related reading/literacy, to 10, which would indicate a school that demonstrates all the desirable practices. **Figure II.2.6** shows how schools in the survey scored. Most of the schools had 2 to 4 "Yes" answers out of the 10 items.

Figure II.2.6:   School leadership & management index

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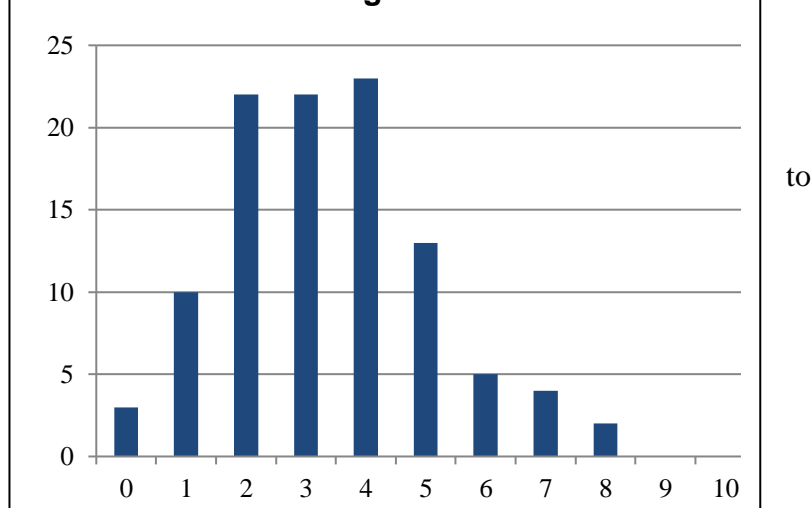
[3] See **Attachment 4** for the list of items that comprise this index.

While three schools had 0 "Yes" answers, two schools had as many as 8 "Yes" answers. The average number of "Yes" answers for all schools was 3.4 out 10. Such an index could be used as a benchmark or baseline for school performance in these areas of management and leadership related to early grade reading.

Further details regarding the index of school leadership and management are drawn from analysis of the items on which school answered "Yes." Comparison of the "Yes" answers most frequently given by schools with lower index scores to the "Yes" answers most frequently given by schools with higher scores does reveal some differences. (Note that **Figure 4.1** in **Attachment 4** shows the difference between low scoring schools and higher scoring schools.)

Most schools said yes to the questions regarding the mission and purpose of the school and to the one regarding holding reading promotion activities. However, those schools that had higher index scores had more "Yes" answers on items that lower scoring schools did not answer yes to, for example: use of student report cards, utilization of literacy coaches, and recruitment of volunteers from the community.

Most school and community leaders state that they see teaching reading in the early grades as a priority. Many schools also organize activities that could be supportive of improved reading/literacy outcomes. However, few schools take on the more challenging tasks of tracking, reporting, and using data on student performance in reading. Schools are working with their communities in productive ways, and there are examples of good practice in some schools— offering remedial classes to struggling students, mobilizing volunteers from the community to support reading instruction, raising funds specifically to support improved literacy instruction in early grades, etc. These attributes represent a foundation upon which future efforts can rely. The gulf between the rhetoric—stating that reading in early grades is a priority—and the actions needed to work systematically towards that priority is what will be a main challenge to a national early grade reading program.

While some important leadership and management practices exist in only a few of the schools, there are enough instances to indicate a norm of behavior that other schools could and should adopt. PTA and community resources appear to be under-utilized, and there is a potential for leveraging school and community resources to finance localized initiatives through school plans and budgets. One area for further exploration is the interplay between the schools, districts, and local development committees, which could offer not only additional revenue streams but opportunities to strengthen horizontal accountability in the system.

3.   RQ 3: Knowledge and Practices Related to the Teaching of Reading

In addition to the leadership and management practices addressed through the first two research questions, the third research question is concerned with the knowledge, attitudes, and practices of school staff. To what extent are schools and districts knowledgeable about the best practices for reading instruction? To what extent are good practices demonstrated in early grade classrooms? What are schools doing to reinforce and/or support improved reading outcomes? Are schools cultivating a habit of reading?
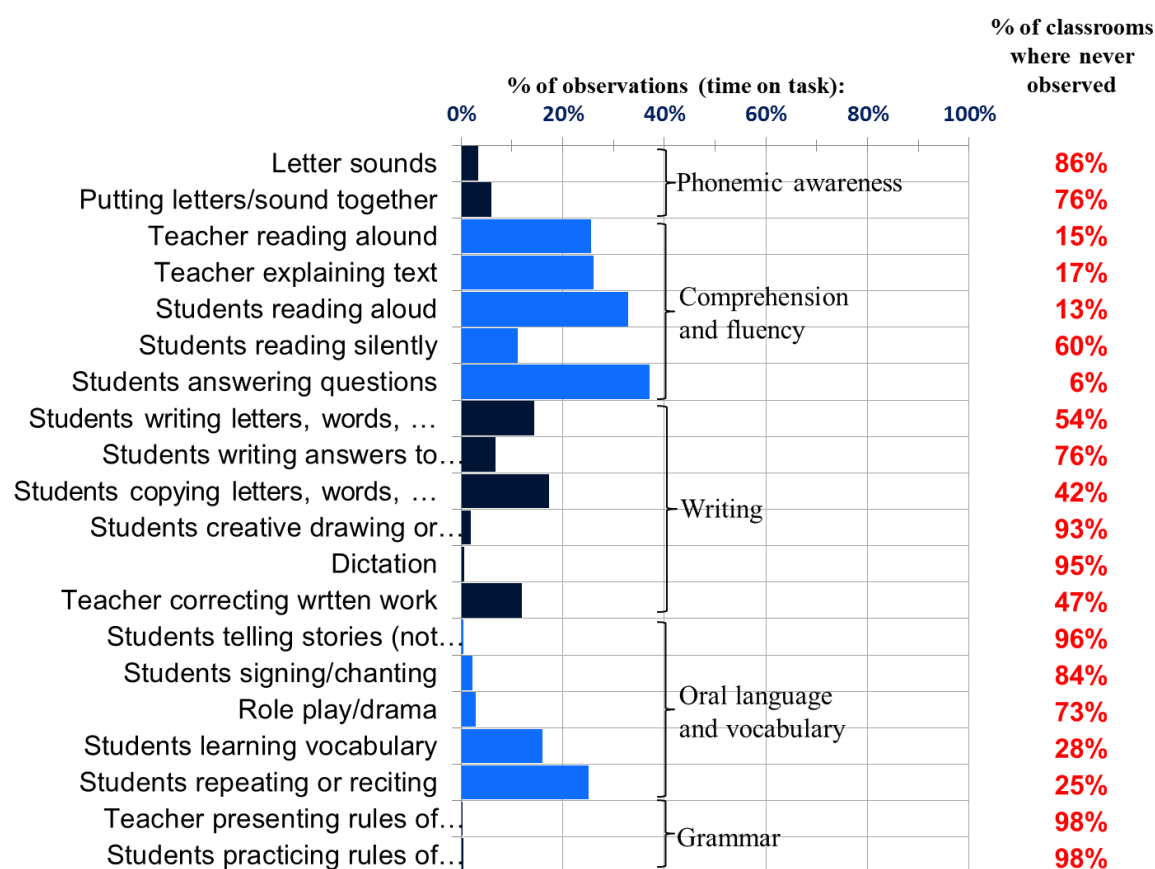
The findings from the data indicate the following answers.

- Teachers are generally spending more time in class on oral language, sight reading, and other aspects of a whole language approach to literacy instruction, and spend little if any time on basic phonics and other important instructional areas related to the development of early literacy skills.

- Many classrooms exhibit features of child-centered practice.

- Some schools are trying some remedial activities, but not all activities are likely equally effective.

- Almost half of the schools surveyed are not offering any remedial activities.

- Teachers are giving reading and writing assignments but most schools are not offering supplemental classes.

The remainder of this section presents the details on which these and other conclusions are drawn. Data are presented regarding the observed instructional and classroom management practices of teachers in early grades, the types of remedial programs that schools offer to support students who are struggling, the frequency and type of assignments given by teachers, and the level of student participation in supplemental classes.

Teacher classroom practices.

Figure II.3.1 below summarizes the results of the observations conducted in 104 classrooms. The observations were carried out during a language class—almost always Nepali (with a handful of English classes observed). Along the left-hand side activities are listed, showing what the teacher or students were doing during the lesson. The horizontal blue bars show the percentage of all observations during which the indicated activity was seen. For instance, "students answering questions" occurred during nearly 40% of all observations. In contrast, the teaching of letter sounds was noted on less than 3% of the observations. The numbers in red to the right indicate the percentage of all classrooms (out of 104) in which the indicated lesson activity was never observed. For example, during 76% of the observations, the enumerators never noted teachers or students putting letters/sounds together to make words. In contrast, the teacher reading aloud was not at all noted during only 15% of the observations. Overall, many of the lesson elements integral to a balanced approach to teaching reading are under-represented: notably phonics, students reading silently, and students writing.

Figure II.3.1:   Recorded observations of language instruction practices

Practice	% of observations (time on task)	% of classrooms where never observed
Letter sounds	(Phonemic awareness)	86%
Putting letters/sound together		76%
Teacher reading alound	(Comprehension and fluency)	15%
Teacher explaining text		17%
Students reading aloud		13%
Students reading silently		60%
Students answering questions		6%
Students writing letters, words, …	(Writing)	54%
Students writing answers to…		76%
Students copying letters, words, …		42%
Students creative drawing or…		93%
Dictation		95%
Teacher correcting wrtten work		47%
Students telling stories (not…	(Oral language and vocabulary)	96%
Students signing/chanting		84%
Role play/drama		73%
Students learning vocabulary		28%
Students repeating or reciting		25%
Teacher presenting rules of…	(Grammar)	98%
Students practicing rules of…		98%

In addition to the instructional practices related to teaching reading, classroom observations also noted whether child-centered practices were in evidence. The vast majority of teachers are using sound child-centered practices as shown in **Figure II.3.2**.
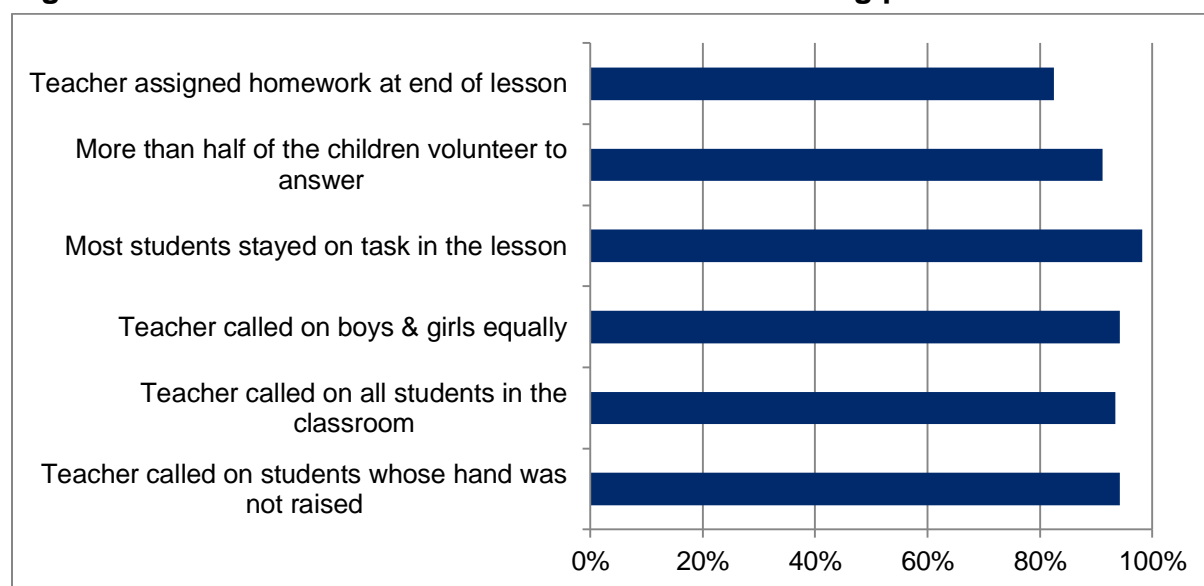
Figure II.3.2:   Observations of child-centered teaching practices

Attitudes and practices toward remediation.
Figure II.3.3 shows that only a few schools offer any remedial resources or programs for struggling students and that almost half offer none.

In addition, when asked if they agreed with the statement, "stronger students should get more attention because they have a better likelihood to succeed." 64% of head teachers and 67% of SMCs agreed (or strongly agreed). A bias towards more attention for stronger students is antithetical to what is needed to ensure that all children learn to read in early grades. This may be indicative of a broader school-culture issue to address.

In contrast to the point of view of the head teacher and SMC, when teachers were given the option to choose which statement they agree with most, 96% chose "students who are struggling to read should get the most attention from the teacher so that they can catch up to the rest of the class.

Cultivating a habit of reading. Beyond offering reading promotion activities, schools that wish to promote or cultivate a habit of reading amongst their early grade learners should provide supplemental reading periods, and teachers should regularly assign reading and writing activities to students to complete outside the classroom.

Figure II.3.4 below shows how frequently teachers give students reading and writing assignments. After that, **Figure II.3.5** shows whether students participate in supplemental reading lessons, and in schools where supplemental reading lessons are offered, it shows which students do participate.

Figure II.3.3: **Reading remediation programs offered by schools**
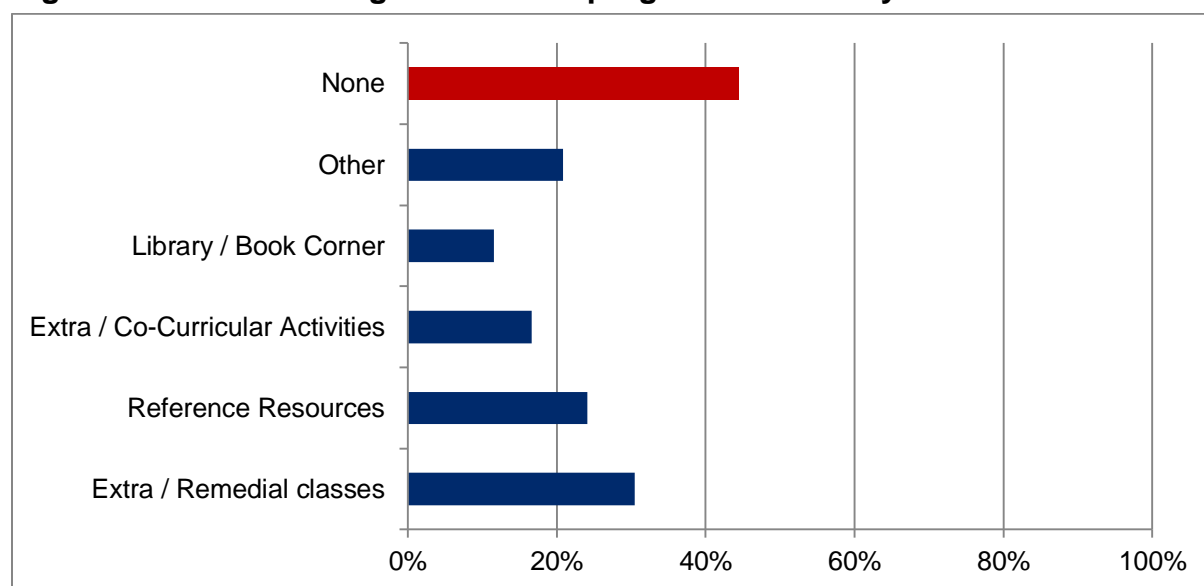
Figure II.3.4: **Frequency of reading and writing assignments given to G2 students**
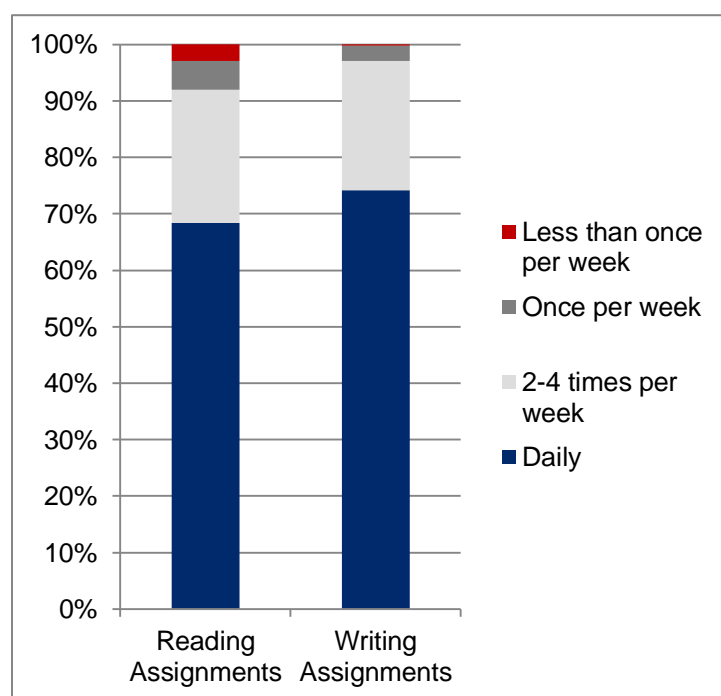
Figure II.3.4 encouragingly shows most teachers give daily reading and writing assignments to their students.

*Nevertheless, according to **Figure II.3.5**, an estimated 78% of all schools do not offer supplemental language or reading lessons.*

18% of schools have supplemental lessons for all students, and only a handful (3%) require the weak or struggling students to participate.

Figure II.3.5:   Participation in supplemental reading lessons

Summary conclusions. As noted above reading instructional and remedial practices are generally lacking in most of the schools. The key behavioral challenge will be shifting from a whole-word /oral-based approach to a balanced approach that includes key elements of phonemic awareness and phonics. Nevertheless, most teachers appear to have good foundational skills, are generally teaching in child-centered ways, and are generally exhibitin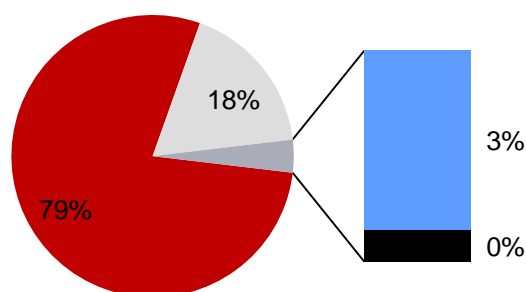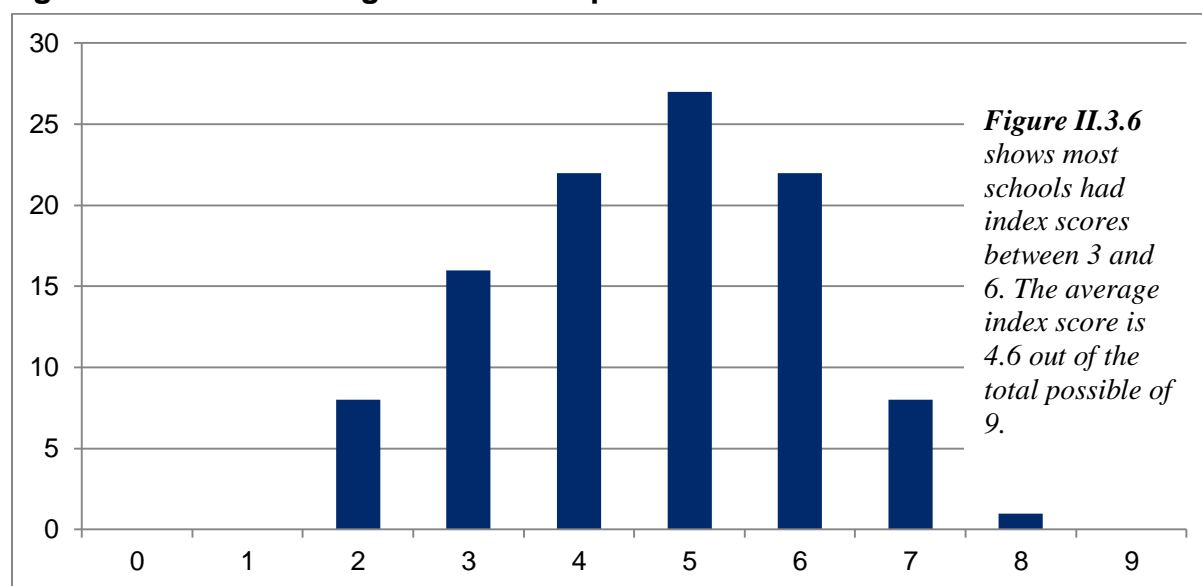g good classroom management practices. There appears to be some divergence of point of view regarding how best to target effort and resources, with head teachers and SMCs favoring providing attention to higher performing students and teachers noting that struggling students are the ones who need additional attention. Cultivating a shared sense of how best to ensure that all children learn to read and how to effectively deploy resources and effort at the school level will be an important challenge going forward. In addition, an area to explore further is whether teachers and education leaders in the system understand the distinctions between language learning and literacy acquisition and therefore see the differences in the pedagogical approaches that are needed for each.

As was the case for school leadership and management, an index was also created to summarize how schools are faring on issues related to instructional practices and the provision of remedial opportunities.

Indices of instructional and remediation practices.[4]

Again as was the case for leadership and management, indices summarizing several survey items that relate to the instructional practices, presence of materials, and opportunities for remediation at school were constructed. First, **Figure II.3.6** below shows the number of schools with different index scores for items related to reading instructional practice. This index includes 9 items, 6 of which have to do with the kinds of instructional practices observed at a school (whether the practices most associated with good development of reading skills were observed), and 3 of which relate to teachers' beliefs or attitudes regarding how children learn to read.

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[4] See **Attachment 4** for the list of items that comprise these indices.

Figure II.3.6: Reading instructional practice index

Figure II.3.6 shows most schools had index scores between 3 and 6. The average index score is 4.6 out of the total possible of 9.

Further analysis of schools' reading instructional practice index scores is presented in **Attachment 4, Figure 4.2**. That analysis reveals that across the board, teachers share beliefs such as it is better to let children express their thoughts, or to let students tell the teacher why they don't understand something, or to allow students to interrupt the teacher if they have something to add. The items that distinguish schools with high indices from those with low indices are those that concern whether specific instructional practices—teaching phonics and phonemic awareness, students reading to themselves, students writing answers to questions— were observed. This implies that the work to be done to improve reading instruction must focus on actual classroom practice, while building on the broadly shared teacher attitudes that reflect a child-centered approach to teaching.

An index regarding child-centered current instructional practice was also constructed, incorporating several aspects of what was observed during lessons—how teachers call on students, whether students were engaged in the lesson, how the teacher reacts to student responses, and whether the teacher gave a homework assignment.

Figure II.3.7 shows how schools scored on this index of child-centered instruction.

School had the highest scores on this index. Most schools had scores greater than 6 out of 9 items. The average index

Figure II.3.7: Child-centered instruction index— raw scores
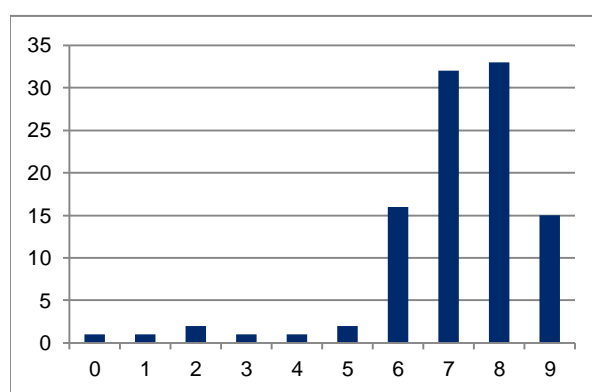
score is 7.1 items. This indicates that child-centered practices are evident in most schools in Nepal. **Figure 4.3** in **Attachment 4** shows that the common items for low-scoring schools reflect student behaviors (children on task and volunteering). Schools with higher index scores also exhibited these behaviors, but in addition more frequently demonstrated complex instructional practices, such as the teacher asking students a clarifying question or encouraging the student to try again when they give a wrong answer.

The last index created for this section of the analysis concerns whether schools offer and students participate in supplemental or remedial programs. **Figure II.3.8** shows most schools had a score of 2 to 5 on this index, and no school scored higher than 6. The average score is 3.4 out of 9. As with the other indices, further

Figure II.3.8:   Remediation practices index—raw scores
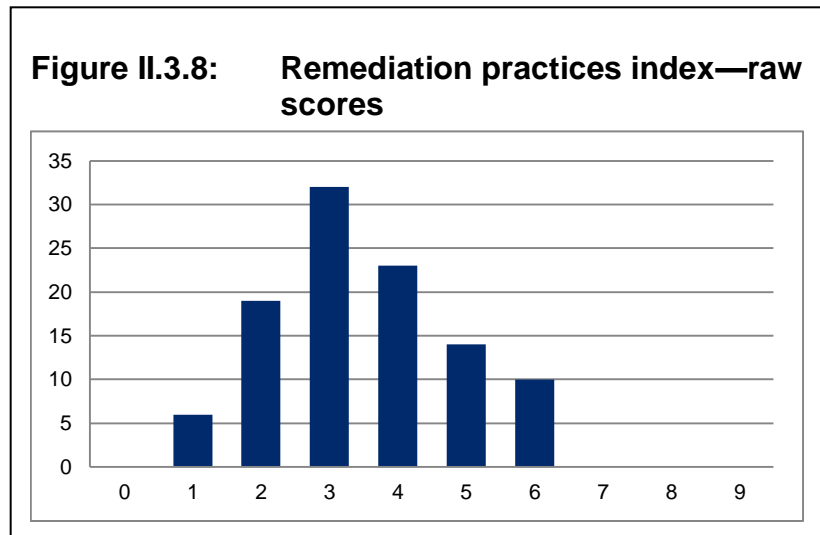
analysis of the answers provided by schools with lower and higher index scores is provided in **Figure 4.4** in **Attachment 4**. Schools with index scores of 5 or 6 (23% of the total) did a better job offering individualized

4.   RQ 4: Availability of Teaching and Learning Materials

The objective of this section is to get a baseline sense of the existing instructional materials that are available to learners in the schools. The information below comes from the classroom and school inventories, where the field data collectors were required to verify the existence of materials in Nepali, English, and any mother tongue. Overall there appear to be sufficient Nepali and English textbooks, but there is a dearth of mother-tongue textbooks (**Figure II.4.1)**

Figure II.4.1:   Availability of language textbooks
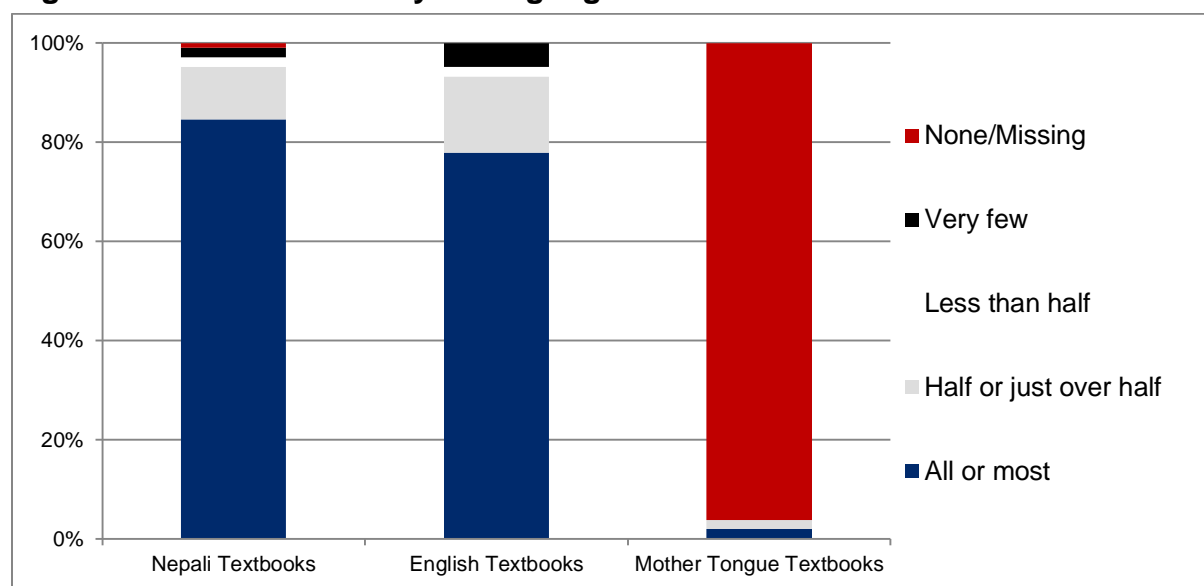
Figure II.4.2 provides the distribution of responses teachers gave when asked the number one problem they have with their language textbooks. Just over half (51%) state that their main problem derives from the untimely delivery of the books or from their own lack of training in using the materials. These are reflective of system management challenges and are not related to the content of the materials.   Only 12% of the teachers (the red shaded portion of the pie chart) indicated that the materials were in some way inappropriate and therefore not useable. Five percent of the teachers felt the materials were not grade-level appropriate.

