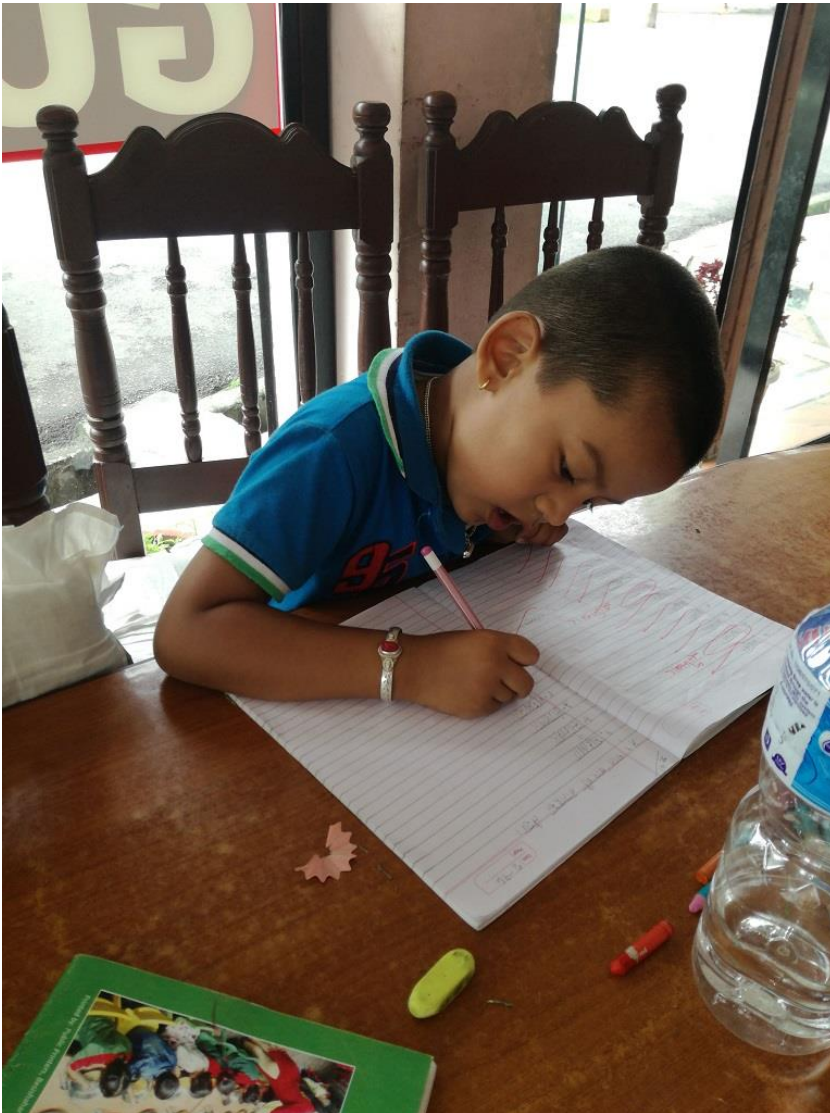




USAID
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FINAL PERFORMANCE REPORT

July 2016 – August 2017



Social and Behavior
Change Communication
Campaign, Public
Relations and Advocacy
Campaign

Submitted to RTI International
By Digital Broadcast Initiative, Equal
Access
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ABBREVIATIONS

EGRP	Early Grade Reading Program
NEGRP	National Early Grade Reading Program
FNJ	Federation of Nepali Journalists
EA	Digital Broadcast Initiative, Equal Access
USAID	United States Agency for International Development
EGRA	Early Grade Reading Assessment
DoE	Department of Education
DEO	District Education Office
MoE	Ministry of Education
SSRP	School Sector Reform Plan
SBCC	Social Behavior Change Communication
DCT/DCC	District Core Team/District Core Committee

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1. INTRODUCTION

1.1 Program Overview

Grant Number	0214446.001-G-2016-001-000
Grant Activity Title	Social and Behavior Change Communication Campaign, Public Relations and Advocacy
Grantee	Digital Broadcast Initiative, Equal Access
USAID Contract No.	AID-367-TO-15-00002
Project Title	USAID's Early Grade Reading Program
Period of Grant	July 1, 2016 – August 31, 2017

1.2 Background

Nepal's first nationwide Early Grade Reading Assessment (EGRA) conducted by USAID in 2014 revealed that a 37% of second grade students and 19% of third grade students were not able to read a single word in the test correctly. This was a significant setback in Nepali education and in response the Ministry of Education implemented the National Early Grade Reading Program (NEGRP) in community schools across the country. NEGRP aims to improve the reading standards of our children by improving school curriculum, training teachers in good early grade reading practices, providing quality reading material to the students and finally, encouraging and increasing parents and community support. The setback was acutely observed in children from ethnic minority communities whose mother tongue was not Nepali.

The Early Grade Reading Program (EGRP) is a five-year project (2015 – 2020) funded by the United States Agency for International Development/Nepal (USAID/Nepal) to assist the government of Nepal's Ministry of Education (MoE) to improve the reading skills of all Nepali school students in grades one through three. It primarily supports NEGRP that began in July 2014 as part of the School Sector Reform Plan (SSRP).

One of the core goals of the National Early Grade Reading Program is for children in grades one through three to be reading fluently and comprehend what they read by grade three. To reach this goal the Early Grade Reading Program is being conducted in 16 target districts among public primary students in grades one through three.

Early grade reading focuses on reading correctly with comprehension and expressing what you have read correctly, verbally or in writing. It is important because studies have shown that children who can read well by grade three have higher chances of successfully completing SLC, and consequently finding better jobs and financial stability.

1.3 Program Summary

The Early Grade Reading Program is focused on three major components:

1. Improve early grade reading instruction by improving instruction by making appropriate instructional materials more available to teachers of grades one through three as well as providing teachers with training and mentoring;
2. Improve education service delivery by using analytical systems related to early grade reading, effecting policy, setting standards and benchmarks for early grade reading, and improving planning, financial, and human resource management for educators;
3. Increase family and community support for early grade reading through advocacy and public awareness at the national and community-levels and strengthen community support through libraries, after school activities, such as reading clubs.

The final component of increasing family and community support through advocacy and public awareness is the focus of this particular grant. To this end, a Social and Behavior Change Communication (SBCC) Campaign, Advocacy and Public Relation project was implemented by Digital Broadcast Initiative, Equal Access (EA) with support of RTI International as part of the USAID funded Early Grade Reading Program (EGRP).

In a nutshell, the campaign comprised of production and broadcast of radio programs and Public Service Announcements (PSAs) along with a series of media orientation at the national and local levels. These SBCC activities were focused on the cohort I districts of Bhaktapur, Kaski, Saptari, Banke, Kanchanpur and Manang supported by a nationwide emphasis as well.

1.4 Project Highlights

This project report is submitted by Digital Broadcast Initiative, Equal Access (EA) to Early Grade Reading Program (EGRP) and RTI for the period between July, 2016 and August, 2017.

The highlights during the reporting period are as follows:

- Radio program and PSAs produced in **4 languages** (Nepali, Avadhi, Maithali and Rana Tharu)
- Nationwide content broadcast via **14 FMs**; Two national and 12 Local FMs for five months
- **182,742 times PSAs** aired in total
- **2,111 times radio episodes** aired in total
*(*for breakdown of PSAs & radio program broadcast, refer summary in Annex II)*
- **7 media orientation workshops** conducted – one at national level and six at the district level.
- **193 participants** oriented in EGRP including **94 journalists** at national and local levels.
- **77 news coverage** across print, broadcast and online media.

- Over **8,468 digital impressions** including social media and web downloads/streaming
- **90%** of participating **journalists endorsed media support** for N/EGRP (Refer M&E annex)
- **56,573 SMSes** sent out to parents, teachers and other local stakeholders in cohort I districts promoting the radio program
- **3,473 IVR calls** made; over **12,000 minutes** of radio program consumed through IVR.