Figure II.4.2:   Suitability of existing language textbooks
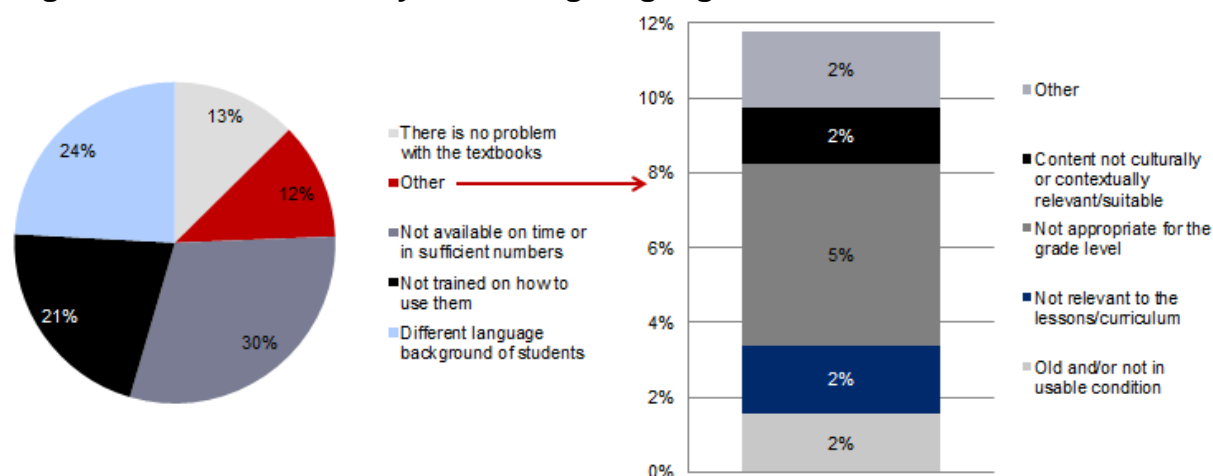
Nevertheless, when asked how "useful" and how "appropriate" the teachers found the language textbooks, the majority were generally positive. **Figure II.4.3** provides a breakdown of their responses.

Figure II.4.3:   Opinion on textbook usefulness and appropriateness
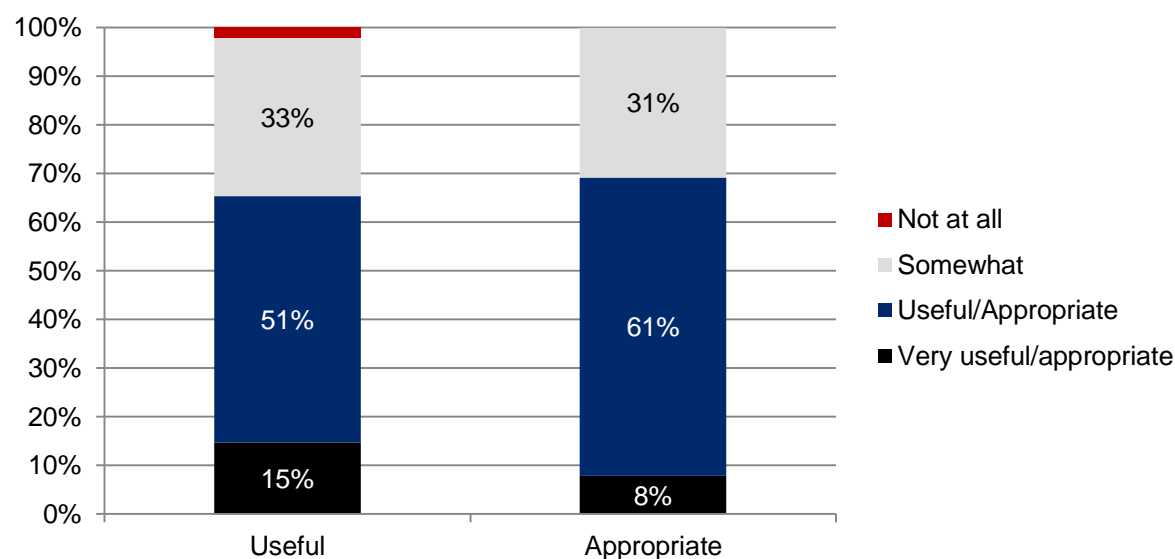
Availability of supplemental reading materials.

About one-third of schools have a library (**Figure II.4.4**), but two-thirds do not. In those libraries the materials are for the most part level appropriate (i.e., for elementary school). **Figure II.4.5** shows that 36% of classrooms have supplemental Nepali materials, 27% have supplemental materials in English, and almost none (1%) have them for any mother tongue. In all cases, the majority of schools do not have supplemental materials in any language.

Figure II.4.4:   **Schools with libraries**
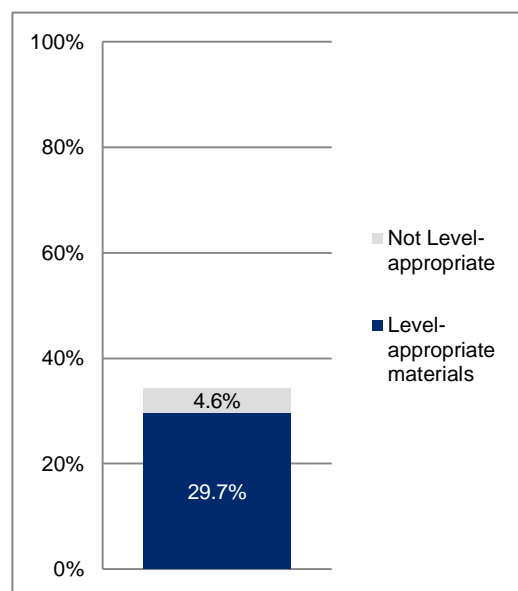
Figure II.4.5:   **Classrooms with supplemental materials**
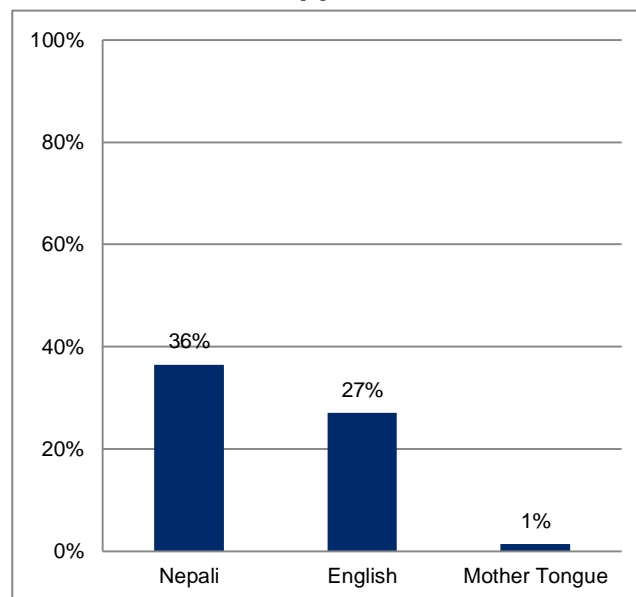
Index of teaching and learning materials.[5]

The last index created to help summarize the survey results concerns the availability of teaching and learning materials in schools. Whether students have Nepali, English, and mother-tongue textbooks or other materials and whether teachers have materials in different languages are summarized in this index. It also includes an item related to whether a school has a library with elementary-level materials and classroom book corners or

Figure II.4.6:   **Teaching and learning materials index**

tin trunks. **Figure II.4.6** shows that most schools scored in the range of 3 to 6 out of 10 on this index, with the average score being 4.2. No school scored higher than 8 out of 10.
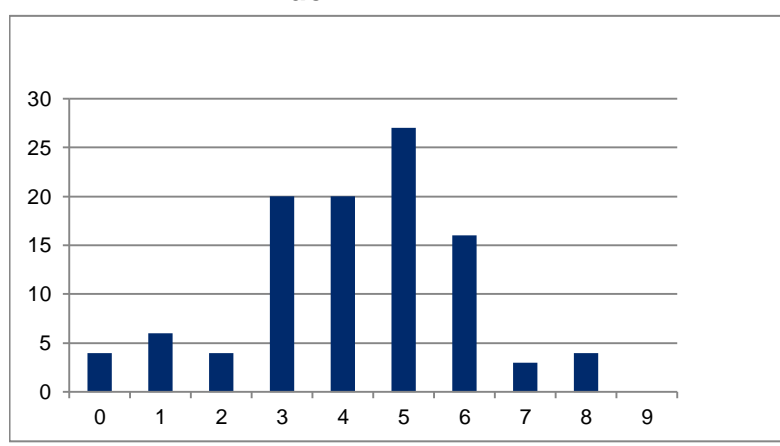
Figure 4.5 in **Attachment 4** breaks down how schools with higher index scores differed from those with lower index scores. Almost all schools answered yes regarding the availability of Nepali instructional materials. Schools with higher scores were those that also had mother-

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[5] See **Attachment 4** for the list of items that comprise this index.

tongue materials, English language teacher guides, classroom book corners, and libraries with relevant grade-level books.

Summary conclusions. Apart from the near total absence of mother-tongue language or reading materials, most schools have decent supplies of language textbooks. Some schools (a minority) have additional materials (also often only in Nepali or English) to supplement the textbooks, but many schools do not. Two things are worth exploring further. First, is the extent to which the existing materials, in particular the textbooks, align with the elements of sound literacy skill building and reading instruction in the early grades. Second would be to determine whether the existing materials are being used in ways that maximize children's exposure to print and opportunities to practice reading skills and reading.

5. RQ 5: Opportunities for mother-tongue-based multi-lingual education (MTB-MLE)

According to the 2011 Census, more than half of all Nepalese have a different mother tongue than Nepali. This section of the EMES-TOS explores how issues related to language manifest themselves at the school level. Data were gathered on the languages spoken at each school, on prevailing attitudes towards the language of instruction, and the capacity within the system to support mother-tongue learning.

The first question along these lines examines the degree of language heterogeneity in the G2 classrooms. The basis of this line of inquiry is found in the national EGR strategy, which outlines three types of schools:

- **Type I:** Almost all students have a reasonable understanding of Nepali when they join school (60%-70% estimated by MOE)

- **Type II:** Most students have no or a limited understanding of Nepali at the time of joining school AND almost all students have the same first language (mother tongue, or MT) (10%-15% estimated)

- **Type III:** Most students have no or a limited understanding of Nepali at the time of joining school AND students belong to 2 or more language groups (15%-20% estimated)

Figure II.5.1 breaks down the percentage classrooms observed by type. Note this is more a representation of the homogeneity the classrooms than whether children have Nepali language skills coming into school G2, not G1 classrooms were observed). Schools were designated Type III if more 10% of the children did not share the common MT in the classroom observed. survey found a lower percentage of Type I

Figure II.5.1:   Schools by type
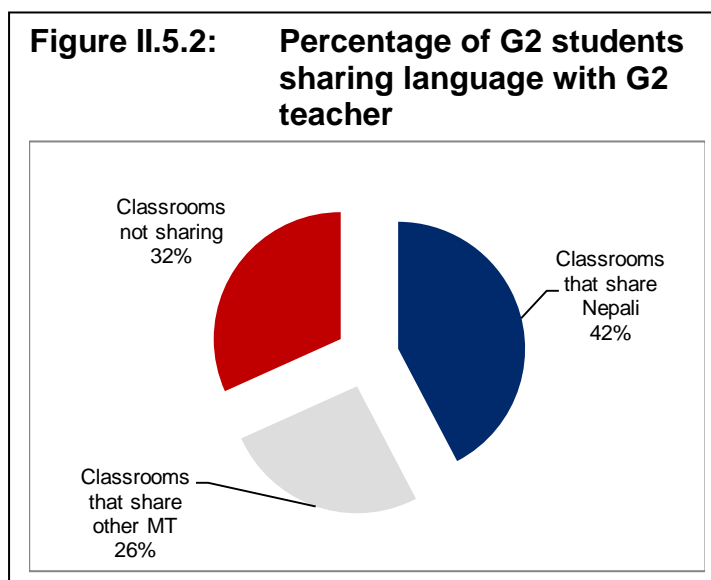
Type III
26%
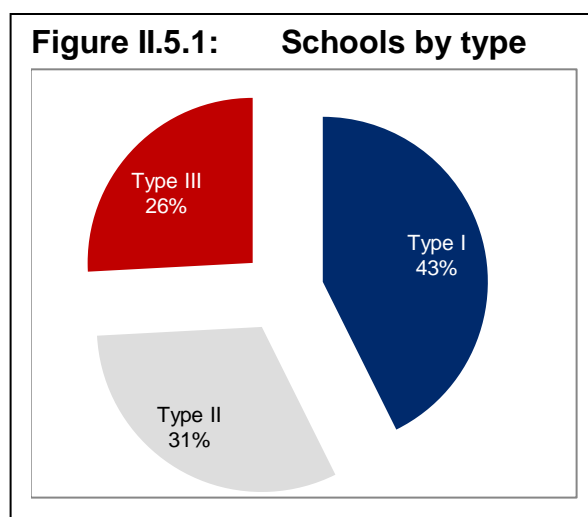
Type I
43%

Type II
31%

of

of

(as

than

This

schools and higher percentages of both Type II and III than the MOE's estimates. Type I schools are where Nepali can easily be used as the medium of instruction. In Type II classrooms, students share a mother tongue other than Nepali. Type III schools include more than one mother tongue language.

In addition, the study examined whether teachers and students are aligned in terms of their sharing of a common language. This is particularly important for those Type 2 schools that require a teacher to share the same mother tongue language in order to an implement MTB-MLE program.

Figure II.5.2 shows the proportion of grade 2 classrooms separated into three types:

- **Type A:** teachers that share Nepali language with students as the dominant mother tongue (42%)

- **Type B:** teachers that share a common MT with the majority of their students (26%)

- **Type C:** teachers that do not share the same dominant mother tongue as the majority of the students in the classroom (32%)

Figure II.5.2: Percentage of G2 students sharing language with G2 teacher

The next question we asked is how many Type I, Type II, and Type III (from Figure E.1) classrooms are comprised of Type C classrooms (where teachers do not share the same language as the majority of the students) (from Figure E.2). **Table II.1** summarizes the findings.

Table II.1: Proportion of schools where teachers and students not share dominant language, by school type

School by Type	Percentage of schools that do not share common language between student and teacher
Type I	8%
Type II	25%
Type III	50%

Only 8% of Type I schools have teachers who are not native Nepali speakers like their students. In 25% of Type II schools, where students share a mother-tongue language (other than Nepali), the teacher does not speak that same mother tongue. And in 50% of the Type III schools, where

there is more linguistic heterogeneity, the teacher does not speak the "dominant" (most widely spoken among the students) language.

The implication is that in the 40 to 50% of schools where Nepali is widely spoken, in 92% of the cases, the teacher can easily use Nepali as the medium of instruction. In 75% of the schools where another mother tongue is shared by the students, the teacher would be able to teach in that language. In the other 25%, this would not be the case, and teacher reassignment or some other intervention would be necessary. Type III schools present the greatest challenge—more than one language is the mother tongue of the students—and in half the cases, teachers do not speak the language most commonly spoken by the students.
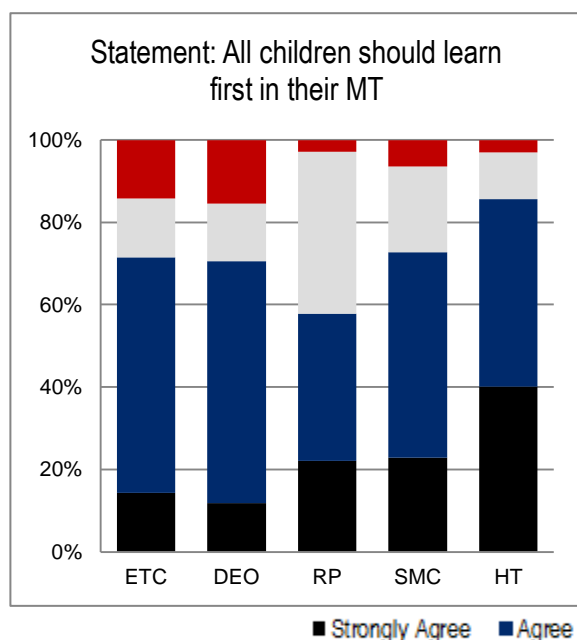
Attitudes toward MTB-MLE

The second line of inquiry related to language examines attitudes toward MTB-MLE instruction. **Table II.2** below shows three pairs of statements. Teachers were asked to choose the statement they agree with most. Teachers are evenly split in their belief regarding the language in which children should learn to read (first set of statements). But the majority appear to recognize the important role mother-tongue instruction could play, with a still significant number who do not.

Table II.2: Teacher belief statements related to mother-tongue instruction

Statement 1	Statement 2
All children should learn how to read in their mother tongue first. **51%**	All children should learn how to read in Nepali first, regardless of their mother tongue. **49%**
Teachers should try to speak the mother tongue of their pupils. **65%**	Pupils should try to understand the language their teacher is using. **35%**
It is easier for a child to learn how to read in his or her mother tongue. **65%**	It makes no difference in which language a child learns how to read. **35%**

In addition to asking teachers their points of view, several other stakeholders were given similar statements to either agree or disagree with. The results show that opinions tend to vary as to the appropriateness of an MTB-MLE program, **Figures II.5.3 and II.5.4** below show that the closer to the school/community the respondent, the higher positive association with mother-tongue instruction.

Figure II.5.3: **Attitudes of education officers toward mother-tongue instruction**

Figure II.5.4: **Attitudes of parents toward mother tongue**
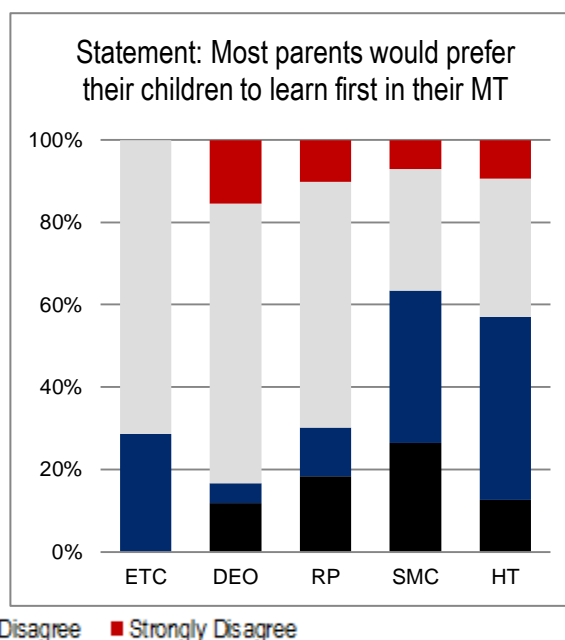
Existing practices and capacities related to mother-tongue instruction of the districts.

According to **Figure II.5.5** an estimated 40% of all districts do have any schools implementing On the other hand, the other 60% districts that do have schools implementing mother tongue, it is usually being done in a handful schools (more than half the districts with schools implementing mother tongue are doing so in 1 to 10 schools). One district reported having 56 schools and another as many as schools implementing mother tongue.

Figure II.5.5: **Percentage of districts with schools implementing MTB-MLE**
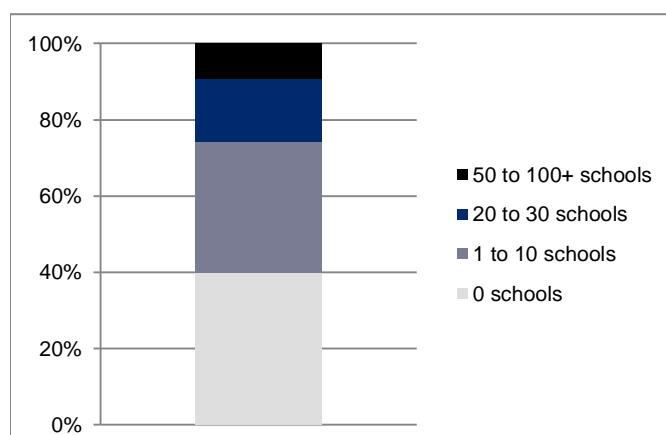
not MT. of

of

119

Figure II.5.6 shows the percentage of districts and RCs with the number of staff or trainers that have experience or training to develop mother tongue materials. For the districts and RCs with multiple staff with experience, it is not clear how deep or extensive that experience actually is.

Figure II.5.6:   DEO staff and RC trainers with mother tongue experience in the districts

- No. of RC roster trainers specialized or with experience in local language
- No. of DEO staff with experience developing local language
- No. of DEO staff trained in developing local language curriculum
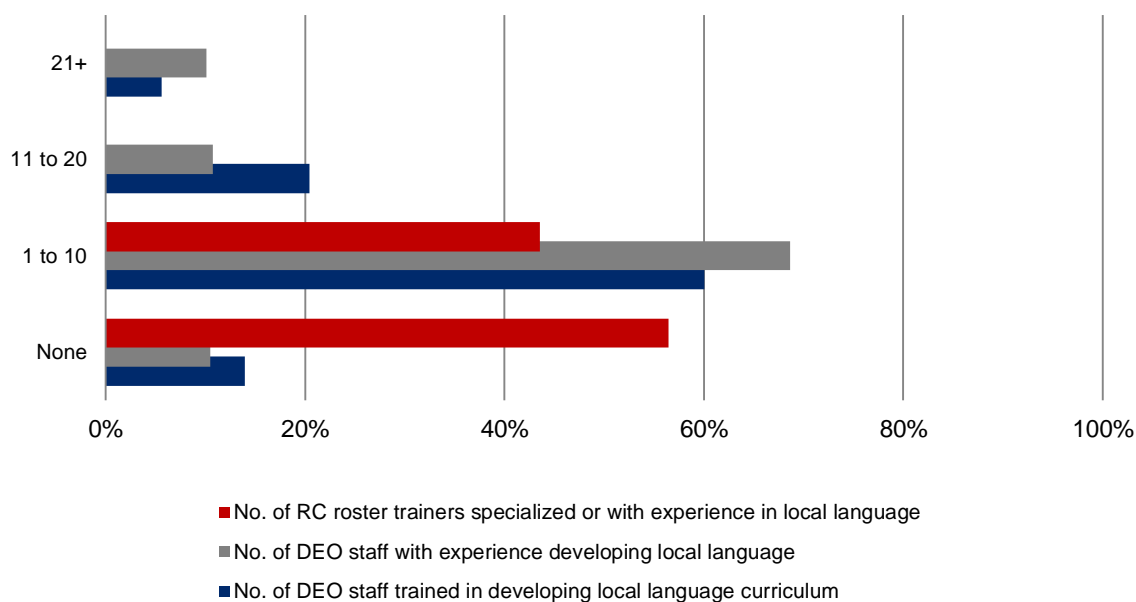
Although most of the districts appear to have some capacity to support local language development, there are very few roster trainers with experience at the RC level, and only a very small fraction (less than 5%) of teachers and head teachers claimed to have developed local language curriculum.

Summary conclusions. The challenges that the Ministry will face should it opt to implement an MTB-MLE program at scale are multi-fold. Principal of these is the heterogeneous environment of many of classrooms. Not only do a significant number of Type III schools exist, but the misalignment in half of them between teachers' language and students' languages presents an additional challenge. Overall, the system has adequate human resources to support an MTB-MLE, but capacity at the sub-district level and in schools will need to be strengthened. Further analysis of the dominant languages and the availability of materials and product development in those languages would be exceedingly useful, as would deeper examination of parental and societal attitudes toward MTB-MLE versus English as the medium of instruction for the early grades.

6.   RQ 6: Capacity and Readiness of Existing Teacher Professional Development (TPD) System

This study examined three key areas relating to the provision of TPD: 1) the level of existing demand and perceptions of its effectiveness; 2) capability of the system in terms of its existing infrastructure and resources at each level; and 3) the level of follow-up, coaching, and supervision of teachers in the classroom. In short, the results yield the following conclusions.

- There are conflicting views on the participation and efficacy of TPD for language or reading instruction across each level of the system.
- TPD system capability and infrastructure is mostly adequate.

- Follow-up support and coaching for teachers are lacking and face significant constraints.

Demand for TPD in language and reading.

Figure II.6.1 reveals that although 30% of teachers have participated in TPD that included language/reading instruction, more than twice as many expressed demand for additional TPD in these areas. When asked if they could pick just one thing to help them become a better teacher, over 60% of teachers responded "more training or more professional support and mentoring."

Figure II.6.1:   Teacher participation and attitudes toward TPD
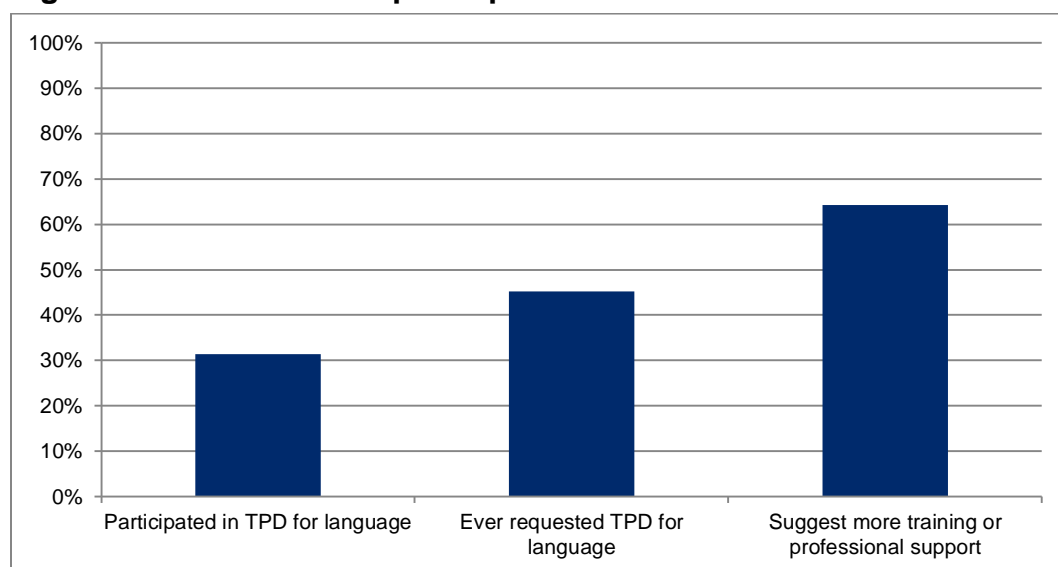
While it appears most teachers would desire more TPD, most head teachers, as depicted in **Figure II.6.2,** generally have a positive view of current TPD. Strikingly, the majority of head teachers (60%) believe their G2 teachers have already received adequate TPD in reading. Almost 70% believe they themselves have received adequate training to provide instructional leadership in reading. And nearly all have a positive view toward the quality of TPD provided by the RC.

Figure II.6.2:   Head teacher attitudes toward TPD
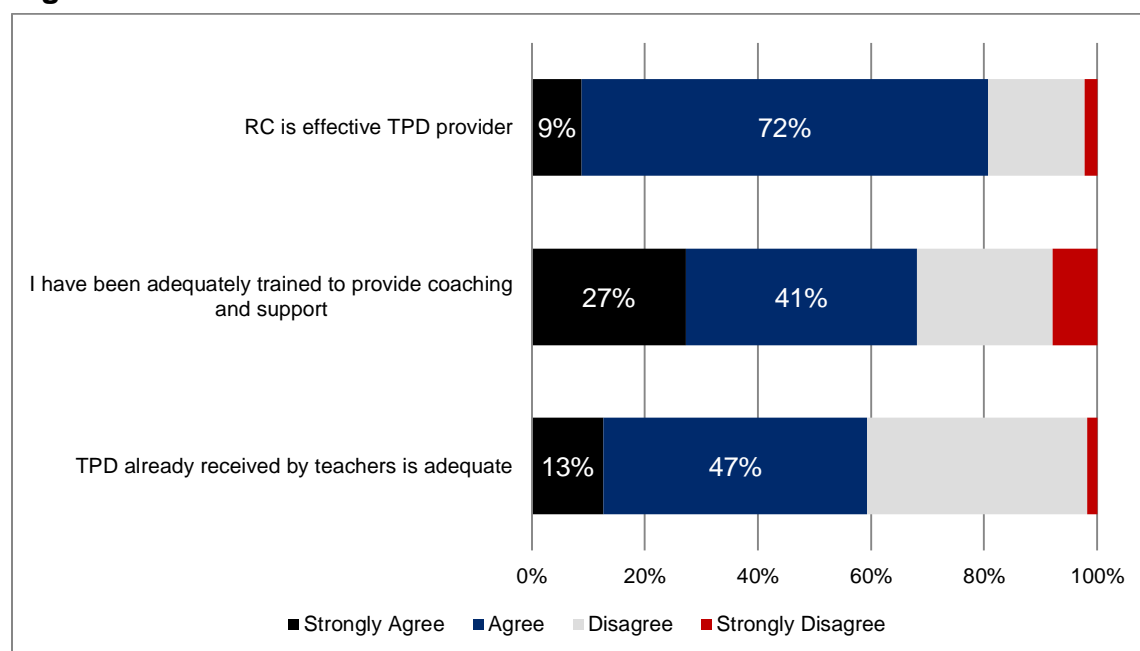
Infrastructure, resource capability, and work practices of the TPD system. The thrust of this inquiry is three-fold: Do the TPD providers have adequate facilities and work practices; do they have the available human resources; and do they have established routine work practices to support a large scale teacher training program?

Table II.3:   Work practices of TPD providers

District Education Offices	% of Respondents
Percentage of DEOs that support TPD	81%
Planning and budgeting	81%
Roster selection and human resource management	77%
Monitoring and follow-up	81%
Resource Centers / Resource Persons	**% of Respondents**
Percentage of RCs with dedicated training facility	96%
Frequency of head teacher meetings to determine TPD needs	
Once a month or more	77%
Once a term	13%
Once a year	10%
Frequency of head teacher meetings at RC for peer learning	
Once a month or more	95%
Once a term	3%
Once a year	2%

The survey results in **Table II.3** above are encouraging in that routine meetings between head teachers and RPs appear to be occurring regularly. RCs as well as ETCs appear to be equipped to serve as the training venues for teachers and teacher trainers respectively (see **Figure II.6.3**).