2. EXPECTED OUTCOME

- Overarching theme for communication campaign, including branding and tagline
- Scripts for two 60 second PSAs that can be edited to 30 seconds
- Two 60 second PSAs produced and edited to 30 second versions, based on final scripts approved by EGRP and the Department of Education
- Outline and scripts of four 15-minute radio programs
- Four episodes of 15-minute radio program based on the final scripts approved by EGRP and the DoE
- Scripts and audio files of the PSAs and radio programs to be adapted to three identified regional languages, namely *Avadhi*, *Maithali* and *Rana Tharu*
- National level advocacy and public relations campaign

3. SUMMARY OF ACCOMPLISHMENTS

The grant agreement with EA began on July 1, 2016 with an initial completion date of March 31, 2017; this was later extended to August 31, 2017 to add scope of raising awareness of early grade reading through media planning and radio broadcast.

The implementation of activities were slow in the beginning due to delay in feedback and approvals for materials related to the media information kit and radio scripts. Although the setup for national media orientation was ready, the session had to be postponed, first to have it conducted after the first round of EGRP PNGO training in December and then due to the availability of Director General of DoE who was meant to lead the media orientation session. The national media orientation was followed by six district media orientation sessions in the upcoming months, the timeline for which were inconsistent as discussed in the CHALLENGES and OPPORTUNITIES section below (page 34).

This section provides an overview of the activities conducted in the project period.

3.1 Campaign Theme

The EA team attended a startup orientation session at EGRP office at Lazimpat on July 11, 2016. The session focused on project's administrative procedures, compliances and programmatic scopes of the entire EGRP project. The orientation helped EAN team become clear and focused on the scope of SBCC Campaign, Advocacy and Public Relation project. EGRP team also provided EAN team with resource materials such as Qualitative Research for Early Grade Reading Program in Nepal, implementation plan, background paper, key messages, prospective timeline, etc. Two meetings were held in July (13 and 26) to share and discuss the implementation timelines as well as brainstorming on ideas related to the mass media material.

Through a series of additional meetings, an overarching theme for the campaign was developed in association with the EGRP SBCC team. The theme was crystallized to advocating the importance of early grade reading for the student's future and the role of parents, teachers and the community at large. Dr. Sushan Acharya's research, documented interviews of parents and teachers conducted by EGRP and other related documents were used to help shape the theme. Out of these discussion emerged a clear concept on how the two main components of these campaign were going to be conducted, the components being mass media (radio) and advocacy.

Initial research had found that radio was a very strong medium to disseminate information to the stakeholders of early grade reading, especially at the local levels. Previously, the Distance Learning and Open Education (*Door Shikshya*) had launched a 15-minute radio program. For this mass media campaign, EGRP and EA were going to work closely with this department to shape the mass media material. The expected outcome included promoting engagement of parents in their children's reading, develop and out-of-school reading culture, provide guidance about what can be done at home and in the community to foster early grade reading and finally bridge the gap between parents and teachers.

The key activity planned under advocacy were a series of orientation sessions with media and stakeholders in the form of the district core team (DCT: included members of the District Education Office, local stakeholders). The focus would be on getting the media to recognize the utility of the NEGRP and EGRP, and for them to be sufficiently oriented so they would continue providing ample media coverage for N/EGRP activities at both the local and national level.

3.2 Mass Media: Radio Program and PSAs

The primary audience for the radio intervention would be parents and teachers of early grade children with a secondary emphasis on other family members, neighbors, the school management, community leaders and government stakeholders at local and national levels.

Two 60-second PSAs were to be designed – one each targeted at parents and teachers. They were to be then adapted into 30-second versions and into three different local languages (as part of the focus on parents of children from ethnic minority communities).

The radio program component included four episodes of 15 minutes each. Each episode in turn included three segments of five minutes each. These segments were planned as follows.

3.2.1 Tips for Teachers

This segment carried an interview with an expert on early grade reading. Each episode focused on a particular topic related to early grade reading. The interviewee explained concepts and simple exercises that teachers could conduct in their classrooms. The experts and the content of the segment were identified in consultation with the Department of Education and its line agencies.



Deputy Director of National Centre for Education Development Mr. Punya Prasad Ghimire speaking to radio program host Maya Giri on the importance of print-rich environment for Early Grade Reading (April 20, 2017, Equal Access Studio).

3.2.2. Radio Drama

An episodic drama with the message that parents, teachers and student need to work in partnership to achieve successful early grade reading and comprehension through the life of several families and their community. Through day- to- day incidents and storylines the drama intended to show different practices that families could adapt to help their children read, help parents engage with other students' parents and their children's teacher, and families' participate in community reading activities. Practices such as 10 minutes a day for reading, creating a quiet place for a child to read, attending PTA meetings, and establishing reading corners could be detailed in the drama as well as addressing barriers that prevent school attendance, learning to read, and parents' involvement.



Recording the radio program in Avadhi language at EA studio; the recording sessions were handful, with at least 12 voice actors including children involved in the drama.

3.2.3 Guest Reader

To engage with the aspirations of parents, who despite their weak backgrounds desired their children to have good education, this segment was based on interviews with community and national role models, recognizable personalities who would discuss their childhood reading experiences, the importance of reading and other related information. The guests would then go on to read a short book or an excerpt from the DoE's approved texts in an entertaining style, implying messages of loud, clear reading. An initial list of guest readers was submitted to EGRP and DoE by EA, and the names of four guests were finalized with a few extra options in case of unavailability. The final guest readers in the segments were Dr. Rambaran Yadav (Nepal's first President), Ms. Pushpa Basnet (social worker CNN Super Hero), Mr. Rajesh Hamal (Popular Nepali film actor) and Ani Choying Drolma (internationally acclaimed singer).



Ani Choying Drolma reading an early grade book to inspire listeners to encourage their children and students to read

3.2.4 Public Service Announcements (PSAs)

Two PSAs of 60 seconds each were designed and recorded, one targeted at parents of early graders and the other targeted at teachers of early graders. The parents-targeted PSA involved two children returning from school and discussing how reading is fun and how both their parents encourage them to read at home. The teachers-targeted PSA was set in a bank where a teacher happens upon one of his student who works there, and who thanks him for encouraging her to read well in her early grades. Both PSAs ended with an announcement reinforcing key SBCC messages. They were adapted into 30-second versions as well. Both the 60 and 30 second Nepali versions were subsequently adapted into the three local languages.

The creative briefs were designed based on initial research and discussions between EGRP, EA and external SBCC consultants. All script were based on the briefs and the scriptwriter was also provided additional assistance in form of other documents and multiple two-way discussions with EA and EGRP teams. The scripts were first finalized in Nepali and then translated into English. These scripts were then send for feedback to the EGRP team and the DoE. After final approval, the scripts were translated into the three local languages. Here again, the vernacular scriptwriters were given ample data and context so that the translation was in keeping with the spirit of the original ideas. These scripts were also then sent for approval to EGRP. The scriptwriters were selected in consultation with the EGRP SBCC team.



Nepali movie star Rajesh Hamal as a guest reader on the EGRP radio program

In August, eight different versions of the PSA scripts were designed and submitted to the EGRP team. The scripts were conceived in Nepali and translated into English. In addition, a detailed synopsis of the four-episode radio drama was also designed with characters, plotlines and key SBCC message insertions. The other two segment ideas were also discussed in detail. After multiple feedback sessions with the EGRP team, the scripts were finalized and then sent to the DoE for feedback and approval. To be on the same page with the DoE on their expectations from the mass media material, the EA team along with the scriptwriter had sit-downs with the concerned government officials. The EGRP team were constantly on hand to facilitate these sessions. Ideation was also on for the names of the radio program and individual segments that would be simple, crisp and resonate with the focused audiences.

In November (after the holidays for the *Dashain* festivals), the scripts were finally approved by the DoE, which finally opened the floodgates for the production activities. It began with the immediate recording of scratch versions of the PSAs. The radio drama scripts were also awaiting approval. In the same month, the EA team also recorded two episodes of the Guest Reader segment with Ms. Basnet and Dr. Yadav.



Former President of Nepal Dr. Ram Baran Yadav reading a book for the Guest Reader Segment

Two recording sessions were conducted at the end of November and early December. All four episodes of the radio drama were recorded at the EA studio and re-recording was also conducted for the PSAs. An extra recording session was also conducted for the first episode of Tips for Teachers after final approval of script from EGRP and a guest confirmation by the related DoE agency.