Figure II.6.3:   ETC facilities for training and boarding
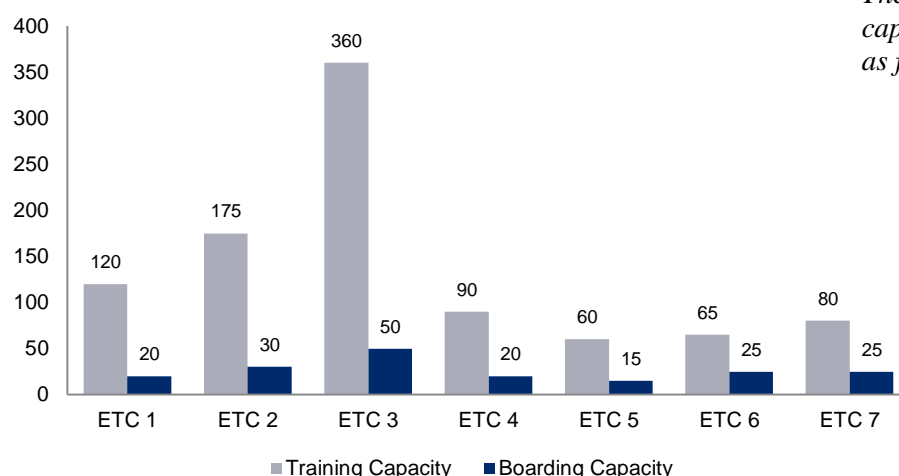
The training to boarding capacity ratios break down as follows:

ETC 1 =   6.0
ETC 2 =   5.8
ETC 3 =   7.2
ETC 4 =   4.5
ETC 5 =   4.0
ETC 6 =   2.6
ETC 7 =   3.2

Figure II.6.4 depicts the school-to-supervisor ratios for each of the 13 districts surveyed. While this study did not survey enough districts in each ecobelt to obtain representative results, anecdotally there appears to be a relationship worth examining more closely.
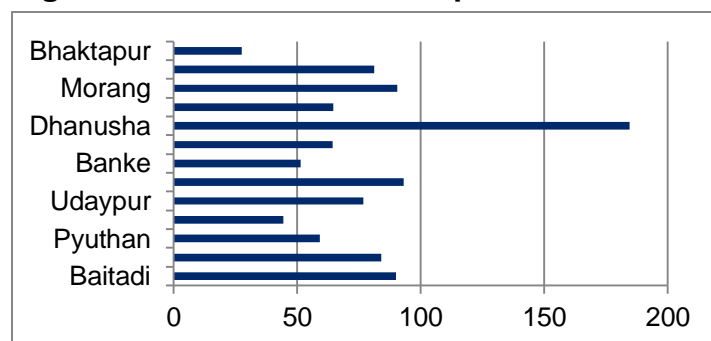
Figure II.6.4:   School to supervisor ratios of surveyed districts

Figure II.6.5 charts the ratio of all schools in an RC to all Nepali RT specialists in the RC across the 26 RCs surveyed. The ratio ranges are on the X-axis, and the weighted percentage (%) of RCs is on the Y-axis. Interestingly a weighted 12% of the RCs do not have any specialized RTs in Nepali language instruction. Half of all RCs have 15-30 schools for every Nepali language RT specialist. Overall there are on average 25 schools for every Nepali language RT across the 26 districts surveyed. Of note,

Figure II.6.5:   School:Nepal RT specialist ratios
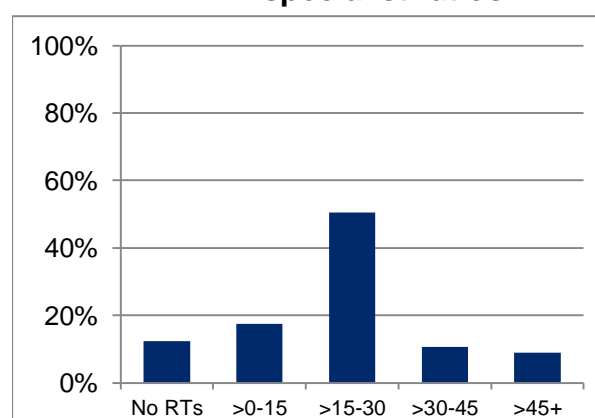
there is a positive correlation between the geographic size of the RC and the school:roster trainer ratio depicted in Figure II.6.5.

Figure II.6.6 charts the ratio of all teachers in an RC to all available RTs in the RC. Overall there are on average 41 teachers for every available RT across the 26 districts. However in about 15% of the RCs the ratio is in the 50 to 75 range, and in another 5%, the ratio exceeds 75 teachers for every available RT.

Figure II.6.6:   **Teacher: RT ratios**
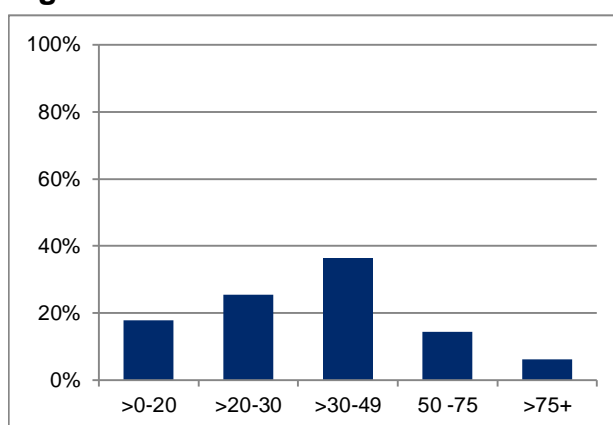
Teacher monitoring, support, and supervisory practices. In terms of existing practice, **Figure II.6.7** indicates how frequently teachers have reported classroom observations and compares this to the responses and expectations set out by head teachers, RPs, and DEOs.[6] Of note, 12% of head teachers indicated it was not their responsibility to provide school-based teacher supervision and support to the G2 teacher.

Figure II.6.7:   **Frequencies of G2 classroom observation**

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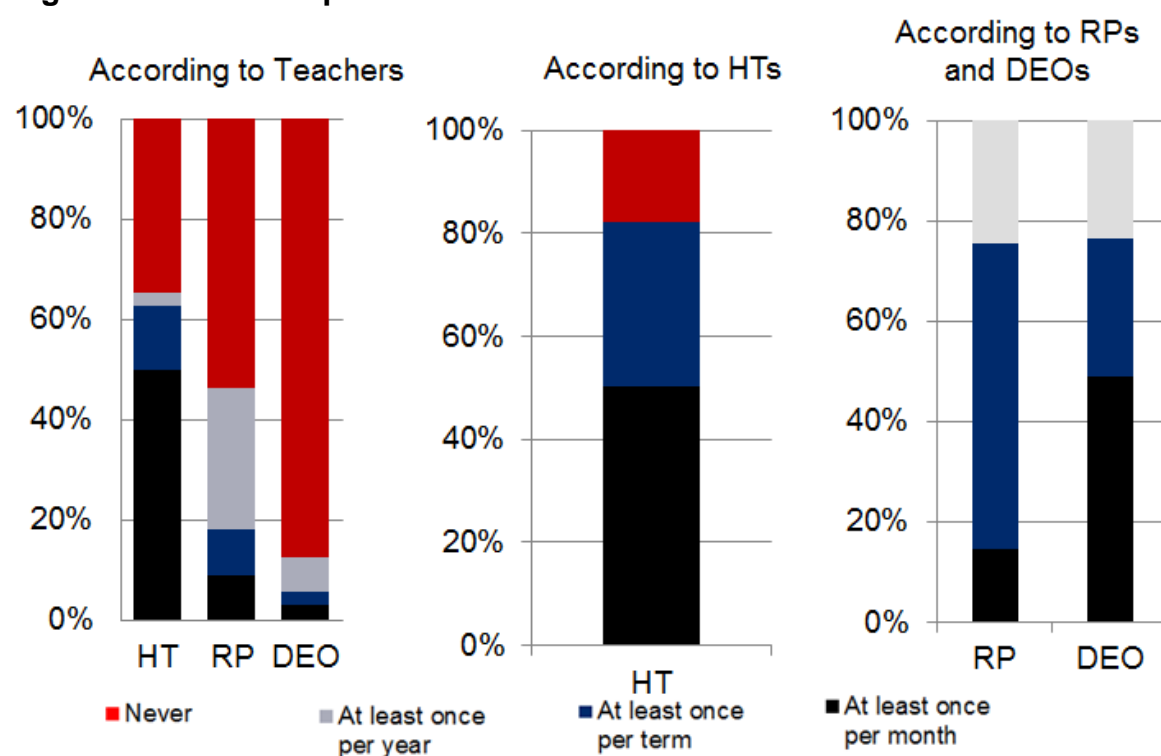
[6] Responses of RPs and DEOs are more akin to goal statements than actual practices, as they were asked "for any one school in your [jurisdiction], how often on average will the school receive a visit from the [staff] in a given school year?"

The low frequency of RP and DEO visits to classrooms can be explained by the high schools-to-supervisor and -RP ratios. Over 80% of DEOs cited either 'overloaded jobs of supervisors' or 'insufficient incentives' as the number one issue constraining school supervisory visits. Amongst the RPs, not a single one reported having a government-issued motorbike or vehicle for conducting school visits.

Summary conclusions. While the systems, personnel, and facilities are generally in place to support a large-scale in-service training program, the readiness of the structures and personnel below the district level (RCs, school clusters, etc.) are far more variable. Substantial resources will need to be deployed to strengthen external monitoring and support of teachers. Without additional resources at the school-cluster level, school-based supervision and coaching will need to be strengthened in order for teachers to receive the necessary support and feedback following any large-scale training effort. Additional research could investigate the existing content and structure of the TPD curriculum itself, especially in regard to the reading or language subject areas.

Exploring the data. Some additional questions raised relate to whether past participation in TPD has any relation to teaching phonics, whether school visits are tied to school proximity to district center (**Figure II.6.8**), and whether the frequency of head teachers' supervision relates to the status of the teacher (**Figure II.6.9**).

In regard to the first question, there is no correlation found between those teachers participating in TPD and the teaching of phonics or phonemic awareness.

In regard to the second question, **Figure II.6.8** shows that a school less than 25km away from the DEO has about a 75% chance of never receiving a visit, whereas a school 100+ kilometer (km) away has nearly a 100% chance of never receiving a visit during the school year. Given the supervisor/school ratios noted above, the results are not terribly surprising.

In regard to the third question, **Figure II.6.9** shows the relationship between the frequency of reported lesson observations and teacher status. As is

Figure II.6.8: School proximity to DEO and DEO supervisory visits

evident, a permanent and local teacher is far less likely to have received a classroom observation from a head teacher or primary in-charge than a temporary teacher.
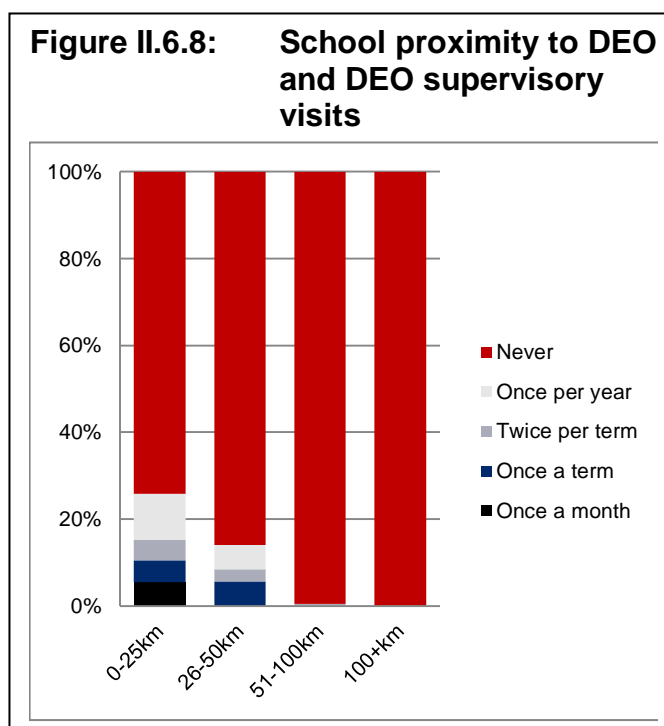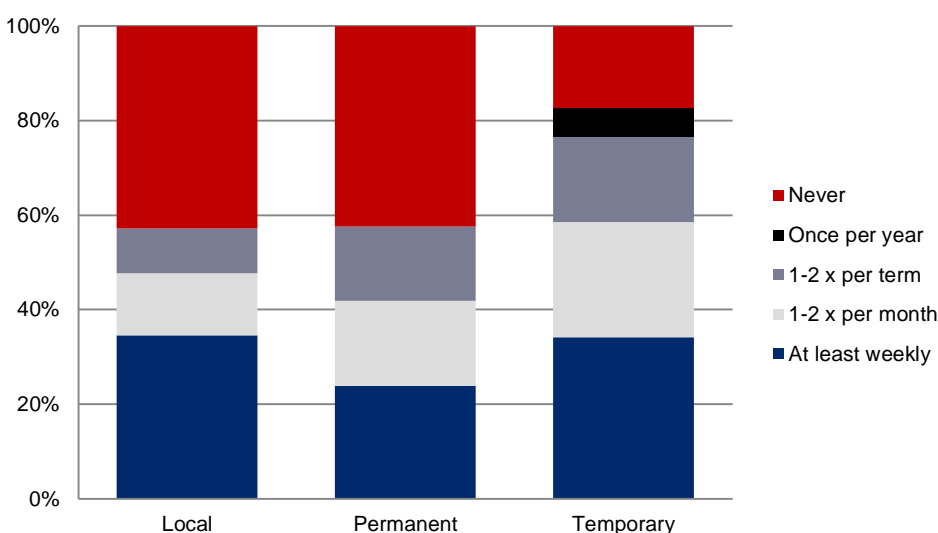
Figure II.6.9:   **Classroom observation by head teacher and teacher status**

7.   RQ 7: Teacher Motivation and Participation

This section of the study examines underlying teacher motivational factors, to what extent teachers are missing time from school, and possible factors influencing their levels of motivation.

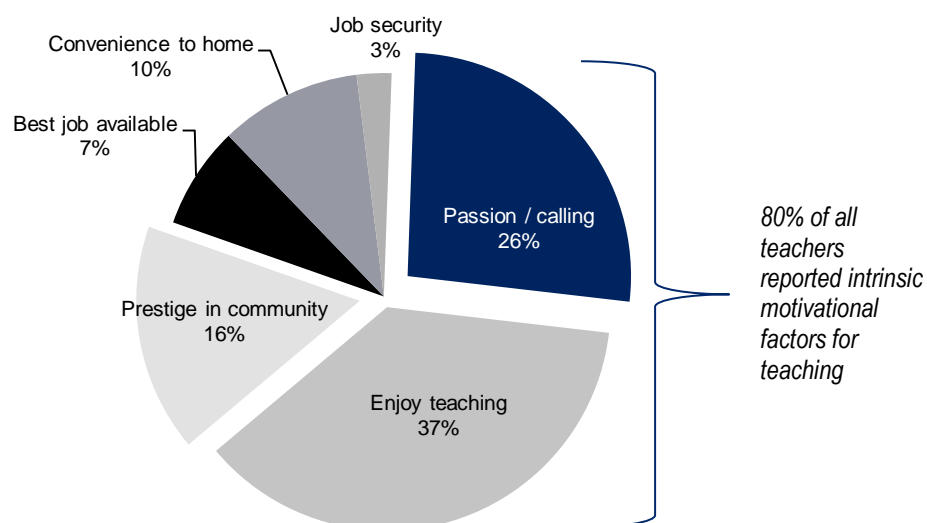*Factors affecting teacher motivation.*

Figure II.7.1:   **Self-reported motivation for teaching**

Figure II.7.1 shows that teachers generally reported being intrinsically motivated to become a teacher. **Figures II.7.2 and II.7.3** indicate that about half the G2 teachers are assigned to their first choice in terms of grade-levels and subject preferences.
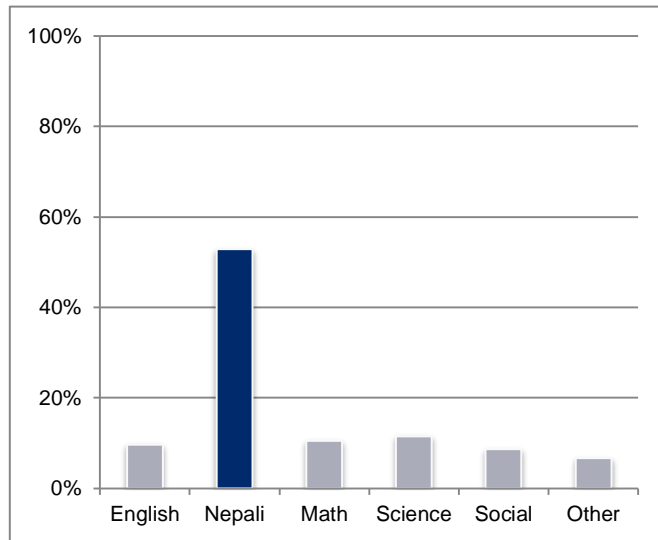
Figure II.7.2:   Teacher subject preference

Figure II.7.3:   Teacher grade preference
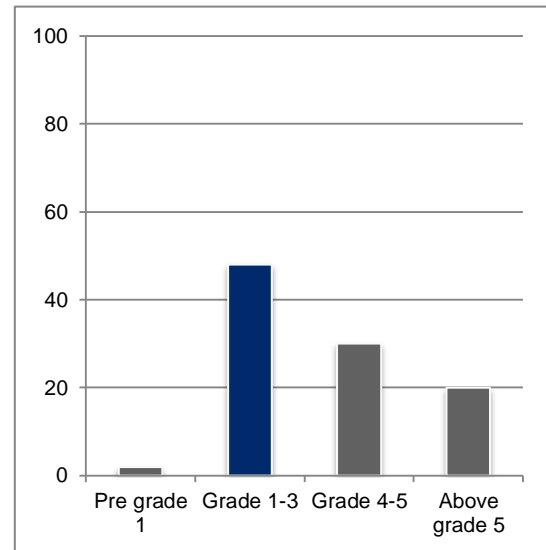
Figure II.7.4 indicates that few teachers are missing extended days from school, and **Figure II.7.5** provides the reasons for those extended (2-plus week) absences.

Figure II.7.4:   Teacher absenteeism in academic year
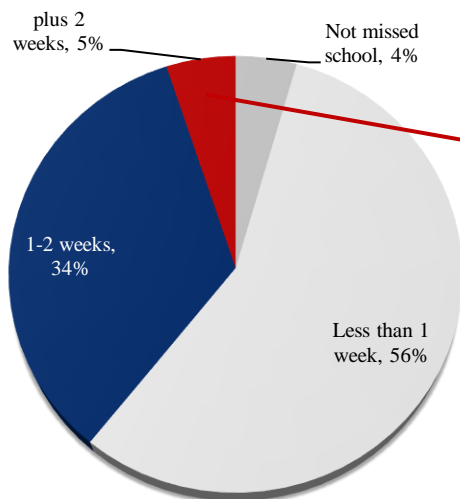
Figure II.7.5:   Reasons reported for extended absence (2-plus weeks)
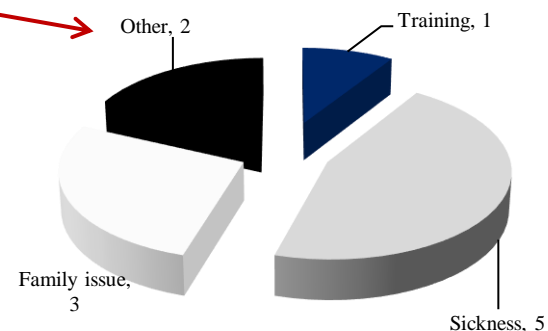
Is there a relationship between expressed motivation and absenteeism? The answer appears to be "yes". *Figure II.7.6 shows a slightly stronger relationship between those teachers with reportedly "extrinsic" motivational factors and missed days.*

Figure II.7.6:   Relationship between motivation and teacher absenteeism
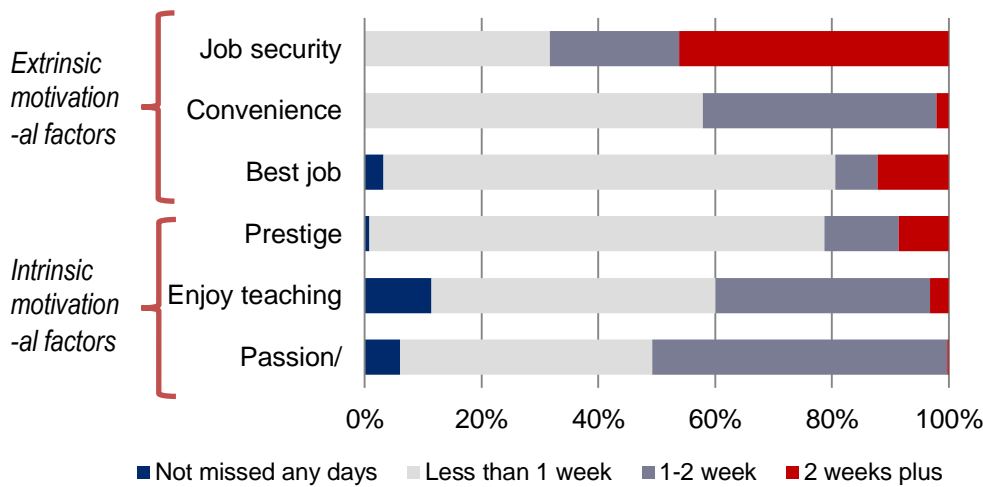
Can we detect any differences between teacher status and other indicators?
One of the questions raised early on by the MOE was whether issues of motivation or teaching practices differed between the types of teachers, particularly in relation to local teachers versus permanent or temporary teachers.

Another question raised by the MOE was whether there were any differences in how teachers teach based on the teacher's gender, the classroom subject, or the classroom type (G 2, G 3 or multi-grade).

Figure II.7.7:   Relationship between teacher status and motivational factors
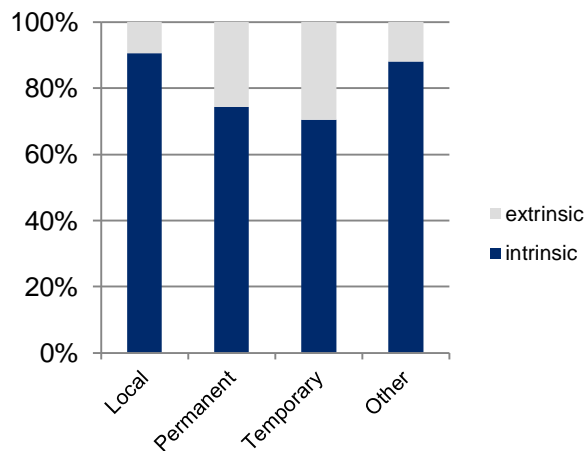
Figure II.7.7 shows that though most teachers on the whole are intrinsically motivated, non-permanent and non-temporary teachers tend to be more so than their counterparts.

The question then is whether local teachers are inclined to demonstrate sound pedagogic practices. **Figure II.7.8** below shows that local and "other" teachers tend to score higher on child-centered index. The average score for each type of teacher:

Because the number of respondents for each teacher type is so low, it is not possible to attribute any significance to these results

Figure II.7.8: **Teacher type and child-centered teaching scores**
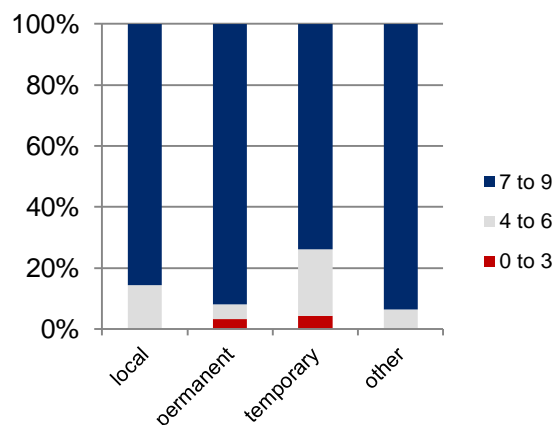
Teacher Type	Average Score
local =	7.6
permanent =	7.0
temporary =	6.9
other =	7.4

However, on their own, neither the motivational factors nor the frequency of teacher absences translates into better child-centered teaching practices. **Figure II.7.9** breaks down child-centered teacher scores by motivational factor, and **Figure G.10** breaks the scores down by teacher absenteeism.

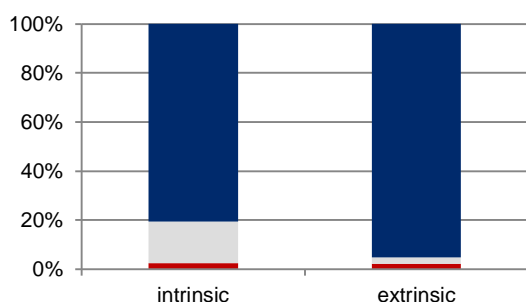For all other indices, there is very little if any correlation between the variables and the scores. This is due to the predominantly low scores across the board (low variability amongst the schools themselves) and the small sample sizes yielding non-significant results.

Figure II.7.9: **Motivation factor and child-centered teaching scores**

Figure II.7.10: **Teacher presence and child-centered teaching scores**
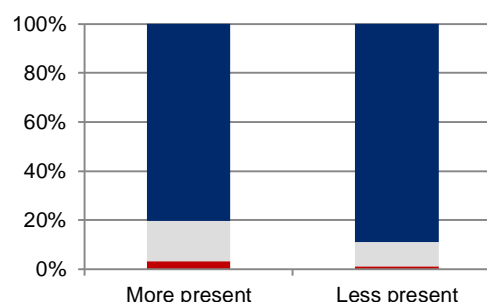
III. Conclusions

The EMES-TOS survey covered a broad spectrum of levels and actors in the education system. This report attempts to bring together the vast quantity of information collected to shed light on specific education management capacities and teaching practices that will affect the MOE's ability to implement and sustain a national EGRP at scale. A set of eight research questions guided the compilation and analysis of the survey results. Conclusions are shared with respect to those research questions.

1. *Are schools and districts focused on reading/literacy as a primary outcome of early grade teaching and learning?*

Key stakeholders throughout the system state that reading and literacy are priorities, but few are able to translate that stated priority into concrete action. Even fewer are systematically tracking reading outcomes, reporting on them, and using them to promote improved instruction. There is an opportunity to build on the recognition that reading is an important outcome in the early grades of elementary schools, but schools and districts will need help generating and using data on reading outcomes.

2. *To what extent do school-based management practices support reading improvement?*

Schools state that improved reading is an important goal for them. Around 20% of schools also mobilize some resources to support improved reading (e.g., holding reading competitions). Only a few schools work with their communities to enlist volunteers to work as teacher aides or to provide tutoring and support for students. The pockets of good practice can serve as examples of the kinds of strategies that can be more broadly deployed among schools and their communities, but work must be done to ensure that school and community level plans are guided by research-based best practices.

3. *To what extent are schools/districts knowledgeable about best practices for teaching reading? And to what extent are those practices being implemented in the classroom?*

Teachers are aware of and are making use of many child-centered practices in their classrooms. Attitudes regarding teacher-student interactions are supportive of such practices at the school, community, and district level. However, regarding instructional practices related specifically to teaching reading, teachers and other actors are less knowledgeable and classroom practice in the early grades does not provide adequate attention to the foundation skills for literacy. There is an opportunity to enrich the child-centered approach most teachers are using by giving teachers specific instructional strategies and classroom routines related to building phonemic awareness, knowledge of phonics, vocabulary, oral reading fluency, and comprehension.

4. *Are sufficient and appropriate instructional and supplemental materials available to teachers and learners?*

Textbooks in Nepali and English are widely available, though some schools do not have the full complement of books they need for the number of students they serve. Materials in mother tongue are almost completely absent from most schools. Many teachers have teacher guides and reference materials, but again exclusively in Nepali and English. Two-thirds of schools do not have libraries, and the vast majority of classrooms do not have supplemental materials. Regarding the materials that do exist, teachers find the content appropriate and for the most part are able to make use of the materials. About a third of teachers find the textbooks less useful because they do not arrive at school on time or because the teacher feels he/she was not appropriately trained in how to best exploit the book. A review of the content of existing textbooks may be needed to determine whether they adequately treat all the necessary components of a balanced approach to reading. It would appear that much greater availability of supplemental materials—e.g., books for students to read—is needed. Attention will also need to be paid to how books are delivered to schools and whether teachers have opportunities to learn how best to make use of textbooks or other materials.

5. What is the situation regarding use of mother-tongue languages in school?

Very little mother-tongue instruction is taking place, and almost no materials are available in mother-tongue languages. In 31% of schools, students are not native Nepali speakers, but do share a common mother tongue. These are the schools where attention to mother-tongue language would be easiest to implement (however, while paying attention to the quarter of classrooms where the teacher does not speak the same mother-tongue language as his/her students). In another 26% of schools, students do not all share a common mother-tongue language. Specific strategies for how to work in those classrooms will be needed.

6. What are the opportunities for in-service teacher professional development related to reading instruction?

Demand for professional development far outstrips what is currently being provided, with the vast majority of teachers not getting ongoing development related to reading instruction. Institutional infrastructure is in place—ETCs and RCs and some staff with specializations in language and reading—however, it is currently not being fully exploited to serve a specific focus on reading instruction. Schools and RCs have the habit of regular on-site meetings that could be used as venues for TPD and support.

7. Can we detect differences in the quality of teaching, motivation, attitudes and participation in TPD between locally hired and permanent and trained/untrained teachers?

All teachers are equally likely to exhibit child-centered practices and are equally as unlikely to devote attention to letter sounds, phonics, and other building blocks of literacy. Temporary teachers are more frequently observed by their head teachers than are locally hired or permanent teachers. Locally hired and "other" teachers report being more intrinsically motivated than either permanent or temporary teachers. And teachers who are extrinsically motivated are slightly more likely to miss days of school than those who are intrinsically motivated.

8. Is there a relationship between a school's location, type, and proximity to the DEO and the level of support schools receive from DEOs and RCs?

The percentage of schools receiving visits from DEOs or RCs is very low. Even for the schools closest to the DEO, 75% report never being visited. Distance does matter though, since for schools furthest away, over 50km from the DEO, 100% report never being visited. There were no relationships between school type and the frequency of support visits.

While each research question focuses on a particular element of the system, the system strengthening strategies for taking an EGRP to scale must be addressed in a holistic manner. The initial steps have already begun, starting first and foremost with existing strong leadership at the executive level of the Ministry, articulating a clear vision, plan, and strategy for its execution. This must be followed by clear communications along with clear lines of accountability flowing through the CLAs to the DEOs and to the schools.

In terms of the specific technical elements addressed through these research questions, the principal school-facing issues relate to effective school instructional leadership and management practices, teacher behavior change concerns relating specifically to more emphasis on phonics,

individual attention to students' reading and writing, and adopting new ways of teaching reading. Attention must be paid to the re-shaping of schools' culture and priorities to focus on reading and remediation as a core priority and service offering. This starts with developing school-based strategies for engaging community resources to fund or support reading initiatives, and to allocate scarce budget resources toward local teachers and literacy coaches, as well as toward early grade reading materials.

In terms of the education system levers outside the school, the principal challenges are concerned with the capacity and management systems of the districts, RCs, and school-clusters. Priority must be given to establishing EGR-based performance indicators, along with a reliable and routine method to produce actionable information and inject it into the system. In addition, strengthening the capability of the district and sub-district personnel to provide coaching and feedback to teachers is crucial, particularly as the Ministry embarks on a new approach to teaching the curriculum. While the TPD infrastructure is mostly in place and functioning, the content and subject areas will need to be re-vamped to provide more focused, relevant, and timely content to teachers and school heads.

On a final note, **Figure III.1** presents a way to use the indices created in this study as a way to gauge system capacity related to EGR along several dimensions. The figure plots the average scores for each index against the total possible scores. The interval between the two lines indicates the gaps in capacity, practices, and attitudes that will need to be addressed in some form or fashion.

Figure III.1 shows the largest gap in management and leadership practices, followed closely by remediation and teaching and learning materials. The strongest area is in child-centered teaching practices.

Figure III.1: Summary results of indexed scores
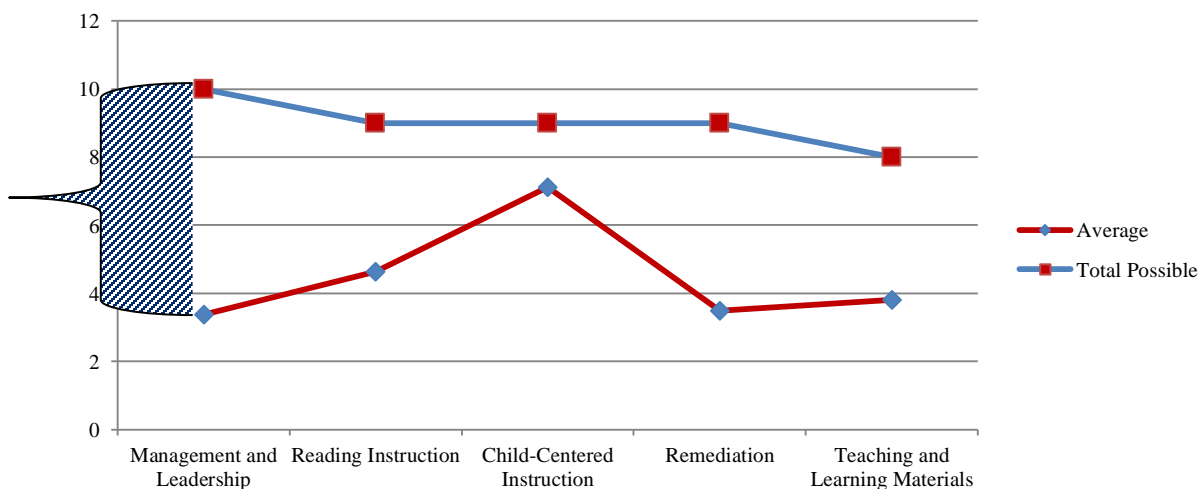
Attachment 1: EMES/TOS Research Questions

Nepal School and District EMES/TOS Draft Research Questions

1. Are schools and districts focused on reading / literacy as a primary outcome of early grade teaching and learning?
   a. Do schools and districts systematically track and measure literacy rates of their students?
   b. Do schools and districts share information on literacy/reading performance of their students with stakeholders?
   c. Do schools / districts use information on literacy or reading performance as part of their management systems?

2. To what extent do school-based management practices support reading improvement?
   a. How and to what extent are resources allocated to early grade reading?
   b. Is reading / literacy reflected in schools' goals and improvement plans?
   c. To what extent does the school engage parents and communities for improving early grade reading?

3. To what extent are schools / districts knowledgeable of reading pedagogy best practices? And to what extent is this pedagogy being implemented in the classroom?
   a. How much time is dedicated to reading and reading skills in the classroom?
   b. To what extent are teachers receiving coaching/ support to teach reading?
   c. To what extent are schools offering reading remediation and acceleration programs?
   d. To what extent do schools' knowledge, attitudes and beliefs about literacy acquisition align to pedagogic best practice?
   e. To what extent and how are learners' literacy skills assessed / evaluated?

4. Are sufficient and appropriate instructional/supplemental reading materials available to teachers and learners?
   a. Are there grade-level appropriate reading materials available in the classroom?
   b. Are there grade-level appropriate reading materials available in school libraries?
   c. To what extent are learners reading or exposed to print in the classroom?

5. What are the challenges/opportunities, attitudes and prevalence of mother tongue/language of understanding instruction?
   a. To what extent are schools implementing local language in their local curriculum?
   b. What is the prevalence of MT materials?
   c. What extent are classrooms multilingual (2 or more languages)
   d. To what extent do teachers and students share common first language?

      e.   To what extent do schools operate in multi-lingual/heterogenous environments?

6. What are the opportunities for in-service (or continuous) teacher professional development for reading instruction in the education system:

      a.   To what extent and what purpose are schools making use of the resource centers (or DEOs) for continuous professional development?

      b.   How knowledgeable / equipped are resource centers (or DEOs) to provide CPD and support in reading instruction?

7. Can we detect differences between locally-hired and permanent and trained/untrained teachers regarding:

      a.   the quality of teaching reading or language

      b.   their motivation and participation

      c.   their attitudes and beliefs related to literacy instruction / acquisition

      d.   participation in INSET/CPD training

8. Is there a relationship between the level of support schools receive from DEOs and RCs and:

      a.   their geographic situation

      b.   the type of school (community, government, private, multi-grade, mono-grade, etc)

      c.   their proximity to the district education office

Attachment 2: Final EMES-TOS Instruments

2.1 Head Teacher (HT), School Inventory and SMC Interview Instruments

Instructions. On arrival to the school, greet the head teacher and read the statement exactly as it is written:

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of school management practices. Your school is one of about 100 schools that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives. Your feedback will help inform the design and scope of this initiative.

We will need to interview you, a Grade 2 teacher, observe a Grade 2 language lesson, and interview an SMC member. We need your consent to continue. All information will be confidential. Do you agree to participate?

Yes _____   No _____   *(If NO, thank the head teacher go to the next school)*

Thank you very much for agreeing to participate. Each interview should take approximately one hour.

To begin, I would like to identify the language lesson to observe. I have a series of questions that will help me determine which class to observe:

Note the time of arrival to school _____:_____

1.1	How many Grade 2 Nepali language classes are offered today? *If <u>more than</u> ONE, go to 1.2.* *If <u>only</u> ONE, skip to 1.3* *If <u>NONE</u>, skip to 1.4*	_____ No. of Nepali Language Classes
1.2	How many Grade 2 Nepali language classes have not yet begun today? *If <u>NONE</u>, skip to 1.4*	_____ No. of Nepali Language Classes
1.3	What time does the next available Grade 2 Nepali language class begin?	

	Ask to observe the next available class. You should give yourself enough time to arrive 5 minutes in advance of the class beginning. *If you don't have enough time or if class has already begun, ask to observe another class if possible. If there are no other Nepali Language classes available, go to 1.4.*	_____:_____ (use 24 hour)
1.4	Is there a local language class offered today that has not yet begun? If NO, skip to 1.5. *If YES, ask the time and check to see whether enough time is available. If so, proceed to the classroom. If not, go to 1.5.*	☐ YES ☐ NO
1.5	Is there an English language class offered today that has not yet begun? *If YES, ask the time and check to see whether enough time is available. If so, proceed to the classroom. If not, go to 1.6.*	☐ YES ☐ NO
1.6	*Repeat series of questions starting with 1.1 but substitute Grade 3 instead of Grade 2. If no classes are available, ask what time tomorrow they will be offered.*	

Complete the School Information Data Sheet. If there is sufficient time (at least 15 minutes before the Grade 2 language lesson begins), complete the following information about the school. The head teacher should be able to provide this information.

If there is not sufficient time before the lesson begins, complete this form at the beginning of the Head Teacher interview.

Once the form is completed, proceed to the classroom to be observed. Following the teacher observation and interview, return to the head teacher to complete the Head Teacher Interview and SMC Interview.

Note you should set a time for the SMC interview. If you intend to interview the SMC directly after the teacher, give at least 2 hours from the time the lesson begins.

1. District Name

_____

District Code (Flash Code)

2. VDC Name

_____

    3. School_____

School EMIS Code

4. Approximate distance to District Education Office (in Km)_____

5. Approximate distance to the Resource Centre (in Km)_____

6. Date of arrival to school_____ /_____ /_____
                              dd / mm   / yyyy

7. Arrival Time to School   _____:_____

8. Departure Time from School   _____:_____

~~**Time of Interview**~~

~~**7. Beginning Time**~~ ____:____

~~**8. Ending Time**~~ ____:____

~~(Use 24 hour time)~~

~~**8. Assessor Name:** _____~~

~~**9. Assessor Code:** _____~~

Head Teacher Interview Instructions. Read the statement below exactly how it is written. Give the head teacher enough time to respond before going on to the next question. Record the head teacher's response in the space provided. Each question should be read <u>exactly</u> how it is written.

Thank you very much for your school's cooperation so far. And I want to thank you in advance for your time. I have a series of short interview questions. This interview should not take longer than one hour. Please respond as honestly as possible. If you don't know the answer, you may say "Don't Know" or "I'm not sure". Do you have any questions?

May we proceed?

Note the beginning time of interview: _____:_____

No.	Questions		Response Options	Codes
1.1 (2a)	What is the number one mission and purpose of the school? *Read response options. Tick "other" if another response option is given.*	☐ To ensure quality education ☐ To ensure access to schooling for all children. ☐ To instil social values and behaviour ☐ To achieve high SLC results ☐ Other ☐ Don't Know/Refuse		1 2 3 4 5 88
1.2 (2a)	What is the number one goal/objective of teaching and learning in Grade 2? *Read response options. Tick "other" if another response option is given.*	☐ To develop the basic language and numeracy skills. ☐ To prepare children with good study habits and promote inquiry ☐ To instil social values and behavioural norms ☐ Other ☐ Don't Know		1 2 3 4 5 88
1.3 (1c)	What is the top criterion used, ~~if any~~, by teachers to promote students from Grade 1 to Grade 2, or Grade 2 to Grade 3? *Give to Head Teacher to read.*	☐ School follows liberal promotion policy ☐ Students who have completed the learning achievement of the existing class ☐ Students having more than 70% attendance ☐ Annual/Terminal examinations only ☐ Continuous Assessment System only ☐ Annual/Terminal examination and CAS ☐ Other ☐ Don't Know/Refuse		1 2 3 4 5 6 7 8 88

I am now going to ask you a series of YES/NO questions.   Please try to answer as honestly as possible. If you don't know or are unsure, you may say "Don't Know". Do you have any questions? May we proceed?

No.	Questions	Response Options	Codes
1.4 (1a)	Did the school conduct end of term or end of year tests for all students in Grade 2 last year? *If NO, skip to 1.7*	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.5 (1b)	Did the school record and report on grade 2 learners' performance to the SMC last year?	☐ Yes ☐ No	1 0 88

		☐ Don't Know	
1.6 (1b)	Did the school record and report on grade 2 learners' performance to the Resource Center/District Education Office last year?	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.7 (1c)	Has the Ministry or District provided you with guidance on the use of the learning achievement standards last year?	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.8 (6b)	Are locally hired teachers evaluated differently than permanent teachers?	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.9 (1c)	Who is responsible for evaluating your grade 2 teachers? *Do **NOT** Read response options. Tick all that apply* *If "Teachers are not evaluated" skip to 1.11*	☐ Teachers are not evaluated ☐ Don't know/refuse	0 88
1.9a 1.9b 1.9c 1.9d 1.9e 1.9f 1.9g 1.9h	☐ Head Teacher ☐ SMC Chair ☐ PTA Chair ☐ Primary in-charge ☐ Resource Person ☐ School Supervisor ☐ District Education Officer ☐ Other		1 1 1 1 1 1 1 1
1.10 (1c)	What is the top criterion used to evaluate your Grade 2 teacher's performance? *Do **NOT** Read response options. Select only one option.*	☐ Regular attendance ☐ Learning achievement of students ☐ Contribution to school activities ☐ Relationship with students/teachers ☐ Appropriate behaviour (good conduct) ☐ Other ☐ Don't Know/Refuse	1 2 3 4 5 6 7 88
1.11 (6b)	Do you assign different roles or responsibilities to permanent teachers than locally hired teachers *If NO, skip to 1.13*	☐ Yes ☐ No ☐ Don't Know	1 0 88

1.12 (6b)	Which roles are assigned to only the permanent teachers? *Do **NOT** Read response options.* **Tick all that apply**	☐ No roles assigned to only permanent teachers ☐ Don't Know/Refuse	0 88
1.12a	☐ Administrative Role		1
1.12b	☐ Financial Role/ Account		1
1.12c	☐ Coordinator For Extra / Co-Curricular Activities		1
	☐ Academic Leadership / Support		1
1.12d	☐ Other		1
1.13 (3c)	During this academic year, did the school offer any remedial/acceleration initiatives or activities for reading or literacy (curricular or co-curricular) available to learners who are falling behind? *If NO, skip to 1.15*	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.14 (3c)	What kind of initiatives/activities does the school offer? **Tick all that apply**	☐ Don't Know/Refuse/Non-Applicable	88
1.14a	☐ Extra/Remedial Classes		1
1.14b	☐ Reference Resources		1
1.14c	☐ Extra / Co-Curricular Activities		1
1.14d	☐ Library / Book Corner		1
1.14e	☐ Other		1
1.15	What is the medium of instruction for Grade 2? *(Write-in response if "OTHER")*	☐ English ☐ Nepali ☐ Mixed Nepali-English ☐ Other:_____ ☐ Don't Know/Refuse	1 2 3 4 88
1.16	Are your grade 2 learners in a multi-grade classroom or a mono-grade classroom?	☐ Multi-grade ☐ Mono-grade ☐ Don't Know/Refuse	1 2 88
1.17 (2c)	During this academic year, did the school employ or utilize any literacy coaches or teacher assistants specifically dedicated to literacy instruction or support?	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.18 (2c)	Did the school recruit volunteers from the community as teacher aides or literacy coaches?	☐ Yes ☐ No ☐ Don't Know	1 0 88

1.19 (2c)	During this academic year, did the school provide any guidance or tips to parents to help their children to become readers?	☐ Yes	1
		☐ No	0
		☐ Don't Know	88
1.20 (2c)	Does the school ask parents to help with homework or to read to (or be read to by) their children?	☐ Yes	1
		☐ No	0
		☐ Don't Know	88
1.21 (2)	Does your school have an active parent-teacher association. (PTA)? *If NO, skip to 1.26*	☐ Yes	1
		☐ No	0
		☐ Don't Know	88
1.22 (2)	How frequently does it meet?	☐ Once a month or more	1
		☐ Once every two months	2
		☐ Once per term	3
		☐ Twice per year	4
		☐ Once per year	5
		☐ Never	0
		☐ Don't Know / Refuse	88
1.23 (2c)	Does the school work with the PTA to raise and use funds for early grade reading improvement programs?	☐ Yes	1
		☐ No	0
		☐ Don't Know	88
1.24 (2c)	Does the school engage the PTA or community in support of book drives and donations?	☐ Yes	1
		☐ No	0
		☐ Don't Know	88
1.25 (2a)	In your opinion, to what extent does the PTA emphasize or prioritize early grade literacy?	☐High Priority	1
		☐Medium Priority	2
		☐Low Priority	3
		☐No Priority	4
		☐ Don't Know / No Opinion	88
1.26 (2)	How frequently does the School Management Committee meet? *Read response options.*	☐ Once a month or more	1
		☐ Once every two months	2
		☐ Once per term	3
		☐ Twice per year	4
		☐ Once per year	5
		☐ Never	0
			88

		☐ Don't Know / Refuse	
1.27 (2a)	In your opinion, to what extent does the school management committee prioritize early grade literacy?	☐High Priority ☐Medium Priority ☐Low Priority ☐No Priority ☐ Don't Know / No Opinion	1 2 3 4 88
1.28 (3b) 1.28a 1.28b 1.28c 1.28d	Whose responsibility is it to provide school-based supervision and support to teachers? *Do **NOT** Read response options. Tick all that apply.* ☐ Head Teacher ☐ Primary in Charge/Level Wise Head ☐Other Teacher in the School ☐ SMC Member/Chair ☐ Other *If Head Teacher is not selected, skip to 1.30*	☐ There is no school-based support ☐ Don't Know / Refuse	0 88 1 1 1 1
1.29 (3b)	During this academic year, how frequently have you observed or provided feedback/support to your grade 2 teachers' reading/language lesson?	☐Never ☐Daily ☐Weekly ☐Monthly ☐ Once A Term ☐ Don't Know / Refuse	1 2 3 4 5 88
1.30 (3d)	Are your teachers required to develop lesson plans on a daily or weekly basis?	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.31 (3b)	During this academic year, how frequently have you reviewed lesson plans for teachers?	☐Never ☐Daily ☐Weekly ☐Monthly ☐ Once A Term ☐ Don't Know / Refuse	1 2 3 4 5 88
1.32 (3b)	During this current term, how frequently have your grade 2 teachers received supervisory or support visits from the DEO/School Supervisor?	☐Never ☐Daily ☐Weekly	1 2 3

		☐ Monthly ☐ Once A Term ☐ Don't Know / Refuse	4 5 88
1.33 (5a)	In the past two years, has your school developed local curriculum for local language? *If NO, skip to 1.35* *If YES, Go to 1.34 and then skip to 1.35*	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.34 (5a)	If YES, for which grades does this local curriculum apply? *Tick all that apply*	☐ Don't Know / Refuse	88
1.34a 1.34b 1.34c 1.34d	☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Other		1 1 1 1
1.35 (5a)	If NO, in the past two years, what subject is used as your local curriculum? *Tick all that apply* *If NO, skip to 1.38*	☐ No subject used ☐ Don't Know / Refuse	0 88
1.35a 1.35b 1.35c 1.35d 1.35e	☐ English ☐ Culture ☐ Agriculture/Animal Husbandry ☐ Tourism ☐ Other		1 1 1 1 1
1.36 (5b)	In the past two years, has your school developed textbooks or other instructional materials to support the delivery of this local curriculum? *If NO, skip to 1.38*	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.37 (5b)	In the past two years, has your school received any support from the DEO/RC to develop the curriculum or materials and/or deliver this curriculum?	☐ Yes ☐ No ☐ Don't Know	1 0 88

1.38 (3b)	During this current academic year, if you could only choose one person when you needed help or advice with school management / administration issues, whom would you consult? *Do not read response options.*	☐ Parents/Guardians ☐ SMC ☐ DEO ☐ Resource Person ☐ Other ☐ Don't Know / Refuse	1 2 3 4 5 88
1.39	During ~~this term~~ the second term, how many days of school were closed that were not authorized by official holiday or public duty?	NUMBER OF DAYS ☐ Don't Know/Refuse	88
1.40 (3e)	Do your teachers in Grade 2 implement CAS this academic year? *If NO, skip to 1.42*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
1.41 (3e)	If YES, how well do you think it is being implemented, on a scale of one to five with 1 being very poorly implemented and 5 being very well implemented.	☐ Very Poorly ☐ Poorly ☐ Fair (Neither Poor Nor Well) ☐ Well ☐ Very Well ☐ Don't Know/Refuse	1 2 3 4 5 88
1.42 (3e)	What is the main challenge for implementing CAS at your school? *Give to Head Teacher to read. Choose only one, the option they agree with most.*	☐ Insufficient Guidance Or Training ☐ Not Practical ☐ Existing Workload Of Teachers ☐ Insufficient Resources/Materials ☐ Teachers not interested ☐ Other ☐ Don't Know/Refuse	1 2 3 4 5 6 7 88
1.43	In the past two years, has the school received any financial, material support or technical assistance from NGOs or INGOs for primary-level libraries, books, computers or teacher training? *If NO, skip to 1.46*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
1.44	If YES, were any of early grade teachers (grades 1-3) trained in language or reading instruction?	☐ Yes ☐ No	1 0

	If NO, skip to 1.46	☐ Don't Know/Refuse	88
1.45	If YES, by whom?	_____	
1.46 (3d)	In your opinion, what are the skills / components that children need to master in order to learn to read (book reading) fluently? *Do **NOT** Read response options. Tick all that apply*	☐ Don't Know/Refuse	88
1.46a	☐ Phonemic Awareness / Phonics (letter or character sounds)		1
1.46b	☐ Vocabulary		1
1.46c	☐ Comprehension		1
1.46d	☐ Writing		1
1.46e	☐ Oral Language		1
1.46f	☐ Other		1
1.46g			
1.47 (3d)	During this academic year, did the school offer any initiatives or activities designed to promote reading for students in grades 1-3? *If NO, skip to Section 2*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
1.48 (3d)	What kind of initiatives/activities does the school offer? *Tick all that apply*	☐ Don't Know/Refuse	88
1.48a	☐ Reading competitions or games		1
1.48b	☐Student rewards / incentives tied to reading		1
1.48c	☐ Reading clubs		1
1.48d	☐ Storytelling, poetry recital, stage performing,		1
1.48e	☐ Other		1

~~Section 2.~~ **Agree/Disagree Statements**

Instructions. In this section, please read aloud the statement and ask the Head Teacher to say whether he or she strongly agrees, agrees, is neutral, disagrees or strongly disagrees. Tick (√) the response that is given.

In this section, I will make a statement. Please tell me whether you strongly agree, agree, disagree or strongly disagree with the statement. Please be as honest as possible.

Do you have any questions? May we proceed?

No.	Statements	Response	Code
2.1 (6b)	All my Grade 2 <u>locally-hired</u> teachers have already received adequate pre-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.2 (6b)	All my Grade 2 <u>permanent/temporary teachers</u> have already received adequate pre-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.3 (6b)	All my Grade 2 teachers have already received adequate in-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.4 (6b)	The more experienced and skilled teachers should teach the upper grades (above grade three).	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.5 (3d)	All children should learn how to read first in their mother tongue before learning to read or write in a second language.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.6 (6b)	Teachers from the local area are better suited to teach early grade reading because they can relate or communicate better to their students.	☐ Strongly Disagree ☐ Disagree	1 2

No.	Statements	Response	Code
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.7 (6b)	Permanent teachers in this school are better teachers than locally-hired ones.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.8 (6b)	In general, my teachers enjoy teaching in the early grades	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.9 (6b)	In general, my teachers spend sufficient time outside the classroom preparing lesson plans	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.10 (3c)	I believe children who are doing well should get more attention because they have the potential to succeed.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.11 (4a)	In this school this year, teachers have adequate access to reading and instructional materials including teacher guides, learning aides, learner books, etc.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.12 (4a)	In this school this year, Grade 2 students have access to reading materials including grade-level appropriate books and stories.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.13 (4a)	In this school this year, Grade 2 students have access to audio/video learning materials specifically for language learning.	☐ Strongly Disagree ☐Disagree ☐ Agree	1 2

No.	Statements	Response	Code
		☐ Strongly Agree ☐ Don't Know/Refuse	3 4 88
2.14 (5e)	Most parents in this school-community would prefer their children to learn first in their mother tongue before using English or Nepali as the medium of instruction	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.15 (6b)	I have received sufficient training to provide coaching / instructional support to early grade teachers' reading / language lesson	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.16 (3b)	The District Education Office provides effective supervision and support to my early grade teachers in reading instruction	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.17 (6b)	The Resource Center provides effective training and professional development opportunities for my early grade teachers in reading instruction.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.18 (7b)	In five years' time I expect to still be a school Head Teacher, either at this school or another.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.19 (5a)	I have received training in how to develop local curriculum and local curricular materials in my school	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.20 (5a)	My teachers have received effective training on to how to develop local curriculum and local curricular materials in my school	☐ Strongly Disagree ☐Disagree ☐ Agree	1 2

No.	Statements	Response	Code
		☐ Strongly Agree ☐ Don't Know/Refuse	3 4 88
2.21 (5a)	Most of my teachers use the local curriculum and locally developed materials in their reading instruction	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.22 (2)	The PTA is effective in carrying out its duties and responsibilities	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.23 (2)	The SMC is effective in carrying out its duties and responsibilities	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88

School Inventory Protocol

> **Instructions.***This section requires you (the assessor) to walk around the school accompanied by the head teacher. The non-italicized statements are to be asked directly to the Head Teacher. The italicized items are instructions for you to follow.*
>
> *Many of these questions will be followed by a request to "see" the object in question. The YES/NO response options record the response of the head teacher to the question item.*
>
> **Now I have a series of questions that ask about specific things or resources on the school's premises. Would you kindly accompany me around the school as I check the state of its facilities? Again, this is not an inspection, but only to help the Ministry better understand the conditions at schools in general. There is no right or wrong answer and no consequence to your school for the result of this survey. Please do answer as honestly as possible. If you don't know or are unsure, you may say "I don't know" or "I am unsure".**
>
> **Do you have any questions? May we proceed?**

No.	Questions	Response Options	Code
3.1 (2b)	Does your school have a school improvement plan for this year or last year? *If NO, skip to 3.3* *If YES, ask if you may see it and proceed to 3.2*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.2 (2b)	*Is "reading" or "literacy" is mentioned as a goal or the focus of an activity or initiative in the SIP*	☐ YES ☐ NO	1 0
3.3 (2a)	Does your school have a vision, mission or goal statements plainly displayed on the walls for teachers, students and parents to read? *If NO, skip to 3.5* *If YES, ask if you may see it and proceed to 3.4*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.4 (2a)	*Is "reading" or "literacy" is mentioned anywhere in the V-M-G statement*	☐ YES ☐ NO	1 0

No.	Questions	Response Options	Code
3.5 (2b)	Does your school have a budget that details the cost of the programs, initiatives and activities (for example, school grants, operating expenses, PTA dues, etc). *If NO, skip to 3.7* *If YES, ask if you may see it and proceed to 3.6*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88

3.6 (2b)
 	
(3c)
 	
(4b)
	Check the box if the following categories are included in the
	  Tick all that apply.
	       3.6a in-service teacher training for reading/literacy instruction
	       3.6b remedial /acceleration programs?
	       3.6c hiring teacher aides or literacy coaches?
	       3.6d reading books/primers?
	       3.6e library materials or facilities?
		☐ Budget not available
		
		☐
		☐
		☐
		☐
		☐
			0
			
			1
			1
			1
			1
			1

3.7 (2b)	How much internal (non-governmental) income did your school raise last year? *If ZERO NRS, skip to 3.9*	_____ NRS ☐ Don't Know / Refuse	 88

3.8 (2b)
 	
3.8a
3.8b
3.8c
3.8d
3.8e
3.8f
	What are the main sources of internal (non-governmental) income for your school?
	
	Tick all that apply.
	     ☐ PTA/Community Funds
	     ☐ House Rent/Land Lease
	     ☐ Alumni Funds
	     ☐ Canteen/Kitchen
	     ☐ Student Fees
	     ☐ Other
		☐ No income from non-governmental sources
		☐ Don't Know / Refuse
			0
			88
			
			1
			1
			1
			1
			1
			1

3.9 (4b)	Does your school have a library facility available to students? *If NO, skip to 3.11* *If YES, ask if you may see it and proceed to 3.10*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88

No.	Questions	Response Options	Code
3.10 (4b)	*Are there elementary-level appropriate books for early grade learners which children can access?*	☐ YES ☐ NO	1 0
3.11 (1c)	Do you have a standard teacher evaluation form for evaluating a grade 2 teacher? *If NO, skip to 3.13* *If YES, ask if you may see it and proceed to 3.12*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.12 (1c)	*Is the teacher evaluation form physically available to view?*	☐ YES ☐ NO	1 0
3.13 (1a)	Does the school keep track the number of students who are meeting reading/literacy standards? *If NO, skip to 3.15* *If YES, ask if you may see it and proceed to 3.14*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.14 (1a)	*Is the record of student performance is up to date and available?*	☐ YES ☐ NO	1 0
3.15a (1b) 3.15b	Does the school provide student report cards to parents? *If YES, ask if you may see an example of a Grade 1, 2 or 3 report card and proceed to 3.15b and 3.16* *If NO or if an example report card is not available, skip to 3.17* *Is there an example of a report card available?*	☐ YES ☐ NO ☐ DON'T KNOW ☐ YES ☐ NO	1 0 88 1 0
3.16 (1b)	*Does the student report card contain any information on reading skills?*	☐ YES ☐ NO	1 0
3.17 (1b)	Does your school have a School Report Card/Social Audit Report or equivalent that provides information on the performance of the school as a whole to parents and stakeholders? *If NO, skip to 3.19* *If YES, ask if you may see it and proceed to 3.18*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.18 (1b)		☐ YES ☐ NO	1 0

No.	Questions	Response Options	Code
	Is "reading" or "literacy" is mentioned as an indicator or measure of school performance in the report card		
3.19a	How many working computers/laptops are there in the school? ~~for students' use~~? *Ask to see them*	NUMBER OF COMPUTERS	
3.20	*Is internet connected?*	☐ YES ☐ NO	1 0
3.21 (5a)	Does your school have a local Curriculum Action Plan? *If NO, skip to Section 4* *If YES, ask if you may see it and proceed to 3.22*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.22 (5a)	*Is mother tongue/ local language mentioned in the Action Plan?*	☐ YES ☐ NO	1 0

Section 4. Profile of the School and School Head Teacher

Instructions. Finalize the interview with the head teacher by completing this last section.

This is the final section of the survey. I am now going to ask you for some information about you, the head teacher, and the school in general.

No.	Questions / Items		Code
4.1	What year were you born? _____		
4.2	*Gender (circle one):* Male Female		1 , 2
4.3	What is your highest <u>academic</u> or <u>professional</u> achievement (highest level completed by the Head Teacher)	☐ SLC or Equivalent.................... ☐ I.A./10+2 or Equivalent................... ☐ Bachelors or Equivalent.................... ☐ Masters or Equivalent.................... ☐ PhD or Equivalent ☐ Other................ ☐ Don't Know/Refuse	1 2 3 4 5 6 88

4.4	What kinds of training have you received in the last two years?	☐ No training received ☐ Don't Know/Refuse	0 88
4.4a	☐ Head Teacher's Training (One Month)………………………………………………………………		1
4.4b	☐ Teachers Training (Ten Month)………………………………………………………………….		1
4.4c	☐ TPD……………………………………………………………..		1
4.4d	☐ Others......................................		1
4.5	How many years of teaching experience do you have?	NUMBER OF YEARS	
4.6	How many years of school administration experience do you have?	NUMBER OF YEARS	
4.7	How many years have you been serving as a school Head Teacher at this school?	NUMBER OF YEARS	
4.8	How many school Head Teachers, including yourself, have served at this school in the past 5 five years?	NUMBER OF HEAD TEACHERS	
4.9	What type of school is this?	☐ Community Management School ☐ Community School ☐ Private School ☐ Other	1 2 3 4
For the following enrolment information, please ask the head teacher to bring the school enrolment register.			
4.10	What is total enrolment of the school?	4.10a BOYS 4.10b GIRLS	
4.11	What is the total Grade 2 enrolment	4.11a BOYS 4.11b GIRLS	
4.12	What is the total Grade 3 enrolment		

			4.12a BOYS			4.12b GIRLS	
4.13	What is the total number of Grade 2 teachers		_____				
4.14	Total Number of Grade 2 classrooms		_____				
4.15	How many shifts does this school offer?		☐ 1 ☐ 2 ☐ Other ☐ Don't Know/Refuse				1 2 3 88

Note the ending time of interview: _____:_____

Head Teacher's Name: .... Schools Stamp:

Contact No.:

Head Teacher's Signature:_____

Date:
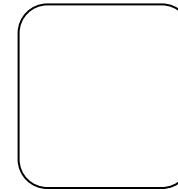
Instructions. *Read each question exactly how it is written. Give the SMC official enough time to respond before going on to the next question. Record the official's response in the space provided.*

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of school management practices. Your school is one of about 100 schools that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives. Your feedback will help inform the design and scope of this initiative.

I want to thank you in advance for your time. I have a series of short interview questions. Please respond as honestly as possible. If you don't know the answer, you may say "Don't Know" or "I'm not sure". Do you have any questions?

May we proceed?

Note beginning time of this interview: _____:_____

No.	Questions	Response Options	Code
1.1 (2a)	What is the number one mission and purpose of the school?	☐ To ensure quality education ☐ To ensure access to schooling for all children ☐ To instil social values and behaviour ☐ Other ☐ Don't Know	1 2 3 4 88
1.2 (2a)	What is the number one goal/objective of teaching and learning in Grade 2?	☐ To fulfil the learning achievement of grade two curriculum. ☐ To develop the basic language and numeracy skills. ☐ To prepare children for good study habits and promote inquiry ☐ To instil social values and behavioural norms ☐ Other ☐ Don't Know	1 2 3 4 5 88
1.3 (1c)	What is the top criterion used, ~~if any,~~ by teachers to promote students from Grade 1 to Grade 2, or Grade 2 to Grade 3? *Give to SMC to read.*	☐ School follows liberal promotion policy ☐ Students who have completed the learning achievement of the existing class ☐ Students having more than 70% attendance ☐ Annual/Terminal examinations only ☐ Continuous Assessment System only ☐ Annual/Terminal examination and CAS ☐ Other ☐ Don't Know/Refuse	1 2 3 4 5 6 7 88

I am now going to ask you a series of YES/NO questions. Please try to answer as honestly as possible. If you don't know or are unsure, you may say "Don't Know". Do you have any questions? May we proceed?

No.	Questions	Response Options	Code
1.4 (3c)	During this academic year, did the school offer any remedial/acceleration programs for reading or literacy (curricular or extra-curricular) available to learners? *If NO, skip to 1.6*	☐ Yes ☐ No ☐ Don't Know	1 0 88
1.5 (3c)	What kind of programs does the school offer?	☐ Don't Know	88

	Check all that apply			
1.5a	☐ Extra/Remedial Classes			1
1.5b	☐ Reference Resources/Materials			1
1.5c	☐ Library / Book Corner			1
1.5d	☐ Other			1
1.6 (3d)	During this academic year, did the school offer any initiatives or activities designed to promote reading for students in grades 1-3?	☐ Yes		1
		☐ No		0
		☐ Don't Know		88
1.7 (3d)	What kind of programs does the school offer?	☐ Don't know/refuse		88
	Check all that apply			
1.7a	☐ Reading competitions or games			1
1.7b	☐ Student rewards / incentives tied to reading			1
1.7c	☐ Reading clubs			1
1.7d	☐ Storytelling, poetry recital, stage performing,			1
1.7e	☐ Other			1
1.8 (2c)	During this academic year, did the school employ or utilize any literacy coaches or teacher assistants specifically dedicated to literacy instruction or support? *If NO, skip to 1.10*	☐ Yes		1
		☐ No		0
		☐ Don't Know		88
1.9 (2c)	Does the school recruit volunteers from the community as teacher aides or literacy coaches?	☐ Yes		1
		☐ No		0
		☐ Don't Know		88
1.10 (5a)	Has your school developed local curriculum for local language? *If NO, skip to 1.13*	☐ Yes		1
		☐ No		0
		☐ Don't Know		88
1.11 (5a)	From which funding sources does the school receive assistance to support local curriculum development and implementation?	☐ Don't Know		88
	Tick all that apply			
1.11a	☐ Government (Moe/Doe/Cdc/Deo)			1
1.11b	☐ Local Bodies (Ddc/Municipality/Vdc)			1
	☐ SMC/PTA			

1.11c	☐ Local NGOs/ CBOs/INGOs			1
1.11d	☐ Other			1
1.11e				1
1.12 (5a)	How much funding (approximately) does the school receive to support local curriculum for local language?	NEPALESE RUPEES		
		☐ DON'T KNOW		88
1.13 (2c)	During this academic year, did the school provide any guidance or tips to parents to help their children to become skillful readers?		☐ Yes	1
			☐ No	0
			☐ Don't Know	88
1.14 (2c)	Does the school ask parents to help with homework or to read to (or be read to by) their children?		☐ Yes	1
			☐ No	0
			☐ Don't Know	88
1.15 (2)	Does the school have an active school management committee? *If NO, skip to 1.17*		☐ Yes	1
			☐ No	0
			☐ Don't Know	88
1.16 (2)	During this academic year, how frequently does the School Management Committee meet on average?	☐ Once a month or more		1
		☐ Once every two months		2
		☐ Once per term		3
		☐ Twice per year		4
		☐ Once per year		5
		☐ Never		0
		☐ Don't Know / Refuse		88
1.17 (2a)	In your opinion, to what extent does the school management committee prioritize early grade literacy?	☐HIGH Priority		1
		☐MEDIUM Priority		2
		☐LOW Priority		3
		☐NO Priority		0
		☐ Don't Know		88
1.18 (2)	Does your school have an active PTA? *If NO, skip to 1.23*		☐ Yes	1
			☐ No	0
				88

			☐ Don't Know	
1.19 (2)	During this academic year, how frequently does your school PTA meet on average?	☐ Once a month or more ☐ Once every two months ☐ Once per term ☐ Twice per year ☐ Once per year ☐ Never ☐ Don't Know / Refuse		1 2 3 4 5 0 88
1.20 (2c)	Does the school work with the PTA to raise and use funds for early grade reading improvement programs?	☐ Yes ☐ No ☐ Don't Know		1 0 88
1.21 (2c)	Does the school engage the PTA or community in support of book drives and book donations?	☐ Yes ☐ No ☐ Don't Know		1 0 88
1.22 (2a)	In your opinion, to what extent does the PTA emphasize or prioritize early grade literacy?	☐HIGH Priority ☐MEDIUM Priority ☐LOW Priority ☐NO Priority ☐ Don't Know		1 2 3 0 88
1.23 (1b)	At any point in time this year or last year has your school head teacher shared with the SMC information on student learning achievement for grades 1-3?	☐ Yes ☐ No ☐ Don't Know		1 0 88
1.24 (3b)	During this academic year, how often on average do you conduct supervisory visits to the school? *If NEVER, skip to Section 2.* *Give to SMC to read.*	☐Weekly ☐Twice-weekly ☐Monthly ☐Twice per month ☐ Once per term ☐ Twice per year ☐ Once per year ☐ Never ☐ Don't Know/Refuse		1 2 3 4 5 6 7 8 9 88

1.25 (3b)	If so, what is the purpose of the visits? *Do **NOT** provide response options. Tick all that apply.*	☐ Don't Know/Refuse	88
1.25a	☐ Supervise teachers		1
1.25b	☐ Fulfill administrative duties (sign bank checks, financial record keeping, sanction head teacher leave etc)		1
1.25c	☐ Attend meetings and events		1
1.25d	☐ Inspect classrooms and facilities		1
1.25e	☐ Review progress of school improvement plan activities		1
1.25f	☐ Other		1

Section 2. Agree/Disagree Statements

Instructions. In this section, please read aloud the statement <u>exactly</u> how it is ~~phrased~~ written and ask the SMC official to say whether he or she strongly agrees, agrees, is neutral, disagrees or strongly disagrees. Circle the response that is given.

In this section, I will make a statement. Please tell me whether you strongly agree, agree, are neutral, disagree or strongly disagree with the statement. Please be as honest as possible. There are no right or wrong answers and your responses will be completely confidential.

Do you have any questions? May we proceed?

No.	Statements	Coding Categories	Code
2.1 (6b)	The more experienced and skilled teachers should teach the upper grades.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.2 (5e)	All children should learn how to read first in their mother tongue before learning to read or write in a second language.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.3 (6b)	Teachers from the local area are better suited to teach early grade reading because they can relate or communicate better to their students.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree	1 2 3 4

No.	Statements	Coding Categories	Code
		☐ Don't Know/Refuse	88
2.4 (6b)	Permanent/temporary teachers in general are better teachers than locally-hired ones.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.5 (3c)	I believe children who are doing well should get more attention because they have the potential to succeed.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.6 (4a)	Teachers have access to reading and instructional materials including teacher guides, learning aides, learner books	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.7 (4a)	Students have access to reading materials including grade-level appropriate books and stories.	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.8 (5e)	Most parents would prefer their children to learn first in their mother tongue before using English or Nepali as the medium of instruction	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.9 (5a)	Teachers have received effective training on to how to develop local curriculum and local curricular materials in my school	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.10 (5a)	Most of the teachers use the local curriculum and locally developed materials in their reading instruction	☐ Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88

No.	Statements	Coding Categories	Code
2.11 (2)	The PTA is effective in carrying out its duties and responsibilities	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.12 (2)	The SMC is effective in carrying out its duties and responsibilities	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88

Personal Information / Profile of the SMC Officer

Instructions. Finalize the interview with the head teacher by completing Section 4.

This is the final section of the survey. I am now going to ask you for some information about you, the SMC Official.

No.	Questions / Items		Code
3.1	What year were you born? _____		
3.2	Gender *(circle one)*: Male Female		
3.3	What is your highest <u>academic</u> or <u>professional</u> achievement.	☐ Below SLC ☐ SLC or Equivalent..................... ☐ I.A./10+2 or Equivalent................... ☐ Bachelors or Equivalent..................... ☐ Masters or Equivalent..................... ☐ Other ☐ Don't Know/Not Sure	1 2 3 4 5 6 88
3.4	What kinds of training have you received in the last two years?	☐ School Management Capacity Building Training ☐ Others....................................... ☐ No training received ☐ Don't Know/Not Sure	1 2 3 99
3.5	What is your full time occupation?		

		_____	
3.6	How many years have you been a member of the School Management Committee?	[ ] NUMBER OF YEARS	
3.7	What is your position /designation on the SMC?	_____	

Note ending time of this interview: _____:_____

Once the interview is over, thank the SMC official and return to the head teacher. Note the departure time at the top of this form.

2.2 Teacher Observation, Classroom Inventory, and Teaching Interview Instruments

---

1. School Name: _____

2. School Code: _____

3. Date of Classroom Visit   _____ /_____ /_____
                            dd / mm   / yyyy

4. Class Grade: *(circle one)*   **Grade 2**   **Grade 3**   **Multi-grade**
                                   (1)   **(2)**   **(3)**

5. Class subject: *(circle one)*   **Nepali**   **English**   **Local Language**
                                   (1)   **(2)**   **(3)**

6. Gender of Teacher *(circle one)*   **Male**   **Female**
                                     (1)   **(2)**

7. Beginning Time: _____:_____

8. Ending Time: _____:_____

9. Assessor Name:

10. Assessor Code:

Instructions. Read the introduction below <u>exactly</u> how it is written.

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of school management practices. Your school is one of about 100 schools that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives on national early grade reading programme. Your feedback will help inform the design and scope of this initiative.

I want to thank you in advance for your time. I have a series of short observations to make in your classroom. Please note that this information will be completely confidential.

I would like to sit at the back of your classroom and observe your lesson. When the class is finished, I would like to take 5 minutes to ask your students some questions. I would then like to interview you and ask you to answer some questions. The interview should not take longer than 1 hour. I can come back when you have a free period.

Do you have any questions? May I proceed? *If No, thank the teacher and ask the Head Teacher if there is another Grade 2 language teacher. If there is no Grade 2 teacher, ask to be introduced to a Grade 3 teacher.*

Begin Teacher Observation on next page

1. Note beginning time of the lesson: _____ **:**_____   3. Ending time of lesson: _____ **:**_____

2. Note the language subject of the lesson: _____   4. Classroom Grade: _____

Section 1. Nepal Teacher Observation Form		3	6	9	1 2	1 5	1 8	2 1	2 4	2 7	3 0	3 3	3 6	3 9	4 2	4 5
<u>Lesson Content (C)</u> **(you may mark more than one option in a three-minute period)**																
1.0 Phonics and phonemic awareness	1.1 Students learning the sounds of letters/characters orally															
	1.2 Putting together letters/characters to read or spell words (teacher or students)															
2.0 Comprehension and fluency	2.1 Teacher reading aloud story / text															
	2.2 Teacher explaining the text															
	2.3 Students reading aloud															
	2.4 Students reading to themselves															
	2.5 Students answering questions about an picture/story/text/themselves															
	2.6 Students drawing picture about story/text															
3.0 Writing	3.1 Students practice writing letters, words, sentences															
	3.2 Students writing answers to questions															
	3.3 Students copying letters, words, sentences from blackboard and/or text															
	3.4 Students free or creative drawing and/or writing															
	3.5 Dictation															
	3.6 Teacher checking/correcting written work															
4.0 Oral language and vocabulary	4.1 Students telling stories (not reading from a text)															
	4.2 Students singing/chanting															
	4.3 Role play/drama (teacher or students)															
	4.4 Students learning vocabulary															
	4.5 Students repeating or reciting															

5.0 Grammar	5.1 Teacher presenting the rules of the language																	
	5.2 Students practicing the rules (grammar exercises)																	
Teacher Position and Medium of Instruction **(you may mark more than one option in a three-minute period)**																		
6.0 Teacher position	6.1 Lecturing/talking at the front of room																	
	6.2 Teacher walks around																	
	6.3 Teacher not paying attention to students (students are not engaged in any learning activity)																	
	6.4 Teacher away from the classroom (outside of the physical classroom)																	
7.0 Medium of instruction	7.1 Nepali																	
	7.2 English																	
	7.3 Mother Tongue																	
	7.4 Other																	

Answer each question at the end of the lesson.

No.	Question	Response Options	REF
8.1	At least once, did the teacher call on a student whose hand was not raised?	☐ YES ☐ NO	1 0
8.2	Overall, did the teacher call on all students in the classroom (not just the first row, or the same students repeatedly)?	☐ YES ☐ NO	1 0
8.3	Overall, did the teacher call on boys and girls equally?	☐ YES ☐ NO	1 0
8.4	Over the course of the lesson, were most of the students primarily doing what the teacher asked?	☐ YES ☐ NO	1 0
8.5	Over the course of the lesson, did more than half of the children volunteer (raised hands or called out) to answer questions?	☐ YES ☐ NO	1 0
8.6	If children are reading, are the majority of children's eyes on text as they read individually or in a group?	☐ YES ☐ NO ☐ NO READING	1 0 88

No.	Question	Response Options	REF
8.7	If a student responded incorrectly, the teacher: *Tick all that apply*		
8.7a	☐ Supplied the correct answer		1
8.7b	☐ Scolded, belittled, or punished the student		1
8.7c	☐ Asked another student		1
8.7d	☐ Asked the student to try again / repeated the question		1
8.7e	☐ Asked a clarifying question, cued the student, or broke down the task as appropriate.		1
8.7f	☐ Other		1
8.8	Over the course of the lesson, were students tested or evaluated for grades/marks?	☐ YES ☐ NO	1 0
8.9	The children worked:		
8.9a	☐ in whole class		1
8.9b	☐ in large groups (class divided into half or thirds)		1
8.9c	☐ in small groups (3-5 children per group clustered)		1
8.9d	☐ in pairs		1
	☐ Individually		1
8.10	Before the class period ended, the teacher gave a homework assignment.	☐ YES ☐ NO	1 0
8.11	Are there posters / charts / pictures or paintings on the wall? *If NO, skip to 8.13*	☐ Yes ☐ No	1 0
8.12	If yes, indicate which language(s) *Tick all that apply*	☐ Nepali ☐ English ☐ Mother Tongue/Local Language	1 1 1
8.13	Is student work displayed on the walls?	☐ Yes ☐ No	1 0
8.14	Are there enough desks/seats/matts for all students? *Only check "YES" if every student has a seat and there are enough available seats for the absent students*	☐ Yes ☐ No	1 0
8.15	Is there adequate light in the classroom?	☐ Yes ☐ No	1 0

No.	Question	Response Options	REF
8.16	Is there adequate space for all students in the classroom?	☐ Yes	1
		☐ No	0
8.17	Is the temperature in the classroom comfortable?	☐ Yes	1
		☐ No	0

Comments:

> *Classroom Inventory Instructions. This Classroom Inventory Section should be completed after the lesson is finished. Once the Classroom Inventory form has been completed in its entirety, proceed to the Teacher Interview.*
>
> *Note for all items if this is a multi-grade classroom, ask specifically for grade 2 learners to respond unless it says all students apply.*

Classroom Inventory

No.	Questions	Response Options	Code
This section (CI_1.1 to CI_1.9) is to be completed immediately after the lesson is finished. Ask the teacher to have the students stay to answer a few questions.			
1.1	How many girls are present in this classroom at the time of the observation? *(ask all the girls to stand and count them)*	Number of Girls	
1.2	How many boys are present in this classroom at the time of the observation *(ask all the boys to stand and count them)*	Number of Boys	
1.3	How many students have a Nepali Language textbook? *(ask students to hold their language textbook up in the air. If necessary, ask that the language textbooks be removed from cupboard and distributed as normal to students)*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None	1 2 3 4 0
1.4	How many students have a English Language textbook? *(ask students to hold their language textbook up in the air. If necessary, ask that the language textbooks be removed from cupboard and distributed as normal to students)*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None	1 2 3 4 0
1.5	How many students have a mother tongue/local language textbook? *(ask students to hold their language textbook up in the air. If necessary, ask that the language textbooks be removed from cupboard and distributed as normal to students)*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None	1 2 3 4 0
1.6	How many students have an exercise book for Nepali language?	☐ All or most ☐ Half or just over half	1 2 3

No.	Questions	Response Options		Code
	(ask students to hold their Nepali language excercise up in the air. If necessary, ask that the language arts textbooks be removed from cupboard and distributed as normal to students)	☐ Less than half ☐ Very few ☐ None		4 0
1.7	How many students have an exercise book for English language? *(ask students to hold their English language excercise up in the air. If necessary, ask that the language arts textbooks be removed from cupboard and distributed as normal to students)*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None		1 2 3 4 0
1.8	How many students have an exercise book for mother tongue/local language? *(ask students to hold their mother tongue language excercise up in the air. If necessary, ask that the language arts textbooks be removed from cupboard and distributed as normal to students)*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None		1 2 3 4 0
1.9	How many students have a pen/pencil? *(ask students to hold their pen/pencil up in the air.*	☐ All or most ☐ Half or just over half ☐ Less than half ☐ Very few ☐ None		1 2 3 4 0
	This section (CI_1.10 to CI_1.34) is to be completed preferably in the classroom after the lesson is finished with <u>only</u> the teacher present. If the classroom is being used, ask the teacher if there is another room to that is free and quiet. *Ask the teacher whether he/she has time to participate in an interview. It should not take more than 1 hour. If the teacher is not free at this time, set a time to come back when he/she is free.* *Note beginning time starting at this point in the Classroom Inventory: _____:_____*			

1.10
 	
1.10a
1.10b
1.10c
1.10d
1.10e
	Does the teacher have a:
	(check as many as apply)
	    ☐ chalkboard/whiteboard..
	    ☐ chalk or marker for chalkboard/whiteboard...
	    ☐ pen/pencil...
	    ☐ notebook...
	    ☐ reference book or teacher's guide for Nepali language ....
				1
				1
				1
				1
				1

No.	Questions	Response Options	Code
1.10f	☐ reference book or teacher's guide for English language		1
1.10g	☐ reference book or teacher's guide for mother tongue language		1
1.11	Do you have a lesson plan for the current day's lesson (could be a daily or weekly lesson plan document) *If NO, skip to 1.13*	☐ Yes ☐ No	1 0
1.12	*If YES, ask to see it. Is it available to view and up to date.*	☐ Yes ☐ No	1 0
1.13	Are there any other reading materials other than textbooks available and accessible (not locked away) for children to read inside the classroom? *This could be a book corner, a tin-trunk library, or simply a collection of books on a shelf.* *If NO, skip to 1.15*	☐ Yes ☐ No	1 0
1.14 1.14a 1.14b 1,14c	*If yes, indicate which language(s)* *Tick all that apply*	☐ Nepali ☐ English ☐ Mother Tongue / local language	1 2 3
1.15	Do you or school maintain a record of student attendance by day for the class observed? *If NO, skip to 1.20*	☐ Yes ☐ No	1 0
1.16	*Is the student attendance record is up to date?* *If Attendance Record is NOT available, skip to 1.24*	☐ Yes ☐ No ☐ Attendance record not available	1 0 88
1.17	How many boys are currently enrolled in the class? *Count the number in the attendance register*	Number of Boys	
1.18	How many girls are currently enrolled in your class? *Count the number in the attendance register*	Number of Girls	

No.	Questions	Response Options		Code
1.19	How many students are absent today?		Number of Students Absent	
1.20	Do you maintain a record of individual student's performance portfolio? *If NO, skip to 1.24* *If YES, select 5 performance portfolios randomly and proceed to 1.21*	☐ Yes ☐ No		1 0
1.21	*How many individual student performance portfolios are up to date?* *If NO portfolios are available, skip to 1.24*	Number Of Portfolios ☐ Portfolios not physically available		88
1.22	*Do the portfolios contain information on students' reading abilities or skills?* *If NO, skip to 1.24*	☐ Yes ☐ No		1 0
1.23 1.23a 1.23b 1.23c 1.23d 1.23e	*If yes, indicate which languages are recorded in the portfolios* *Tick all that apply*	☐ English ☐ Nepali ☐ Mother Tongue ☐ Other ☐ Languages Are Not Specified		1 1 1 1 1
1.24	Do you maintain a summary results sheet or cumulative record for all students' performance/learning achievement? *If YES, ask to see it.* *If NO, skip to 1.26*	☐ Yes ☐ No		1 0
1.25	*Is this record sheet up to date?* *If YES, ask to see it.*	☐ Yes ☐ No ☐ Record sheet not available		1 0 88

No.	Questions	Response Options		Code
1.26	Is there a student job chart? *If NO, skip to Section 4.*	☐ Yes		1
		☐ No		0
1.27	*Is the job chart up to date?*	☐ Yes		1
		☐ No		0
		☐ Job chart not available		88

Teacher Interview Instructions. *Read ~~each question~~ the statement below <u>exactly</u> how it is written. Give the teacher enough time to respond before going on to the next question. Record the teacher's response in the space provided.*

Thank you very much for your participation and cooperation so far, this has been very helpful! I would now like to ask you a series of questions about you and your experiences as a teacher. It is very important that you answer honestly. Let me again remind you that everything you say today will be completely confidential. Okay?

Let's proceed. This should take no longer than 30 minutes.

Note beginning time starting at this point in the Teacher Interview: _____:_____

No.	Questions	Response Options	Codes
1.1	*Is the teacher female?*	YES	1
		NO	0
1.2	Which class(es) are you teaching this year? *Do NOT read response options. Tick all that apply.*	☐ Don't Know/Refuse	88
1.2a	☐ Pre-Grade 1 ……………………………………………………………..		1
1.2b	☐ Grade 1……………………………………………………………..		1
1.2c	☐ Grade 2……………………………………………………………..		1
1.2d	☐ Grade 3……………………………………………………………..		1
1.2e	☐Grade 4……………………………………………………………..		1
1.2f	☐Grade 5……………………………………………………………..		1
1.2g	☐ Other……………………………………………………………..		1
1.3	How many complete years have you taught Grade 2, not including this year?	_____ YEARS	

No.	Questions	Response Options	Codes
		☐ Don't Know/Refuse	88
1.4	How many complete years have you taught language in primary grades?	_____ YEARS ☐ Don't Know/Refuse	 88
1.5	In the next 3 years, do you plan on continuing to teach in the primary grades?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.6	What is your highest level of academic qualifications? *Do NOT read response options.*	☐ SLC ☐ +2 / Intermediate ☐ Bachelors ☐ Masters ☐ Other ☐ Don't know/refuse	0 1 2 3 4 88
1.7	What kinds of training have you received?	☐ No training received ☐ Don't Know/Refuse	0 88
1.7a	☐ Training by qualification (B.Ed/I.Ed/M.Ed)…………………………………………………….		1
1.7b	☐ Ten Month Teacher Training………………………………………………………..		1
1.7c	☐ Teacher Professional Development (TPD)…………………………………………………..		1
1.7d	☐ Others......................................		1
1.8	What is your subject of specialization?	_____ ☐ Don't have a specialization ☐ Don't Know / Refuse	 0 88
1.9	Ideally, regardless of your qualifications, which grade would you want to teach most? Choose one, only the most preferred grade.	☐ Pre Grade 1 ☐ Grade 1 ☐ Grade 2	1 2 3

No.	Questions	Response Options	Codes
	Do NOT read response options.	☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Above Grade 5 ☐ Don't know/refuse	4 5 6 7 88
1.10	Ideally, regardless of your qualifications, which subject would you most prefer to teach? Choose one, only the most preferred subject. *Do NOT read response options.*	☐ English ☐ Nepali ☐ Local Language ☐ Math ☐ Science ☐ Social ☐ Other ☐ Don't Know/Refuse	1 2 3 4 5 6 7 88
1.11	Do you have a teaching license?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.12	During your pre-service training, did you receive any specific training on how to teach reading?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.13	At any time in the past year, have you attended teacher professional development training only on how to teach language/reading.	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.14	Have you ever requested TPD on how to teach reading	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88

No.	Questions	Response Options	Codes
1.15	If you had only one choice, who would you go to first when you need help or advice with your teaching? *Do not read response options.* *Select only one option.*	☐ Head Teacher ☐ Senior Teacher ☐ Department Head ☐ Grade/Class Teacher ☐ Primary/ in Charge ☐ Roster Teacher/Trainer ☐ Resource Person ☐ School Supervisor ☐ Other... ☐ Don't Know / Refuse / Not Applicable	1 2 3 4 5 6 7 8 9 88
1.16	What is your teaching status currently?	☐ Permanent ☐ Temporary ☐ Locally-funded ☐ Other ☐ Don't know/refuse	1 2 3 4 88
1.17	Are you a primary-in charge?	Yes No Don't Know/Refuse	1 0 88
1.18	During this current academic year, how many days/weeks approximately have you not been able to get to school while it is in session? *If __MORE__ THAN 2 WEEKS, go to 1.19.* *If __LESS__ THAN 2 WEEKS, skip to 1.20*	☐ Not missed school ☐ Less than 1 week ☐ 1-2 weeks ☐ plus 2 weeks ☐ Don't Know/Refused	0 1 2 3 88
1.19	If more than two weeks, what was the predominant reason for missing the school days?	☐ Training ☐ Sickness ☐ Maternity ☐Family issues ☐Other... ☐ Don't Know / Refuse / Not Applicable	1 2 3 4 5 88

No.	Questions	Response Options	Codes
1.20	During this current academic year, how frequently or often have you made lesson plans for the class we observed? *Do not read response options.* *If NEVER, skip to 1.22*	☐ Daily ☐ 2-4 times per week ☐ Once per week ☐ Once every two weeks ☐ Once per month ☐ Once every two months ☐ Once per term ☐ Once per year ☐ Never ☐ Don't Know / Refuse	1 2 3 4 5 6 7 8 9 10 88
1.21	In the current academic year, how frequently has either the head teacher, primary in-charge or class teacher reviewed your lesson plans for language/reading? *Do not read response options.*	☐ Daily ☐ 2-4 times per week ☐ Once per week ☐ Once every two weeks ☐ Once per month ☐ Once every two months ☐ Once per term ☐ Once per year ☐ Never ☐ Don't Know / Refuse	1 2 3 4 5 6 7 8 9 10 88
1.22	In the current academic year, how frequently has either the head teacher, primary in-charge or class teacher observed you teaching a language/reading lesson? *Do not read response options.*	☐ Daily ☐ 2-4 times per week ☐ Once per week ☐ Once every two weeks ☐ Once per month ☐ Once every two months ☐ Once per term ☐ Once per year ☐ Never ☐ Don't Know / Refuse	1 2 3 4 5 6 7 8 9 10 88

No.	Questions	Response Options	Codes
1.23	Since the beginning of the current school year, how frequently on average has a Resource Person observed your language/reading lesson?	☐ More than once a month ☐ Once a month ☐ Once a term ☐ Twice per year ☐ Once per year ☐ Never ☐ Don't Know/Refuse	1 2 3 4 5 6 88
1.24	Since the beginning of the current school year, how frequently on average has a DEO staff member / School Supervisor observed your language/reading lesson?	☐ More than once a month ☐ Once a month ☐ Once a term ☐ Twice per year ☐ Once per year ☐ Never ☐ Don't Know/Refuse	1 2 3 4 5 6 88
1.25	For the class we observed, what is the main (number one) problem in using the government-approved textbooks, if any? *Give to Teacher to read.*	☐ There is no problem with the textbooks ☐ Not available on time or in sufficient numbers ☐ Not trained on how to use them ☐ Old and/or not in usable condition ☐ Not relevant to the lessons/curriculum ☐ Not appropriate for the grade level ☐ Different language background of students ☐ Content not culturally or contextually relevant/suitable ☐ Other ☐ Don't Know/Refuse	1 2 3 4 5 6 7 8 9 88
1.26	For the class we observed, how useful do you find the language textbooks for your lessons in general?	☐ not useful at all ☐ somewhat/moderately useful ☐ useful ☐ very useful ☐ Don't Know/Refuse	1 2 3 4 88

No.	Questions	Response Options	Codes
1.27	For the class we observed, how appropriate do you believe the language textbooks are for Grade 2 level learners?	☐ not appropriate at all ☐ somewhat/moderately appropriate ☐ appropriate ☐ very appropriate ☐ Don't Know/Refuse	1 2 3 4 88
1.28	For the class we observed, which month of this year did you receive new language textbooks for your students?	_____ Month ☐ Did not receive textbooks this year ☐ Don't know/refuse	0 88
1.29	How are your students evaluated to determine if they are learning the content of the class? *Do not provide response options. Tick all that apply.*	☐ Students are not evaluated ☐ Don't Know/Refuse	0 88
1.29a	☐ Routine written tests (weekly, monthly, etc) ……		1
1.29b	☐ Routine oral tests (weekly, monthly, etc)…………		1
1.29c	☐ Lesson recitation…………………………………………………………….		1
1.29d	☐ Homework………………………………………………………………		1
1.29e	☐ End of term evaluation…………………………………………………		1
1.29f	☐ End of Year examinations………………………………………………..		1
1.29g	☐ Project work………………………………………………………………..		
1.29h	☐ Other…………..		1
1.30	In the class we observed, how many children, do you know, are struggling to read?	_____ Number of Students ☐ Don't Know/Refuse	88
1.31	What support is given to students who are unable to keep up with the language / reading lessons, if any?	☐ No support was given……………………….. ☐ Not applicable (no students needed support)	0 1

No.	Questions	Response Options	Codes
	Do not provide response options. Tick all that apply.	☐ Don't Know/Refuse............................	88
1.31a	☐ Individualized remedial support outside the class.………………………………………………..		1
1.31b	☐ Individualized remedial support inside the class.………………………………………………		1
1.31c	☐ Additional practice time inside the class.…………………………………………………		1
1.31d	☐ Peer pairing or small group work.……………………………………………………………………………		1
1.31e	☐ Whole class revision.………………………………………………………...		1
1.31f	☐ Additional reading materials or project work assignments outside the classroom.…………….		1
1.31g	☐ Parent-teacher conference or communication.…………………………………………		1
1.31h	☐ Other.………………………………………………………………...		1
1.32	How often do you conduct planned parent-teacher conferences?	☐ at least once a month ☐ at least once a term ☐ Twice a year ☐ Once a year ☐ Never ☐ Don't know/refuse	1 2 3 0 88
1.33	Do you send out student progress reports to parents?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.34	In the last month, did you give project work assignments to your grade 2 students?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.35	What language is your mother tongue?	_____ ☐ Don't know/refuse	88
1.36	In the class we observed, what are the mother tongue languages spoken by the children. Please list all languages.	_____ _____	

No.	Questions	Response Options	Codes
		_____ ☐ Don't know/refuse	88
1.37	What is the most commonly spoken mother tongue language of the students of the class we observed?	_____ ☐ Don't know/refuse	88
1.38	How many children enrolled in the class do **not** speak that common language in the class we observed?	_____ Number of Students ☐ Don't know/refuse	88
1.39	Do you speak that common language?	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88
1.40	How many primary teachers, including yourself, are able to speak the student's common MT language? If ZERO, skip to 1.42	_____ Number of Teachers ☐ Don't Know/Refuse	88
1.41	How many of these teachers, including yourself, who speak this common language, teach English, Nepali or Local language subjects?	_____ Number of Teachers ☐ Don't Know/Refuse	88
1.42	What language do you predominately use as the medium of instruction to teach language/reading?	_____ Language of Instruction ☐ Don't Know/Refuse	88

No.	Questions	Response Options		Codes
1.43	In the class we observed, how many children struggle to understand this language of instruction?	_____ Number of Children		
		☐ Don't Know/Refuse		88
1.44	In the last week, did you give any private tuition lessons?	☐ YES		1
		☐ NO		0
		☐ Don't know/refuse		88
1.45	What is the number 1 reason you chose to teach? Choose the option you agree with most *The teacher to read the list of response options* *Select only one.*	☐ Passion / calling		1
		☐ Enjoy teaching		2
		☐ Best job opportunity available		3
		☐ Convenience to home		4
		☐ Low transfer rate		5
		☐ Job security		6
		☐ Benefits		7
		☐ Prestige in the community		8
		☐ Other		9
		☐ Don't know/refuse		10
				88
1.46	If you could pick just one thing, what do you think would help you become a better teacher? Choose the option you agree with most *Teacher to read the list of response options.* *Select only one.*	☐ More training		1
		☐ More professional support and mentoring		2
		☐ More materials		3
		☐ Increased salary		4
		☐ Performance-linked incentives for promotion and compensation		5
		☐ Improved classroom conditions or school environment		6
		☐ Improved relationships with colleagues		7
		☐ Improved relationships with parents and other stakeholders		8
		☐ Other		9
		☐ Don't know/refuse		10
				88
1.47	Have you ever developed a local language curriculum?	☐ YES		1
		☐ NO		0

No.	Questions	Response Options	Codes
	If "No", skip to 1.49.	☐ Don't know/refuse	88
1.48	Who helped you develop the curriculum? *Do not read response options. Tick all that apply*	☐ Don't Know / Refuse / Not Applicable	88
1.48a	☐ Head Teacher		1
1.48b	☐ Senior Teacher		1
1.48c	☐ Department Head		1
1.48d	☐Peer Teacher		1
1.48e	☐Primary in Charge		1
1.48f	☐Roster Teacher/Trainer		1
1.48g	☐ Resource Person		1
1.48h	☐School Supervisor		1
1.48i	☐ Other		1
1.49	Have you ever developed local language reading materials for students? *If NO, skip to 1.51.*	☐ YES	1
		☐ NO	0
		☐ Don't know/refuse	88
1.50	Who helped you develop the materials? *Do not read response options. Tick all that apply*	☐ Don't Know / Refuse / Not Applicable	88
1.50a	☐ Head Teacher		1
1.50b	☐ Senior Teacher		1
1.50c	☐ Department Head		1
1.50d	☐Peer Teacher		1
1.50e	☐Primary in Charge		1
1.50f	☐Roster Teacher/Trainer		1
1.50g	☐ Resource Person		1
1.50h	☐School Supervisor		1
1.50i	☐ Other		1
1.51	On average, how often do you give reading assignments for children to complete outside school? *Do not read response options.*	☐ Daily	1
		☐ 2-4 times per week	2
		☐ Once per week	3

No.	Questions	Response Options	Codes
		☐ Once every two weeks ☒ Once per month ☐ Once every two months ☐ Once per term ☐ Once per year ☐ Never ☐ Don't Know / Refuse	4 5 6 7 8 9 10 88
1.52	On average, how often do you give writing assignments for children to complete outside school? *Do not read response options.*	☐ Daily ☐ 2-4 times per week ☐ Once per week ☐ Once every two weeks ☐ Once per month ☐ Once every two months ☐ Once per term ☐ Once per year ☐ Never ☐ Don't Know / Refuse	1 2 3 4 5 6 7 8 9 10 88
1.53	For any grade 2 class, how many periods are given for teaching Nepali language in a week	_____ Number of Periods ☐ Don't Know / Refuse	 88
1.54	How long (in minutes) is each period in winter?	_____ Minutes ☐ Don't Know / Refuse	 88
1.55	For the class subject we observed, does the school offer supplemental Language classes for Grade 2 students? *IF NO, skip to 1.59*	☐ YES ☐ NO ☐ Don't know/refuse	1 0 88

No.	Questions	Response Options	Codes
1.56	If yes, who attends?	☐ All Children ☐ Only those who are lagging behind ☐ Only those who ask to attend ☐ Other ☐ Don't Know/Refuse	1 2 3 4 88
1.57	How many supplemental lessons are offered in a week?	_____ Number of Lessons per Week ☐ Don't Know / Refuse	88
1.58	How long (in minutes) are these lessons?	_____ Minutes ☐ Don't Know / Refuse	88
1.59	For the subject we observed, what was the average learning achievement for this grade last year (percentage score on average)?	_____% ☐ Don't Know / Refuse	88
1.60	In your opinion, what are the skills / components that children need to master in order to learn to read fluently? *Do not provide response options. Tick all that apply*	☐ Don't Know/Refuse	88
1.60a 1.60b 1.60c 1.60d 1.60e 1.60f	☐ Phonemic Awareness / Phonics (letter or character sounds) ☐ Vocabulary ☐ Comprehension ☐ Writing ☐ Oral Language ☐ Other		1 1 1 1 1 1

Section 2. Agree/Disagree Statements: Choose the statement you most agree with.

Instructions. In this section, read the statement below exactly how it is written. Give teachers the paper with the statements. Make sure they are checking the appropriate boxes for their answer choices.

In this section, I will give you a paper with statements on them. In each row, there are two statements, Statement 1 and Statement 2. Choose the statement that you MOST agree with by checking the box that comes after that statement. Please be honest. There are no right or wrong answers and your responses will be completely confidential.

Do you have any questions? May we proceed?

When the teacher has finished, collect the forms back from the teacher and thank the teacher very much for his or her time. Note the end time below and on the cover page of the Teacher and Classroom Instruments and proceed to the Head Teacher Interview.

Note the time when the teacher returns the Agree Statement form: _____:_____

Name of School: _____

Date:_____

Directions for the Teacher: Every item has two statements. *Read each statement carefully. Check the box to the right of the statement <u>you agree with most</u>. Only check one box for each number. If you have any questions, please ask the survey specialist for clarification.*

No.	Statement 1	Check here for statement 1	Statement 2	Check here for statement 2
2.1	All children should learn how to read in Nepali first, regardless of their mother tongue.	☐	All children should learn how to read in their mother tongue first.	☐
2.2	Teachers should try to speak the mother tongue of their pupils	☐	Pupils should try to understand the language their teacher is speaking.	☐
2.3	Children should only talk when called upon	☐	Sometimes it is better to let children express their thoughts.	☐
2.4	It is better if pupils tell the teacher when they don't understand.	☐	If they don't understand, pupils should try to find the answer independently before asking the teacher.	☐
2.5	Children can interrupt teachers if they have something important to say during class time.	☐	Children should never interrupt teachers during class time.	☐
2.6	Too many questions from pupils can slow down the lesson.	☐	The more questions asked by pupils the more successful the lesson.	☐
2.7	For some children, it is not important to learn to read.	☐	It is important that all children learn to read.	☐
2.8	All children have the ability to learn to read.	☐	Some children do not have the ability to learn to read.	☐
2.9	Whether children learn to read depends mostly on how clever the child is.	☐	Whether children learn to read depends mostly on teaching skills.	☐
2.10	It is best for children to read only while at school.	☐	Children should be encouraged to read outside of school.	☐
2.11	Children should read books at their grade level.	☐	Children should read books at their ability level.	☐
2.12	To learn how to read, it is best to learn the characters/syllables/sounds and combine them to make words	☐	To learn how to read, it is best to memorize many different words	☐

No.	Statement 1	Check here for statement 1	Statement 2	Check here for statement 2
2.13	Pronouncing the words correctly indicates if the child understands the text.	☐	Reading with expression indicates if the child understands the text.	☐
2.14	Children should be given books to read themselves beginning in grade 2.	☐	Children should be given books to read themselves beginning in grade 1.	☐
2.15	Students who are doing well in reading should get the most attention from the teacher because they have more potential to succeed.	☐	Students who are struggling to read should get the most attention from the teacher so that they can catch up to the rest of the class.	☐
2.16	Enough time is given during the week to teach reading in grades 1-3	☐	Not enough time is given during the week to teach reading in grades 1-3	☐
2.17	It is necessary that children learn to read first before they learn to write	☐	It is necessary for children to learn to read and write at the same time	☐
2.18	It is more important to assess children's reading level to determine the level of support they need	☐	It is more important to assess children's reading level to evaluate their achievement level (ie to determine their marks or grades)	☐
2.19	It is better to group children with the same abilities	☐	It is better to group children with different abilities	☐
2.20	Lesson plans should be based on the curriculum	☐	Lesson plans should be based on the textbooks	☐
2.21	It is easier for a child to learn how to read in their mother tongue	☐	It makes no difference in which language a child learns how to read.	☐

2.3 District Education Officer Interview and DEO Inventory Instruments

1. District Name

_____

2. District Code (Flash Code)

3. Date of Interview_____ /_____ /_____   _____
                              dd / mm / yyyy

                                                    Signature

Time of Interview (note the time the lesson started)

4. Beginning Time   ____:____

5. Ending Time   ____:____
                (Use 24 hour time)

6. Assessor Name: _____

7. Assessor Code: _____

Section 1: DEO Officer Interview Questions

Instructions.Read each question <u>exactly</u> how it is written. Give the District Official enough time to respond before going on to the next question. Record the District Official's response in the space provided.

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of district education management practices. Your district is one of the 13 districts that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives. Your feedback will help inform the design and scope of this initiative which remains confidential. Do you have any questions?

I want to thank you in advance for your time. I have a series of short interview questions. Please respond as honestly as possible. If you don't know the answer, you may say "Don't Know" or "I'm not sure".

May we proceed?

I am going to start off by asking you for some open-ended questions.

No.	Questions	Response Options	Code
1.1	What in your opinion is number one purpose of the District Education Office?	☐ To enhance quality education ☐ To ensure access for all children. ☐ To provide capacity development to teachers and schools ☐ Other ☐ Don't Know/Refuse	1 2 3 4 88
1.2	What is the number one goal/objective of teaching and learning in Grade 2?	☐ To develop the basic reading and numeracy skills ability ☐ To foster good study habits and promote inquiry ☐ To instil good moral values / social behaviour ☐ Other ☐ Don't Know/Refuse	1 2 3 4 88

	I am now going to ask you a series of YES/NO questions. Please try to answer as honestly as possible. If you don't know or are unsure, you may say "Don't Know". Do you have any questions? May we proceed?		

1.3	Does the DEO share information on school or learner performance with the District Education Committee? *If NO, skip to 1.5*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.4	How or in what ways? (*Check all that apply*)	☐ Joint visit/monitoring to school ☐ Periodical meetings ☐ progress review and dissemination ☐ Other ☐ Don't Know/Refuse	1 2 3 4 88
1.5	Are there any schools in your district that teach in the local or mother tongue language in the early grades, either as a subject area or as the medium of instruction? *If NO or "DON'T KNOW", skip to 1.7*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.6	Do you know roughly the number of your government primary schools teach in the local or mother tongue language as a subject?	☐ No. of Schools _____ ☐ Don't Know ☐ Refuse	 9999 8888
1.7	Does the district play a role in developing or adapting local curriculum or curricular materials (eg model schemes of work, lesson plans, etc) for local language? *If NO, skip to 1.9*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88

1.8
 	
1.8a
1.8b
1.8c
1.8d
1.8e
	How or in what ways?
	
	Tick all that apply
	          ☐ Conduct need based training to RP/HT/ teachers
	          ☐ Conduct workshops including educational specialists
	          ☐ Monitoring and supervision
	          ☐ Collaboration and Co-ordination with other stakeholders(working in the field of local language)
	          ☐ Other
		☐ Don't Know/Refuse	88
			
			1
			1
			1
			1
			1

1.9	Does the DEO play a role in developing local language materials, supplementary reading materials, or other instructional aides? *If NO, skip to 1.11*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.10	How or in what ways? *Tick all that apply*	☐ Don't Know/Refuse	88
1.10a	☐ Conduct need based language training to teachers		1
1.10b	☐ Conduct workshops including educational specialists and language experts		1
1.10c	☐ Monitoring and supervision		1
1.10d	☐Collaboration and Co-ordination with other stakeholders(working in the field of local language)		1
1.10e	☐ Other		1
1.11	Does the district help schools develop specific remedial initiatives/activities for reading or literacy (curricular or co-curricular) available to learners? *If NO, skip to 1.13*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.12	What kind of initiatives/activities does the district help schools develop? *Tick all that apply*	☐ Don't Know/Refuse	88
1.12a	☐ library/book corners		1
1.12b	☐ Reference materials		1
1.12c	☐ Extra Classes		1
1.12d	☐ Literacy program		1
1.12e	☐ Reading circle		1
1.12f	☐ SMC / PTA awareness/ orientation program		1
1.12g	☐ Other		1
1.13	How many staff in your DEO have been trained in developing local language curriculum?	[ ] Number of DEO Curriculum Specialists ☐ Don't Know/Refuse	 88

1.14	How many staff in your DEO have experience in developing local language curriculum?	Number of DEO Curriculum Specialists ☐ Don't Know/Refuse	88
1.15	In your opinion, to what extent does the District Education Committee prioritize early grade literacy?	☐HIGH priority ☐MEDIUM priority ☐LOW priority ☐NO Priority ☐ Don't Know/Refuse	1 2 3 4 88
1.16	How many school supervisors are on staff in your district?	NUMBER OF DEO SUPERVISORS ☐ Don't Know/Refuse	888
1.17	For any one school, how often on average will the school receive a visit from the School Supervisor in a given school year?	☐More than once a month ☐Once a month ☐ Twice per term ☐ Once a term ☐ Twice a year ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 5 6 7 88
1.18	What is the main purpose of the school visit by a DEO Supervisor? *Select only one option*	☐Compliance Monitoring ☐Technical/administrative Support ☐Academic Support ☐ Other ☐ Don't Know/Refuse	1 2 3 9 88

1.19	If you had to choose only one reason, what is the greatest physical or logistical challenge for any one supervisor to visit schools during a term in your District?	☐ Insufficient means of transport ☐ Insufficient incentives ☐ Overloaded jobs for the supervisors ☐ Proximity and distancing to visit school ☐ Other ☐ There are no challenges ☐ Don't Know/Refuse	1 2 3 4 5 6 0 88
1.20 1.20a 1.20b 1.20c 1.20d 1.20e	How is the information from the school visits used by the DEO? *Tick all that apply* ☐ Implementation of administrative action according to compliance monitoring ☐ Best practices dissemination ☐ Execution and the planning for the future actions. ☐ Not used in any actions above ☐ Other	☐ Don't Know/Refuse	88 1 1 1 1 1
1.21	Does the DEO play a role in supporting / delivering in-service teacher training? *If NO, skip to 1.23*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.22 1.22a 1.22b 1.22c 1.22d	What is the role of the DEO? *Tick all that apply* ☐ Planning and budgeting ☐ Roster selection and Human Resource Management ☐ Monitoring and follow up ☐ Other	☐ Don't Know/Refuse	88 1 1 1 1
1.23 1.23a 1.23b 1.23c 1.23d 1.23e	How does the DEO identify/assess needs for in-service teacher training? *Tick all that apply.* ☐ Questionnaire ☐ FGD ☐ Observation ☐ Informal feedback ☐ Other	☐ They do not assess needs ☐ Don't Know/Refuse	0 88 1 1 1 1 1

1.24	How does the DEO monitor effectiveness of in-service teacher training? *Tick all that apply.*	☐ They do not monitor ☐ Don't Know/Refuse	0 88
1.24a	☐ Sample Session Observation		1
1.24b	☐ Interaction with the participants		1
1.24c	☐ Classroom observation		1
1.24d	☐ Other		1
1.25	How far is the furthest RC from your District Office	KMs ☐ DON'T KNOW	 88
1.26	How long does it take you to travel to the furthest RC from this DEO?	Hours ☐ DON'T KNOW	 88
1.27	How far is the furthest school from your DEO	KMs ☐ DON'T KNOW	 88
1.28	How long does it take you to travel to the furthest school from this DEO?	Hours ☐ DON'T KNOW	 88

Section 2. Agree/Disagree Statements

No.	Statements	Coding Categories	Code
2.1	All Grade 2 <u>locally-hired</u> teachers have already received adequate pre-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.2	All Grade 2 <u>permanent teachers</u> have already received adequate pre-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.3	I am confident that most of the teachers in my district have a clear understanding of the early grade reading with learning achievement standards.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.4	Teachers have already received adequate in-service training to teach reading	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.5	The more experienced and skilled teachers should teach the grades above 3.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.6	All children should learn how to read first in their mother tongue before learning to read or write in a second language.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.7	Teachers from the local area are better suited to teach early grade reading because they can relate or communicate better to their students.	☐ Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88

No.	Statements	Coding Categories	Code
2.8	Permanent teachers in general are better teachers than locally-hired ones.	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.9	I believe children who are doing well should get more attention because they have the potential to succeed.	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.10	Most parents would prefer their children to learn first in their mother tongue before using English or Nepali as the medium of instruction	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.11	I have been adequately trained to provide coaching / instructional support to early grade reading	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.12	School head teachers are able to provide effective supervision and support to early grade teacher in reading instruction	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.13	The Resource Centers provide effective training and professional development opportunities for early grade teachers in reading	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.14	Teachers have access to reading and instructional materials including teacher guides, learning aides, learners' books	☐Strongly Disagree ☐Disagree ☐ Agree ☐ Strongly Agree ☐ Don't Know/Refuse	1 2 3 4 88
2.15	Students have access to reading materials including grade-level appropriate books and stories.	☐Strongly Disagree ☐Disagree	1 2

No.	Statements	Coding Categories	Code
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.16	Most of the teachers use the local curriculum in the reading instruction.	☐ Strongly Disagree	1
		☐ Disagree	2
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.17	Most of the teachers use the locally developed materials in their reading/ language instruction.	☐ Strongly Disagree	1
		☐ Disagree	2
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.18	In two years' time I expect to be a district education officer at this district.	☐ Strongly Disagree	1
		☐ Disagree	2
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.19	The CDC provides adequate and timely assistance for local curriculum development	☐ Strongly Disagree	1
		☐ Disagree	2
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88
2.20	I am satisfied with the quality and relevance of the local curriculum / local language books received from CDC	☐ Strongly Disagree	1
		☐ Disagree	2
		☐ Agree	3
		☐ Strongly Agree	4
		☐ Don't Know/Refuse	88

Section 3. District Observation Protocol

*Instructions.**This section requires you (the assessor) to walk around the District Office accompanied by the DEO. The non-italicized statements are to be asked directly to the DEO. The italicized items are instructions for you to follow.*

Many of these questions will be followed by a request to "see" the object in question. The YES/KNOW response options record the response of the head teacher to the question item.

Now I have a series of questions that ask about specific things or resources on the DEO's premises. Would you kindly accompany me around the school as I check the state of its facilities? Again, this is not an inspection, but only to help the Ministry know generally the conditions at DEOs in general. There is no right or wrong answer and no consequence to your school for the result of this survey. Please do answer as honestly as possible. If you don't know or are unsure, you may say "I don't know" or "I am unsure".

Do you have any questions? May we proceed?

No.	Questions	Response Options	REF
3.1	Does this DEO have a vision, mission or goal statements plainly displayed on the walls for staff and stakeholders to see? *If NO, skip to 3.3* *If YES, ask if you may see it and proceed to 3.2*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.2	*Check the box if "reading" or "literacy" is mentioned anywhere in the M-V-G statement*	☐	1 , 0
3.3	Does this District have an Annual Strategic Implementation/District Education Plan? *If NO, skip to 3.5* *If YES, ask if you may see it and proceed to 3.4*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.4	*Check the box if "reading" or "literacy" is mentioned as a goal or the focus of an activity or initiative in the ASIP/DEP*	☐	1 , 0
3.5a	Does the District provide performance reports to the DEC or other stakeholders? *If YES, ask if you may see an example of a report*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88

No.	Questions	Response Options	REF
3.5b	*If NO or if an example report card is not available, proceed to 3.7.* *Check box if they do not have an example of a report card available*	☐	1 , 0
3.6	*Check the box if it contains any information on reading skills?*	☐	1 , 0
3.7	Does the DEO have internet access and computers/laptops available for its technical staff? *If NO, skip to 3.10* *If YES, ask if you may see the computers and proceed to 3.8*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.8	Is internet connected?	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.9	How many working computers/laptops are there?	Number Of Computers	
3.10	Do you have a standard teacher observation form for observing a teacher in the classroom? *If NO, skip to 3.12* *If YES, ask if you may see it and proceed to 3.11*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.11	*Check the box if it is physically available*	☐	1 , 0
3.12	Does the district keep track the number of students who are meeting reading/literacy standards? *If NO, skip to 3.14* *If YES, ask if you may see it and proceed to 3.13*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.13	*Check the box if a record of student performance is up to date and available*	☐	1 , 0

No.	Questions	Response Options	REF
3.14	Does the district have any vehicles to visit schools? *If NO, skip to 3.16* *If YES, ask if you may see it and proceed to 3.15*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.15	How many working vehicles does the district have?	Number Of Vehicles	
3.16	Does the DEO have the following equipment functioning (working properly)? *Tick all that apply*		
3.16a	☐ Photocopier / Xerox		1
3.16b	☐ Fax machine		1
3.16c	☐ Scanner		1
3.16d	☐ Printer		1
3.16e	☐ Lamination		1
3.16f	☐ Desktop / Laptop		1
3.16g	☐ Projector		1
3.16h	☐ Generator with fuel		1
3.16i	☐ Camera		1
3.16j	☐ Video Camera		1

Section 4. Personal Information / Profile of the DEO Officer

No.	Questions / Items		Code
4.1	What year were you born? _____		
4.2	Gender *(circle one)*: Male Female		1 , 2
4.3	What is your highest <u>academic</u> or <u>professional</u> achievement.	☐ Bachelors or Equivalent..................... ☐ Masters or Equivalent..................... ☐ M. Phil. ☐ Ph. D................ ☐ Other ☐ Don't Know/Not Sure	1 2 3 4 5 88
4.4 4.4a 4.4b 4.4c 4.4d	What kinds of training have you received in the last two years? ☐ Job induction training ☐ Education Management Training for one Month........... ☐ Others...................................... ☐ No training received	☐ Not received any training ☐ Don't Know/Not Sure	0 88 1 1 1 1
4.5	How many years of teaching experience do you have?	[ ] NUMBER OF YEARS	
4.6	How many years of school administration experience do you have?	[ ] NUMBER OF YEARS	
4.7	How many years have you been serving as a DEO officer at this District?	[ ] NUMBER OF YEARS	
4.8	How many years have you been serving as a DEO?	[ ] NUMBER OF YEARS	
4.9	What is your exact position title at the District?	_____	

DEO's Name: ....

Office Seal:

Contact No.:

DEO's Signature:_____

Date:

2.4 Resource Person Interview and Resource Center Inventory Instruments

1. District Name

_____

2. District Code

3. Name of Resource Center

_____

4. Address / Location of Resource Center

_____

5. Date of Interview_____ /_____ /_____   _____
                          dd / mm / yyyy

                                                    Signature

Time of Interview (note the time the lesson started)

6. Beginning Time   ____:____

7. Ending Time   ____:____
                          (Use 24 hour time)

8. Assessor Name: _____

9. Assessor Code: _____

Section 1: Resource Person (RP) Interview Questions

Instructions.Read each question exactly how it is written. Give the RC official enough time to respond before going on to the next question. Record the Head Teacher's response in the space provided.

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of district education management practices. Your Resource Centre is one of about 23RCs that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives. Your feedback will help inform the design and scope of this initiative, which remains confidential.

I want to thank you in advance for your time. I have a series of short interview questions. Please respond as honestly as possible. If you don't know the answer, you may say "Don't Know" or "I'm not sure". Do you have any questions?

May we proceed?

I am going to start off by asking you for some open-ended questions.

No.	Questions	Response Options	Code
1.1 (2a)	In your view, what is the main purpose of the Resource Center?	☐ Teacher Training and Support	1
		☐ School Supervision	2
		☐ Contribute to EMIS	3
		☐ Linking the schools and the DEOs academically	4
		☐ Other	5
		☐ Don't Know/Refuse	88
1.2 (3b)	How many Community Schools does this RC serve?	_____ ☐ DON'T KNOW	8888
1.3	How many Institutional (Private) schools does this RC serve?	_____ ☐ DON'T KNOW	8888
1.4 (3b)	How far is the furthest school from this RC?	[ ] NUMBER OF KMs	

No.	Questions	Response Options	Code
		☐ DON'T KNOW	8888
1.5 (3b)	How long does it to take travel to the furthest school from this RC?	HOURS	
		☐ DON'T KNOW	8888
1.6 (3b)	How many teachers does this RC serve (Community School only)	NUMBER OF TEACHERS	
		☐ DON'T KNOW	8888
1.7 (3b)	How many Roster Trainers do you have available to the RC? *If "Zero" skip to 1.12*	_____	'
		☐ DON'T KNOW	8888
1.8 (3b)	How many of your roster trainers are specialized or have experience in grades 1-3 English language instruction?	_____	'
		☐ DON'T KNOW	8888
1.9 (3b)	How many of your roster trainers are specialized or have experience in grades 1-3 Nepali language instruction?	_____	'
		☐ DON'T KNOW	8888
1.10 (5a)	How many of your roster trainers are specialized or have experience in grades 1-3 local language instruction?	_____	'
		☐ DON'T KNOW	8888
1.11 (5a)	How many of your roster trainers are specialized or have experience in supporting multi-lingual classrooms and instructional strategies?	_____	'

No.	Questions	Response Options	Code
		☐ DON'T KNOW	8888
1.12 (6a)	During this current school year, how frequently has the resource center hosted or supported teacher training activities?	☐ Once a month ☐ Once a term ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 88
1.13 (6a)	During this current school year, how many for primary level teachers participated in teacher training activities at this RC?	NUMBER OF TEACHERS ☐ DON'T KNOW	' 8888
1.14 (5b)	During this current school year, has the RC provided teacher training on local language curriculum / reading instruction? *If NO, skip to 1.16*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.15 (5b)	How many schools participated in this training?	NUMBER OF SCHOOLS ☐ DON'T KNOW	88
1.16 (5b)	Do you have instructional materials and resources for training on local curriculum/language? *If NO, skip to 1.20*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.17 (5b)	Does the RC manage its own budget to pay for training and materials? *If NO, skip to 1.18*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.18 (5b)	What is the amount of money you have this year in your training budget?	_____ NRS ☐ Don't Know/Refuse	88

No.	Questions	Response Options	Code
1.19 (5b)	Where does the bulk of the monetary or materials resources come from to purchase/obtain training materials on local curriculum in local language?	☐ Curriculum Development Center ☐ District Education Office ☐ School Participating Costs ☐ Other ☐ Don't Know/Refuse	1 2 3 4 88
1.20 (6a)	During this current school year, how frequently did you meet with head teachers to determine training needs?	☐ More than once a month ☐ Once a month ☐ Once a term ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 5 88
1.21 (6a)	During this current school year, how frequently have head teachers met at the RC for information sharing and peer-learning?	☐ More than once a month ☐ Once a month ☐ Once a term ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 5 88
1.22 (5b)	During this past school year, has the RC served as a venue for local language curriculum development?	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.23 (3c)	During this past school year, for how many schools has the RC provide assistance to in support of reading improvement programs for primary level?	NUMBER OF SCHOOLS ☐ DON'T KNOW	88
1.24 (3b)	In the past two years, how frequently on average, has any one school received a visit from an RC specialist *If NEVER, skip to Section 2*	☐ At least once a month ☐ At least once a term ☐ At least once a year ☐ Less than once a year ☐ Never ☐ Don't Know/Refuse	1 2 3 4 5 88
1.25 (3b)	What is the purpose of the school visit?	☐ Don't Know/Refuse	88

No.	Questions	Response Options	Code
	Tick all that apply		
1.25a	☐ Teacher training support		1
1.25b	☐ Technical support		1
1.25c	☐ Improve teaching learning strategies		1
1.25d	☐ Improve learning achievement (related to curriculum delivery)		1
1.25e	☐Supervise or assist with student examinations or assessments		1
1.25f	☐ Other		1

Section 2. Agree/Disagree Statements

Instructions.In this section, please read aloud the statement <u>exactly how it is phrased</u>and ask the RC Official to say whether he or she strongly agrees, agrees, is neutral, disagrees or strongly disagrees. Circle the response that is given.

In this section, I will make a statement. Please tell me whether you strongly agree, agree, disagree or strongly disagree with the statement. Please be as honest as possible. There are no right or wrong answers and your responses will be completely confidential.

Do you have any questions? May we proceed?

No.	Statements	Coding Categories	REF
2.1 (3b)	All Grade 2 <u>locally-hired</u> teachers have already received adequate pre-service training to teach reading	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.2 (3b)	All Grade 2 <u>permanent teachers</u> have already received adequate pre-service training to teach reading	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.3 (6b)	The more experienced and qualified teachers should teach the grades above 3.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.4 (5e)	All children should learn how to read first in their mother tongue before learning to read or write in a second language.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.5 (6b)	Teachers from the local area are better suited to teach early grade reading because they can relate or communicate better to their students.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88

No.	Statements	Coding Categories	REF
2.6 (6b)	Permanent teachers in general are better teachers than locally-hired ones.	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.7 (3c)	I believe children who are doing well should get more attention because they have the potential to succeed.	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.8 (5e)	Most parents would prefer their children to learn first in their mother tongue before using English or Nepali as the medium of instruction	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.9 (3b)	I have been adequately trained to provide coaching / instructional support to early grade reading	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.10 (3b)	Most of your school head teachers are able to provide effective supervision and support to early grade teachers in reading instruction	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.11 (6c)	The DEO provides sufficient funding for training and professional development opportunities for early grade teachers in reading	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.12 (4a)	Teachers have access to and are using reading and instructional materials including teacher guides, learning aides, learner books	☐ STRONGLY DISAGREE ☐ DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.13	Students have access to reading materials including grade-level appropriate books and stories.	☐ STRONGLY DISAGREE	1

No.	Statements	Coding Categories	REF
(4a)		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88
2.14 (5a)	Most of my teachers use the local curriculum.	☐ STRONGLY DISAGREE	1
		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88
2.15 (5b)	Most of my teachers use the locally developed materials in their reading instruction	☐ STRONGLY DISAGREE	1
		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88
2.16 (7b)	In five years' time I expect to still be a Resource Person, either at this RC or other.	☐ STRONGLY DISAGREE	1
		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88
2.17 (5b)	The DEO provides adequate and timely technical/ financial assistance for local curriculum development	☐ STRONGLY DISAGREE	1
		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88
2.18 (5b)	I am satisfied with the quality and relevance of the local curriculum / local language books received from CDC	☐ STRONGLY DISAGREE	1
		☐ DISAGREE	2
		☐ AGREE	3
		☐ STRONGLY AGREE	4
		☐ DON'T KNOW/REFUSE	88

Section 3. RC Inventory Protocol

No.	Questions	Response Options	REF
3.1 (4a)	Does your RC have a library facility and other resource materials available to teachers and staff? *If NO, skip to 3.3* *If YES, ask if you may see it and proceed to 3.2*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.2 (4a)	*Check the box if there are level-appropriate books for local language or early grade reading which are to be available to schools?*	☐	1 , 0
3.3	Does the RC have internet access and computers available for its technical staff? *If NO, skip to 3.6* *If YES, ask if you may see the computers and proceed to 3.4*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.4	Is internet connected?	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.5	How many working computers are there?	NUMBER OF COMPUTERS	
3.6 3.6a 3.6b 3.6c 3.6d 3.6e 3.6f 3.6g 3.6h 3.6i	Does the RC have the following equipment functioning (working properly)?	☐ Photocopier / Xerox ☐ Fax machine ☐ Scanner ☐ Printer ☐ Lamination ☐ Desktop / Laptop ☐ Projector ☐ Generator with fuel ☐ Camera	1 1 1 1 1 1 1 1 1
3.7	Is this a lead RC?	☐ YES	1 0

No.	Questions	Response Options	REF
		☐ NO	88
		☐ DON'T KNOW	
3.8 (6a)	Does this RC have separate training space from the school?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88
3.9 (3b)	Does the RP have a government-provided motorbike or vehicle to conduct school visits?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88

Section 4. Personal Information / Profile of the RP

No.	Questions / Items		
4.1	What year were you born? _____		
4.2	Gender *(circle one)*: Male Female		
4.3	What is your highest <u>academic</u> or <u>professional</u> achievement (highest level completed by the Head Teacher)	☐ SLC or Equivalent..................... ☐ I.A./10+2 or Equivalent................... ☐ Bachelors or Equivalent..................... ☐ Masters or Equivalent.................... ☐ PhD or Equivalent ☐ Other................. ☐ Don't Know/Refuse	
4.4	What kinds of training have you received in the last two years? *Tick all that apply*	☐ No training received ☐ Don't Know/Refuse	0 88
4.4a	☐ Head Teacher's Training (One Month)………………………………………………………		1
4.4b	☐ Teachers Training (Ten Month)………………………………………………………..		1
4.4c	☐ TPD…………………………………………………………..		1
4.4d	☐ Others.......................................		1
4.5	How many years of teaching experience do you have?	NUMBER OF YEARS	

4.6	How many years of school administration experience do you have?	NUMBER OF YEARS	
4.7	How many years have you been serving as an RP?	NUMBER OF YEARS	
4.9	Do you have any other full time or part time teaching or administrative duties? *If NO, skip to END* ➡	☐ YES ☐ NO ☐ Don't Know	1 0 88
4.10	What are your other positions / duties?	☐ Teaching (+2, Campus)part time ☐ Focal person of SHN ☐ Representative functions ☐ Other Don't Know/Refuse	1 2 3 9 88

Resource Person's Name: .... Seal:

Contact No.:

Resource Person's Signature:_____

Date:
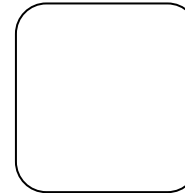
2.5 Education Training Center Interview and Inventory Instruments

1. District Name

_____

2. District Code

3. Name of ETC

_____

4. Address of ETC

_____

5. Date of Interview_____ /_____ /_____   _____
             dd / mm / yyyy

                                                     Signature

Time of Interview (note the time the lesson started)

6. Beginning Time   ____:____
                                                     (Use 24 hour time)
7. Ending Time   ____:____

8. Assessor Name:_____

9. Assessor Code: _____

Section 1: ETC Senior Instructor Interview Questions

Instructions.Read each question exactly how it is written. Give the RC official enough time to respond before going on to the next question. Record the Head Teacher's response in the space provided.

Introduction. Good morning, my name is _____. I am here on behalf of the Ministry of Education to conduct a survey of district education management practices. Your ETC is one of several that have been selected at random to participate in this survey.

This survey is very important to the Ministry of Education as it is preparing some very specific initiatives. Your feedback will help inform the design and scope of this initiative, which remains confidential.

I want to thank you in advance for your time. I have a series of short interview questions. Please respond as honestly as possible. If you don't know the answer, you may say "Don't Know" or "I'm not sure". Do you have any questions?

May we proceed?

I am going to start off by asking you for some open-ended questions.

No.	Questions	Response Options	Code
1.1 (2a)	In your view, what is the <u>main purpose</u> of the ETC? *Select only one option*	☐ Teacher training and support ☐ RP Training and Support ☐ Training supervision and evaluation ☐ Training material development ☐ Training of DEO personnel ☐ Other ☐ Don't Know/Refuse	1 2 3 9 88
1.2 (3b)	How many RCs/RPs does this ETC serve?	_____ NUMBER OF RC/RPs ☐ DON'T KNOW	88
1.3 (3b)	How far is the furthest RC from your ETC	[ ] KMs	

No.	Questions	Response Options	Code
		☐ DON'T KNOW	88
1.4 (3b)	How long does it take you to travel to the furthest RC from this ETC?	Hours ☐ DON'T KNOW	88
1.5 (3b)	How many Districts does this ETC serve?	NUMBER OF Districts ☐ DON'T KNOW	88
1.6 (3b)	How many full-time subject trainers are available to the ETC?	_____ Number of Trainers ☐ DON'T KNOW	88
1.7 (3b)	How many of your full-time trainers are specialized or have experience in grades 1-3 English language instruction?	_____ Number of Trainers ☐ DON'T KNOW	
1.8 (3b)	How many of your full-time trainers are specialized or have experience in grades 1-3 Nepali language instruction?	_____ Number of Trainers ☐ DON'T KNOW	
1.9 (5a)	How many of your full-time trainers are specialized or have experience in grades 1-3 local language instruction?	_____ Number of Trainers	

No.	Questions	Response Options	Code
		☐ DON'T KNOW	
1.10 (5a)	How many of your full-time trainers are specialized or have experience in supporting multi-lingual classrooms and instructional strategies?	_____ Number of Trainers ☐ DON'T KNOW	
1.11 (3b)	How many Roster Trainers are available to your ETC?	_____ Number of Roster Trainers ☐ DON'T KNOW	88
1.12 (3b)	How many of your Roster Trainers are specialized or have experience in grades 1-3 English language instruction?	_____ Number of Roster Trainers ☐ DON'T KNOW	88
1.13 (3b)	How many of your Roster Trainers are specialized or have experience in grades 1-3 Nepali language instruction?	_____ Number of Roster Trainers ☐ DON'T KNOW	88
1.14 (5a)	How many of your Roster Trainers are specialized or have experience in grades 1-3 Local language instruction?	_____ Number of Roster Trainers ☐ DON'T KNOW	88
1.15 (5a)	How many of your Roster Trainers are specialized or have experience in supporting multi-lingual classrooms and instructional strategies?	_____ Number of Roster Trainers	

No.	Questions	Response Options	Code
		☐ DON'T KNOW	88
1.16 (6a)	During this current fiscal year, how frequently has the ETC hosted or supported RP training activities?	☐ Once a month ☐ Once a term ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 88
1.17 (6a)	During this current fiscal year, how many RPs participated in RP training activities at this ETC?	NUMBER OF RPs ☐ DON'T KNOW	' 88
1.18 (5b)	During this fiscal year, has the ETC provided RP training on local language curriculum / reading instruction specifically? *If NO, skip to 1.20*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.19 (5b)	How many RPs participated in this training?	NUMBER OF RPs ☐ DON'T KNOW	' 88
1.20 (5b)	Do you have instructional materials and resources for training on local curriculum/language?	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
1.21 (6a)	During this current fiscal year, how frequently did you meet with HTs/RPs to determine training needs?	☐ More than once a month ☐ Once a month ☐ Once a term ☐ Once a year ☐ Less than once a year ☐ Don't Know/Refuse	1 2 3 4 5 88
1.22 (6a)	During this current fiscal year, how frequently have HTs/RPs met at the ETC for information sharing and peer-learning?	☐ More than once a month ☐ Once a month ☐ Once a term	1 2 3 4

No.	Questions	Response Options	Code
		☐ Once a year	5
		☐ Less than once a year	88
		☐ Don't Know/Refuse	
1.23 (5b)	During this past fiscal year, has the ETC conducted training on local language curriculum development?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88
1.24 (3b)	In the past two years, how frequently on average, has any one RP received a visit from an ETC specialist *If NEVER, skip to 1.26*	☐ Once a month	1
		☐ Once a term	2
		☐ Once a year	3
		☐ Less than once a year	4
		☐ Never	5
		☐ Don't Know/Refuse	88
1.25 (3b)	What is the purpose of the RC visit? *Select all that apply*	☐ Don't Know/Refuse	88
1.25a	☐ Monitoring and evaluation of the RC assignment		1
1.25b	☐ Technical support / backstopping to the RC		1
1.25c	☐ Training needs identification		1
1.25d	☐ Other		1
1.26 (6a)	In the last fiscal year, has the ETC ever conducted any research on best practices related to early grade reading/language instruction?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88
1.27 (5b)	In the last fiscal year, has the ETC ever conducted any research on local language curriculum development and implementation?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88
1.28 (3e)	In the last fiscal year, has the ETC ever conducted any research on Continuous Assessment System (CAS) implementation?	☐ YES	1
		☐ NO	0
		☐ DON'T KNOW	88

Section 2. Agree/Disagree Statements

Instructions.*In this section, please read aloud the statement <u>exactly how it is phrased</u>and ask the ETC Official to say whether he or she strongly agrees, agrees, is neutral, disagrees or strongly disagrees. Circle the response that is given.* In this section, I will make a statement. Please tell me whether you strongly agree, agree, disagree or strongly disagree with the statement. Please be as honest as possible. Do you have any questions? May we proceed?	

No.	Statements	Coding Categories	REF
2.1 (3b)	All RPs have already received adequate training to support early grade teachers in language/reading instruction	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.2 (3b)	All RC Roster Trainers have already received adequate training to train teachers in early grade reading/language	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.3 (6b)	The more experienced and qualified teachers should teach the grades above 3.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.4 (5b)	All children should learn how to read first in their mother tongue before learning to read or write in a second language.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.5 (6b)	Teachers from the local area are better suited to teach early grade reading because they can relate or communicate better to their students.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.6 (6b)	Permanent teachers in general are better teachers than locally-hired ones.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE	1 2 3 4

No.	Statements	Coding Categories	REF
		☐ DON'T KNOW/REFUSE	88
2.7 (3c)	I believe children who are doing well should get more attention because they have the potential to succeed.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.8 (5b)	Most parents would prefer their children to learn first in their mother tongue before using English or Nepali as the medium of instruction	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.9 (3b)	I have been adequately trained to provide coaching / instructional support to early grade reading	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.10 (3b)	School head teachers are able to provide effective supervision and support to early grade teachers in reading instruction	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.11 (6c)	The government provides sufficient funding for training and professional development opportunities for early grade teachers in reading	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.12 (4a)	RPs and DEOs have access to reading and instructional materials including teacher training materials, learning aides, learner books for language/reading instruction.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.13 (3b)	Most of my RPs are trained to help schools use locally developed materials in their reading instruction.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88

No.	Statements	Coding Categories	REF
2.14 (7b)	In five years' time I expect to still be at this ETC or another ETC.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.15 (5b)	The MOE provides adequate and timely technical/ financial assistance for local curriculum development	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.16 (5b)	The MOE provides adequate and timely technical assistance for local curriculum development	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.17 (5b)	I am satisfied with the quality and relevance of the local curriculum / local language books received from CDC.	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.18 (6c)	The ETC is best suited to provide master training to RPs/DEOs teacher trainers in the area of early grade reading/language instruction	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.19 (6c)	The ETC needs significant training and assistance to be able to provide master training for early grade reading instruction	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88
2.20 (6c)	The ETC needs significant training and assistance to be able to provide master training on instructional leadership for early grade language teaching	☐ STRONGLY DISAGREE ☐DISAGREE ☐ AGREE ☐ STRONGLY AGREE ☐ DON'T KNOW/REFUSE	1 2 3 4 88

Section 3.ETC Inventory Protocol

No.	Questions	Response Options	REF
3.1 (4a)	Does your ETC have a library facility and other resource materials available to RPs, Roster Trainers, HTs, DEO and other stakeholders? *If NO, skip to 3.3* *If YES, ask if you may see it and proceed to 3.2*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.2 (4a)	*Check the box if there are level-appropriate books for local language or early grade reading which are to be available to schools?*	☐	1 , 0
3.3	Does the ETC have internet access and computers? *If NO, skip to Section 3.6* *If YES, ask if you may see the computers and proceed to 3.4*	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.4	Is internet connected?	☐ YES ☐ NO ☐ DON'T KNOW	1 0 88
3.5	How many working computers are there?	☐☐☐☐ NUMBER OF COMPUTERS	
3.6	Does the ETC have the following equipment functioning (working properly)?	☐ Don't Know/Refuse	88
3.6a	☐ Photocopier / Xerox		1
3.6b	☐ Fax machine		1
3.6c	☐ Scanner		1
3.6d	☐ Printer		1
3.6e	☐ Lamination		1
3.6f	☐ Desktop / Laptop		1
3.6g	☐ Projector		1
3.6h	☐ Generator with fuel		1
3.6i	☐ Camera		1
3.6j	☐ Video Camera		

No.	Questions	Response Options	REF
3.7 (6a)	In terms of the training space, how many people can the ETC accommodate for training?	☐ Number of People	
3.8 (6a)	In terms of the ETC's residential facility, how many people can the ETC accommodate at any given time?	☐ Number of People	
3.9 (3b)	Does the ETC have any vehicles or motorbikes provided by the government to visit DEOs/RCs/Schools? *If NO, skip Section 4* *If YES, ask if you may see it and proceed to 3.15*	☐ Yes ☐ No ☐ Don't Know/Refuse	1 0 88
3.10 (3b)	How many working vehicles does the ETC have?	☐ Number Of Vehicles	

Section 4. Personal Information / Profile of the ETC

No.	Questions / Items		
4.1	What year were you born? _____		
4.2	Gender *(circle one)*: Male Female		
4.3	What is your highest <u>academic</u> or <u>professional</u> achievement (highest level completed by the Head Teacher)	☐ SLC or Equivalent..................... ☐ I.A./10+2 or Equivalent................... ☐ Bachelors or Equivalent...................... ☐ Masters or Equivalent.................... ☐ PhD or Equivalent ☐ Other................. ☐ Don't Know/Refuse	
4.4	What kinds of training have you received in the last two years?	☐ No training received ☐ Don't Know/Refuse	0 88
4.4a	☐ Educational Management Training (One Month)…………………………………………………………….		1
4.4b	☐ ToT Teachers Training (Ten Month)………………………………………………………………		1
4.4c	☐ Job Induction ……………………………………………………………..		1
4.4d	☐ Others..		1
4.5	How many years of teaching experience do you have?	 NUMBER OF YEARS	
4.6	How many years of school administration experience do you have?	 NUMBER OF YEARS	
4.7	How many years have you been serving as an ETC Senior Instructor?	 NUMBER OF YEARS	

Senior Instructor's Name: .... Seal:

Contact No.:

Senior Instructor's Signature:_____

Date:
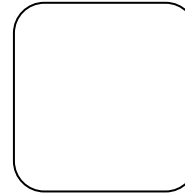
Attachment 3: Summary of Interview Findings with MOE and CLAs

3.1 Interview Questions for MOE and CLAs

CDC:

1. What is your vision for the early grade reading initiative?

2. What do you think are the key aspects of the early grade reading initiative?

3. What do you think your role will be with the upcoming early grade reading initiative?

4. What do you see as the key challenges specific to your organization in supporting of the early grade reading initiative?

5. Can you provide/draw an organizational chart (names of sub-departments and programs)? (How do they divide up the work)?

6. Existing scope and sequence

7. Teaching / pedagogic understanding/knowledge and practices

8. Process for materials development: who's involved, how do they decide layout, format, content, book type, etc.

9. Do they have available materials already, specifically for grade-appropriate reading materials

10. Attitude toward private sector publishers/ printing houses, etc

11. Relationship with pre-service teacher institutions (universities, colleges)- to what extent do they communicate curriculur requirements and best practice to the colleges?

12. Local language materials: what do they currently do (process, outputs, etc) and in what languages?

NECD:

1. What is your vision for the early grade reading initiative?

2. What do you think are the key aspects of the early grade reading initiative?

3. What do you think your role will be with the upcoming early grade reading initiative?

4. What do you see as the key challenges specific to your organization in supporting of the early grade reading initiative?

5. Can you provide/draw an organizational chart (names of sub-departments and programs)? (How do they divide up the work)?

6. Existing teacher training plans (in-service and pre-service?)

7. Teaching / pedagogic understanding/knowledge and practices

8. Process for developing training materials/programs and ToTs

9. What available (materials/workshops/curriculum/modules) are existing for reading instruction training specifically?

10. How effective do you see the existing TDP system and in what ways would you suggest to improve it.

11. Relationship with pre-service teacher institutions (universities, colleges)- to what extent do they communicate curriculur requirements and best practice to the colleges?

12. Local language curriculum training/materials workshops etc… what do you currently do and what languages do you support?

DOE

1. What is your vision for the early grade reading initiative?

2. What do you think are the key aspects of the early grade reading initiative?

3. What do you think your role will be with the upcoming early grade reading initiative?

4. What do you see as the key challenges specific to your organization in supporting of the early grade reading initiative?

5. Can you provide/draw an organizational chart (names of sub-departments and programs)? (How do they divide up the work)

6. Existing monitoring / information / data collection practices

7. Teaching / pedagogic understanding/knowledge and practices

8. Process for monitoring policy implementation (ie, new policies eg CAS, local curriuclum, etc)

9. What available materials/forms are used for teacher/RC/DEO appraisal/evaluation

10. How effective do you see the existing M&E systems and what ways would you suggest to improve it

11. Local language – what do you see the challenges for implementation and what would be the role of the DOE in monitoring/supporting?

NASA

1. What is your vision for the early grade reading initiative?

2. What do you think are the key aspects of the early grade reading initiative?

3. What do you think your role will be with the upcoming early grade reading initiative?

4. What do you see as the key challenges specific to your organization in supporting of the early grade reading initiative?

5. Can you provide/draw an organizational chart (names of sub-departments and programs)? (How do they divide up the work)?

6. Existing assessment plans – who, when and how?

7. Teaching / pedagogic understanding/knowledge and practices

8. Process for test development and test item analysis (validity/reliability)

9. How effective do you see the existing tests/assessments for measuring early grade reading and what ways would you suggest to improve ? If there are none existing, what or how would you suggest testing?

10. Local language testing and materials: existing practices? What would be the challenges for NASA.

Ministry of Education

1. What is your vision for the early grade reading initiative?

2. What do you think are the key aspects of the early grade reading initiative?

3. What do you think your role will be with the upcoming early grade reading initiative?

4. What do you see as the key challenges specific to your organization in supporting of the early grade reading initiative?

5. Can you provide/draw an organizational chart (names of sub-departments and programs)? (How do they divide up the work)?

3.2 Summary of Interviews

Interviews with Deputy Education Ministers of the following Departments in December 2013

- Ministry of Education
- Department of Education
- National Center for Educational Development (NCED)
- Curriculum Development Center (CDC)
- Education Resource Office (administering NASA).

Interviews were conducted to understand the (1) vision for the upcoming Early Grade Reading (EGR) Program, (2) perceived role in the EGR program, and (3) existing capacity in relation to the EGR program. Summaries of these areas are provided below according to the organizations.

Ministry of Education (MOE)

1. Vision for upcoming EGR Program:

Three core points were emphasized: quality, relevancy, and confidence building. Quality education is a priority for the MOE. Although great strides have been made in access, the focus of the EGR program will be on providing a quality education to all children. Relevancy is another core point. Education should be relevant to the everyday lives of the children, and skills that children learn in school should be applied outside of the school. Finally, education should build children's confidence in themselves as learners and communicators in order to become effective members of a democracy. In one official's words, "children are the catalyst for change."

According to the MOE, the core components of an EGR program are: emphasis on phonics, instructional design and materials development, teacher support, and parental and community-level involvement. Emphasis should be on activity-based learning, where students are engaged. The current educational landscape in Nepal is a lecture-based method. New materials should be developed in conjunction with resource teachers and classroom teachers to ensure ownership of the materials. Materials will be developed for year 1 in Nepali only, and then expand to selected local languages in years 2 and 3.

2. Perceived role of the MOE in the EGR program:

The MOE's role will consist of overall coordination of the Central Line Agencies (CLA). Pre-implementation, the MOE will develop and document the program design and roles that each CLA will play. The steering committee for the EGR program will be chaired by the MOE. During implementation, the MOE will coordinate and monitor the CLAs.

The MOE sees 6 challenges to the implementation of the EGR program.
1. Consensus building, within the MOE, among the CLAs, and among other ministry departments
2. Partnership building
3. Lack of expertise in reading skills, which is a new concept for the MOE. There will need to be capacity building both within the MOE as well as among the members of the CLAs.
4. How to integrate the EGR program in the existing education model that they are using.
5. In years 2 and 3, deciding which local language to choose and focus on.
6. How to build in remedial support for struggling learners

Department of Education (DOE)

1. Vision for upcoming EGR Program:
   The focus of the ERG program should be on enhancing the quality of learning in the early grades. The DOE Deputy Minister pointed out that there is ample research pointing to the import of early interventions for overall learning outcomes.

   The DOE Deputy Minister pointed to 5 key components for the EGR program:
   1. Strong planning. The policy must come first, with the program following behind.
   2. The curriculum, textbooks, and teacher training must be revised.
   3. Reading materials. The CDC should not develop these materials, but rather coordinate and manage the existing materials that are already developed by NGOs and INGOs (Save and Room to Read).
   4. The CDC, NCED, DOE, and MOE need capacity building in early grade reading. He emphasized that all people involved in the EGR program should understand early grade reading.
   5. The present structure of the school day does not allow for reading to be taught as a subject. The DOE Deputy Minister discussed how Room to Read has trained specialized teachers in reading that work at the libraries and have special skill sets. He mentioned that perhaps something similar could be done at schools, or that reading could occupy a distinct place in the school day. He again emphasized that the program should build off the best practices that have already been developed and tested by Room to Read, Save, and others.

   The issue of language is a complex one, according to The DOE Deputy Minister. He says that decisions about languages are still ongoing, and nothing has been solidified as of yet. His major concern in developing an EGR program in various local languages is the capacity of the CDC to do this. He says currently the CDC only translates materials, but this would not be adequate for an EGR program. There is difficulty in obtaining language experts for many of these languages to advise on the development of materials.

2. Perceived role of the DOE in the EGR program:

The DOE's role in the upcoming program will be to coordinate the actions of the CLAs. The DOE will be primarily responsible for the implementation of the EGR program. The DOE will be in charge of calling meetings, seeking assistance from technical experts, and facilitating coordination between the CLAs and the MOE.

According to The DOE Deputy Minister, there are some key challenges to this implementation.
   1. How to provide enough support to the school supervisors and resource personnel to ensure that the EGR program succeeds.
   2. How to build the capacity of the resource personnel.
   3. The development and procurement of graded materials. He feels that the CDC and NCED will need capacity building to do this. The DOE will need to be restructured so that they can provide this support.
   4. Benchmarks are needed for being able to evaluate and monitor. For example, how many words per minute should children be reading at the end of each grade?
   5. Some type of assessment system needs to be developed for teachers to monitor their students.

3. Existing Capacity in relation to the EGR program:

Currently, the DOE conducts monitoring at different levels. There are existing forms to fill out for teacher, school, and district-level evaluation, and these forms are submitted periodically to the DOE. Most problems identified from these forms are solved at local levels.

However, monitoring is decentralized and it is up to each individual section to monitor as they see fit. Due to this, he says that frequently things get overlooked, because "Everyone's duty is no one's duty". The DOE Deputy Minister feels that there is a need to have a central level recording system for all of the monitoring that is housed at the DOE.

National Center for Education Development (NCED)

1. Vision for upcoming EGR Program:

The interviewees from the NCED stressed quality education for the upcoming EGR program, in order to enhance children's reading skills and allow children to progress in higher education. They spoke of two core parts of a quality education: reading skills, and reading habits. For reading skills, such as vocabulary. fluency, phonics, and comprehension, they emphasized teacher training, and materials. For reading habits, they emphasized school libraries, mobile libraries, and reference materials for schools.

In addition, they spoke of "modern" and "traditional" instructional practices, where "modern" practices include project-based, cooperative learning, and critical-thinking skills. In their view, the EGR program needs to find a way to make the "modern" practices easier to implement for teachers in order to ensure that it is actually being implemented.

2. Perceived role of the NCED in the EGR program:

The role of the NCED would be teacher training, and materials development for teachers. Although the CDC will develop most of the materials, the NCED will develop training packages and other materials for classroom teachers. The interviewees also felt that the NCED should play the initial role in developing the materials for classroom use, as ultimately they will be responsible for the dissemination of the materials.

The key challenges for the NCED are:
1. Decisions about which languages will be emphasized, and where, particularly in regard to teacher training.
2. Which model to use for the teacher training- TPD? TOT model? Which level (RC, ETC?)
3. How to increase parental involvement in children's learning to read. It is vital, they felt, but not the responsibility of the NCED.

3. Existing Capacity in relation to the EGR program:

Currently, the NCED has trained almost 98% of permanent teachers through the TPD model, which emphasizes grassroots, need based-training. Each Educational Training Center (ETC) decides when, what, and how to train, with technical support (training packages) provided by the NCED. Each teacher is required to attend 30 days of training in 5 years. The training should focus on modern, not traditional approaches.

The interviewees felt that the TPD is only one small part of the process; system-wide training should occur, so that people at all levels receive training, not just teachers. They believe that the TPD system is 50% effective. Often teachers and RPs are reluctant to learn new strategies and change practices.

Currently, there are no training packages that are specifically focused on early grade reading. There are training packages for English and Nepali language, as well as 22 local languages for the primary grades. Reading is mentioned in these, but not a specific focus.

The NCED works with University professors occasionally as consultants for the training packages, but does not have any systematic relationship or coordination with Universities that offer pre-service training.

Center for Curriculum Development (CDC)

1. Vision for upcoming EGR Program:

The Deputy Minister from the CDC spoke of the need to develop a reading habit and culture among primary grade students. He emphasized that students should learn in a "free and liberated" way. Learning should be interactive and practical, and based on texts. The key aspects

of this initiative should be emphases on vocabulary, fluency, sentence structure, problem solving, and phonics.

To do this, better teachers and better materials are needed.

2. Perceived role of the CDC in the EGR program:

The CDC will have the largest role in the upcoming program, according to the CDC Deputy Minister. The role will include curriculum development, textbook and materials development, incorporation of pedagogic aspects of early grade reading into textbooks, and understanding the policy around the assessments that will accompany the program.

The key challenges will be:
1. Developing new materials that are very different from the current materials, because they are language based, not subject based (i.e. Nepali, or English, but not "reading").
2. The CDC does not have expertise in developing materials in subjects or in local languages
3. The current textbook system is centralized, but it should be decentralized.

3. Existing Capacity in relation to the EGR program:

The existing scope and sequence is based on a whole-language approach, and is not skills oriented, so in reality, there is no scope and sequence for early grade reading instruction.

The current curriculum is a genre-based curriculum.

The CDC currently has a six-step process for developing new materials. The layout, editing, and graphic design is done throughout the process.
1. A draft is developed by a group consisting of teachers, university professors, and curriculum experts from the CDC
2. Teachers pilot the draft.
3. A subject-specific committee (teachers, university professors, curriculum experts, subject-specific experts) reviews the drafts.
4. CDC conducts a horizontal alignment with other subjects for that class level.
5. A curriculum council is held. The council is headed by the Minister of Education, with participation from the heads of the other CLAs, University Professors, and subject experts.
6. The Government of Nepal approves the materials.

The CDC may work with private publishers and printers that are approved by them.

Currently, the CDC has 76 books available for the primary grades (1-5), although the exact nature of the books is unclear. 25 of them are appropriate for early grades. These materials are currently being developed in 23 languages. They are not translated, but rather undergo a similar process as mentioned above. The CDC does not have an existing scope and sequence for early grade reading.

Education Resource Office (ERO/NASA)

1. Vision for upcoming EGR Program:

The Deputy Minister of the ERO emphasized that capacity in reading needs to be built in the early grades. Although he said that he was not very familiar with the upcoming EGR program, he mentioned ICT literacy and parental involvement as key to the success of the program.

2. Perceived role of the ERO/NASA in the EGR program:

The exact role of NASA is not clear as of yet. NASA tends to conduct national level surveys that provide a picture of the entire nation, where the focus in on system-level improvement, not just student learning outcomes. It is not clear what role, if any, NASA will play in the EGR program.

NASA does not have existing capacity in early grade reading, so it will be difficult for NASA to monitor student progress in this area.

3. Existing Capacity in relation to the EGR program:

Currently, NASA conducts national assessments in grades 3, 5, and 8 in English, Nepali, and Math in about 5% of school nationwide, using a sampling approach. 60% of the questions are multiple-choice. They measure at 4 levels of learning, from simple knowledge recall to higher order application skills.

The process for item development is as follows:
   1. Collection of test items from classroom teachers, according to the national curriculum
   2. Workshop to review items with teachers and experts from university, CDC, and the NCED.
   3. A subject-specific committee reviews the items.
   4. Items are piloted for validity and reliability.
   5. If suitable parameters, items are added to a question bank.

NASA does not have any items that are suitable for testing early grade reading, nor do they have items that assess in local languages.

Attachment 4: Index Composition Tables and Analysis of Scores

A brief primer on how to interpret the tables and charts.

Each of the indices above is comprised of different items from the survey instruments. The table provides the response item that is counted as part of the index score. The first column refers to the serial number of the response item, and the second column provides a concise description of that response item.

The charts depicted below have two graphs. The first graph summarizes the number of schools that scored within a given range. According to **Figure 4.1** for example, six schools answer "yes" to 7 or 8 questions. The second graph (to the right) shows the number of schools in that range that answered "yes" to each specific item. So of the six schools that scored 7 to 8, all six maintain a record of student performance, but only three of them include this information in their student report cards.

These charts also reveal the more frequently observed or responded items versus the least frequently responded or observed items. This gives a real sense of the lower-order (low-effective) indicators and higher-order (more highly effective) indicators.

The lower chart on the right-hand side shows which items the lowest scoring schools are responding "yes" to. According to **Figure 4.1** the most frequently responded items are the stated mission of the school is "quality" and the purpose of Grade 2 is to ensure basic literacy and numeracy. These items are considered a lower order of school management practices. In comparison, a higher-order school management practice is to utilize community resources to promote EGR, and to produce school and student report cards that contain information on reading levels of the students. These items are less frequently observed, and mostly by those schools that have higher scores.

4.1: Summary of School Leadership and Management Index

|	Index 1. School Leadership and Management (RQ 1&2) from Head Teacher (HT) Instrument	
1.	HT 3.14 = 1	Record of student reading performance is up to date and available at the school
2.	HT 3.16 = 1	Student report card contains information on reading skills
3.	HT 3.18 = 1	School report card (or social audit equivalent) contains reading or literacy as an indicator
4.	HT 1.1 where response = 1	Number one mission of the school is to ensure quality education
5.	HT 1.2 where response = 1	Number one purpose of Grade 2 learning is to achieve basic language/numeracy skills
6.	HT 1.20 = 1	School works with PTA to raise funds for reading improvement programs
7.	HT 1.21 = 1	School engages the PTA or community in support of book drives / donations
8.	HT 1.18 = 1	School recruits volunteers from the community as teacher aides or literacy coaches
9.	HT 1.17 = 1	School uses literacy coaches or teacher assistants dedicated to literacy instruction/support
10.	HT 1.47 = 1	School offers reading promotion initiatives or programs

Figure 4.1:   Summary Analysis of School Leadership and Management Index
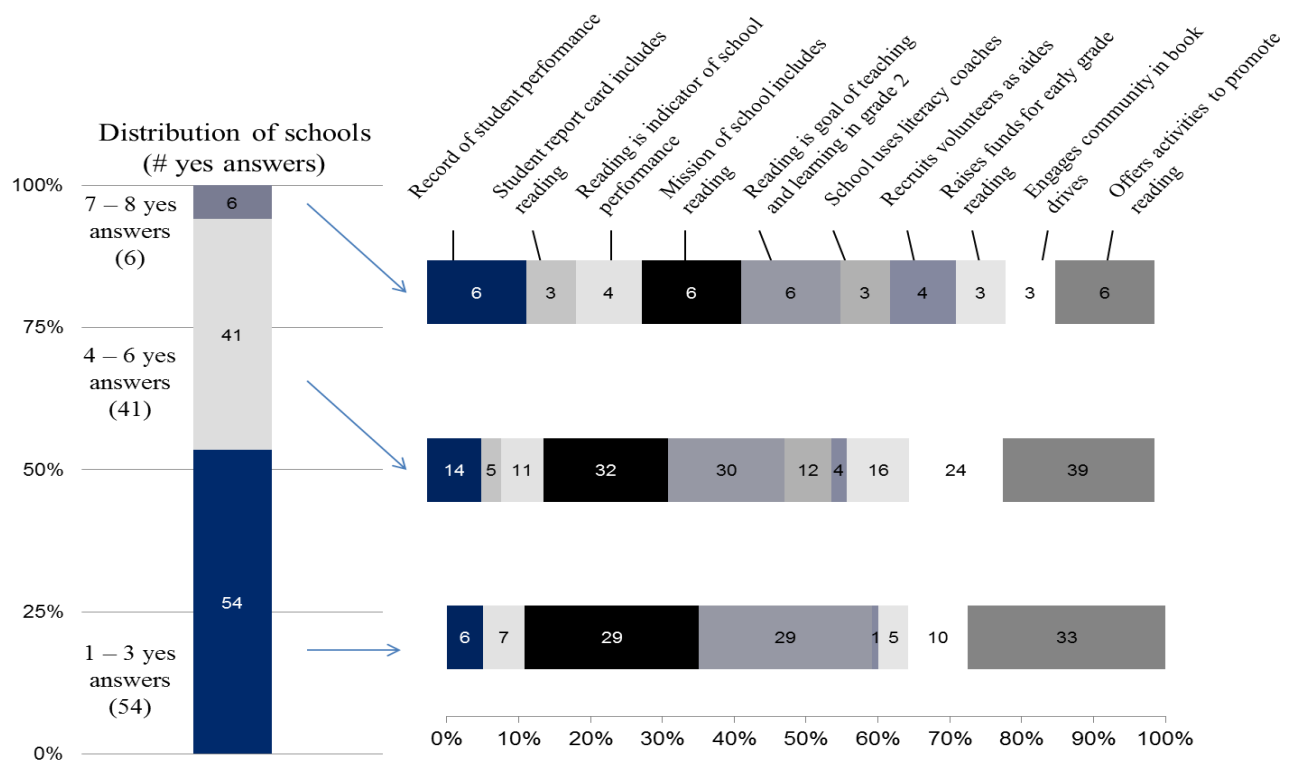
4.2 Summary of Reading Instructional Index

| Index 2. Reading Instructional Practices (RQ 3) from Teacher Observation (TO) and Teaching Interview (TI) Instruments	
1. TO_1.1 = 1	Phonics (letter sounds)
2. TO_1.2 = 1	Phonemic awareness
3. TO_2.3 = 1	Students read aloud
4. TO_2.4 = 1	Students read to themselves (silently)
5. TO_3.2 = 1	Students write answers to questions
6. TO_3.3 = 1	Students copy words / letters/ sentences from blackboard or book
7. TI_2.3.2 = 1	Teacher agrees more that sometimes it is better to let children express their thoughts
8. TI_2.4.1 = 1	Teacher agrees more that is better if pupils tell the teacher when they don't understand
9. TI_2.5.1 = 1	Teacher agrees more that children can interrupt t teacher if they have something to say

Figure 4.2:   Summary Analysis of Reading Instructional Index
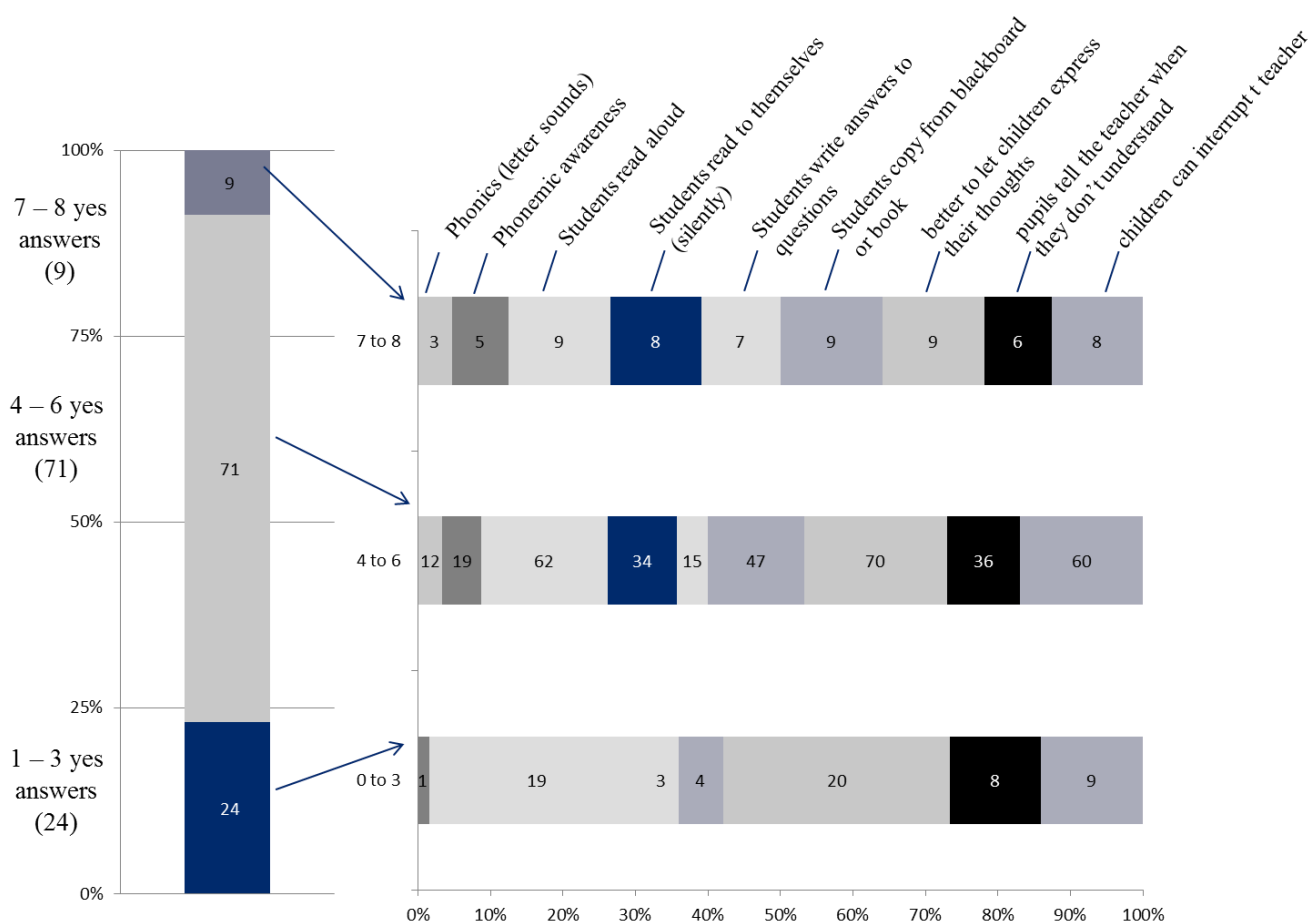
4.3 Summary of Child-Centered Instructional Index

|	Child-centered instructional practices (RQ 3) from Teacher Observation (TO) Instruments	
1.	TO_8.1 = 1	At least once, the teacher called on a child whose hand was not raised
2.	TO_8.2 = 1	The teacher called on all students in the classroom
3.	TO_8.3 = 1	The teacher called on boys and girls equally
4.	TO_8.4 = 1	Generally, most of the students primarily doing what the teacher asked
5.	TO_8.5 = 1	Generally, more than half of the children volunteered to answer questions
6.	TO_8.7.1 = 1	If the student responded incorrectly, teacher supplied correct answer
7.	TO_8.7.4 = 1	If the student responded incorrectly, teacher asked the student to try again / repeat the question
8.	TO_8.7.5 = 1	If the student responded incorrectly, teacher asked a clarifying question or broke down the task
9.	TO_8.10 = 1	Before the class ended, the teacher gave a homework assignment

Figure 4.3   Summary Analysis of Child-Centered Instructional Index
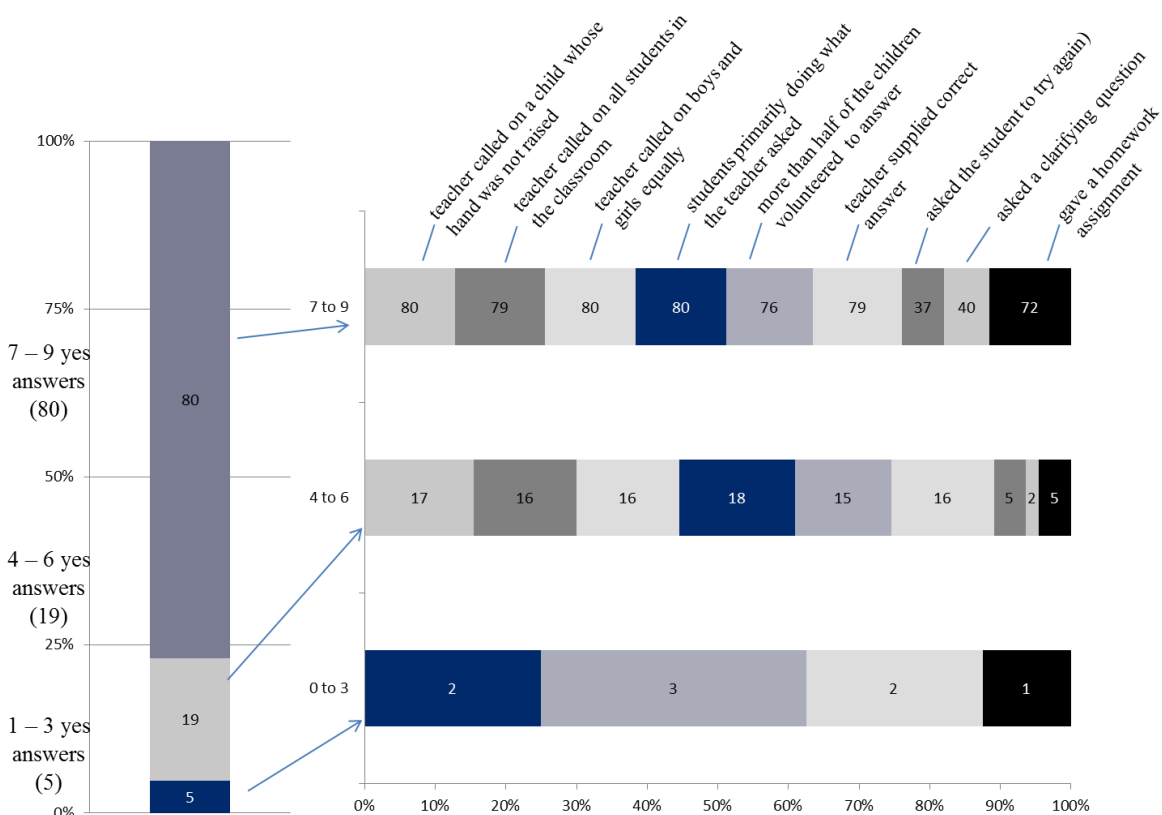
4.4 Summary of Remediation Practices Index

Remediation practices and priorities (RQ 3) from School Management Committee (SMC), Head Teacher (HT) and Teacher Interview (TI) Instruments	
1. HT_1.13 = 1	School offers remedial programs to learners falling behind
2. HT_2.10 (response of "1" or "2" only) = 1	HTs disagree that children who are doing well should get more attention
3. SMC_2.5 (response of "1" or "2" only) = 1	SMCs disagree that children who are doing well should get more attention
4. TI_2.15.2 = 1	Teachers agree more that students who are struggling to read should get the most attention
5. TI_1.56 (response of "2" only) = 1	Supplemental classes are offered to those students who are lagging behind
6. TI_1.31.1 = 1	Individualized remedial support outside the class is provided to those lagging behind
7. TI_1.31.2 = 1	Individualized remedial support inside the class is provided to those lagging behind
8. TI_1.31.3 = 1	Additional practice time inside the class is provided to those lagging behind
9. TI_1.31.6 = 1	Additional reading materials or assignments are provided to those lagging behind

Figure 4.4 Summary Analysis of Remediation Practices Index
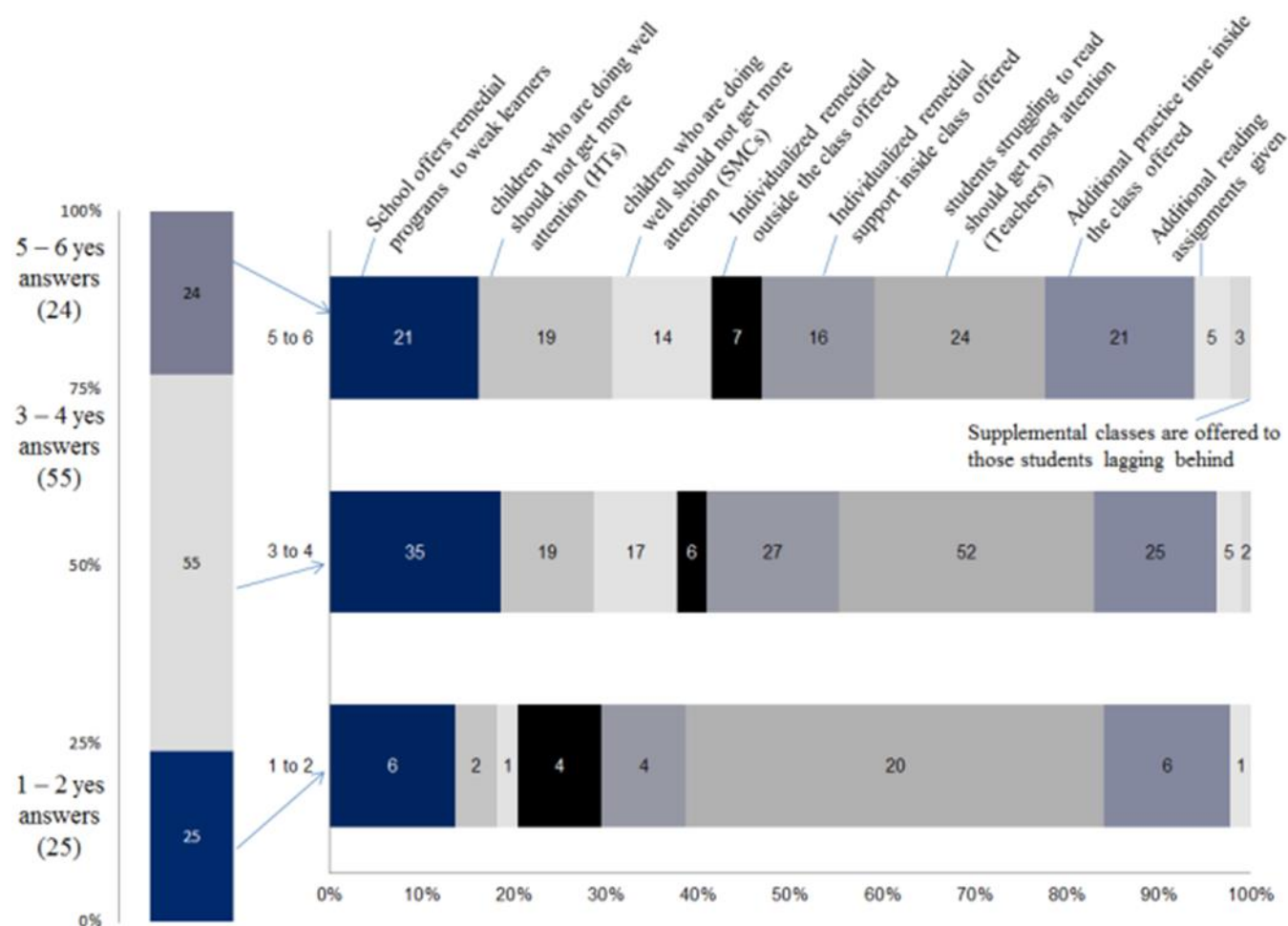
4.5 Summary of Teaching and Learning Materials Index

Availability of Teaching and Learning Resources (RQ 4) from Classroom Inventory (CI) and Head Teacher (HT) instruments	
1. CI_1.3 (response of "1" only) = 1	All or most students have a Nepali Language textbook
2. CI_1.4 (response of "1" only) = 1	All or most students have an English Language textbook
3. CI_1.6 (response of "1" only) = 1	All or most students have an exercise book for Nepali language
4. CI_1.7 (response of "1" only) = 1	All or most students have English language exercise book
5. CI_1.10.5 = 1	Teacher has reference book/teachers guide for Nepali
6. CI_1.10.6 = 1	Teacher has reference book/teachers guide for English
7. Combined score that includes: a. CI_1.5 (response of "1 or 2") = 1 b. CI_1.8 (response of "1 or 2") = 1 c. CI_1.10.7 = 1	Mother Tongue materials are available in the schools MT textbooks MT exercise books MT teacher guide
8. HT_3.10 = 1 (missing = 0)	School has library with elementary-level appropriate materials
9. CI_1.13 = 1	Classroom has book corner or tin-trunk library

Figure 4.5   Summary Analysis of Teaching and Learning Materials Index