As the Nepali versions of the radio content were being sent back and forth for feedback and re-recording, work got underway for translation of the scripts to the three local languages. On February 7, the national media orientation session was held in Kathmandu, followed by a district session in Bhaktapur a week later. Radio content were played at these sessions and received positive feedback.

In keeping with the plan to begin airing radio content from April 1 onward, all radio content were finalized and approved. With the local language versions due to air from June onwards, the recording sessions were planned. Avadhi and Maithali recording sessions were planned in EA studio in Kathmandu, but the Rana Tharu version had to be planned in Dhangadi in West Nepal due to the unavailability of voice actors in Kathmandu. In April, all local language versions were recorded, including a very vibrant recording session in Dhangadi, which was overseen by a radio producer from EA who had travelled to the Far West precisely for this session.

In the following weeks, a final episodes of the Tips for Teachers and Guest Reader segments were also recorded. For the vernacular versions, the PSAs and the radio drama were recorded in one go. However, due to the episodic nature of recording of the other two segments, the vernacular versions were recorded only after recording and approval of the final Nepali versions.

3.3 Public Relations and Advocacy

As per the implementation plan, the initial period was allocated to distilling policy messages and key talking points of EGRP. Related documents were also utilized to work on the background for EGRP and other material that could be eventually used in the media information kit.

An extensive list of spokespersons were created at both the national and district level. This list was created in keeping with the focus of localization and inclusive (professional and communal inclusivity, people from varied professional backgrounds and ethnicities). Local contacts were consulted to create this list. However, the idea was dropped due to budgetary and logistical constraints. To select a spokesperson, seek DoE approval and train, orient and ready the spokesperson within a fixed period of time would be a difficult task. EAN also considered the value a spokesperson would bring compared to the task of finding and preparing one, and concluded that another option would be more viable. Instead of the spokesperson, EAN suggests the use of a panel comprising of technical experts from DoE and EGRP/USAID to address and interact with the media at the workshop.

Simultaneously, EA also developed a comprehensive list of media contacts at the national and district levels. The initial months were focused on engaging the journalists in these lists. To this end, media houses and journalists were identified and categorized according to their influence, beat (education, features) and interests. EA maintained communication with the journalists to understand their concerns about education in Nepal and media's coverage of related issues in addition to early grade reading and the N/EGRP, in addition to ways in which EGRP could merit ample attention from the media. The initial round of contacts were made with journalists in Kathmandu and in the focused districts over the phone. The feedback and inputs provided by them were taken into account when designing the concept note for the media orientation sessions.

3.3.1 Media Orientation

As part of the public advocacy strategy, Equal Access and EGRP SBCC team conducted seven media orientation workshops, one at the national level and six in each of the cohort I districts. The aim was to orient the journalists on early grade reading concepts, and the scope and activities of the national program as well as EGRP. All the events were carried out in close coordination with the DoE and DEOs along with the EGRP regional staff.



Director General of Department of Education Mr. Babu Ram Poudel addressing participants at the national media orientation in Kathmandu

A concept note for the media orientation session was also designed in consultation with the EGRP SBCC team. The sessions were designed as half-day workshops to be organized by EA with support from EGRP. The primary objective of the workshop was to orient the media on the concept and significance of EGR, the scope of N/EGRP and key SBCC messages related to the topic for mass dissemination. The expected output of these sessions was an understanding of EGR, its significance and EGRP's role in supporting the government's implementation and sustenance of NEGRP. Through these considerations, the workshop expected that the media would provide due coverage to related activities and stories at national and district-levels.

In order to extract maximum support and involvement of the government officials at both national and district levels, EA and EGRP SBCC team agreed to have the government officials lead the media orientation sessions. The government's ownership of these activities were very important as one of the major roles of EGRP is to support the government's program.

The final list of invitee journalists were finalized with the approval of the DoE or the DEO. In addition, other participants included EGRP and USAID technical staff, DoE and DEO officials and the DCT in the district level sessions. Participating journalists were selected on the basis of their audience, their interest in education, adequately represented print, TV, radio and online media. The participants were informed about the event by the DoE/DEO officials and follow up calls and SMSes were made by EA to ensure maximum participation.

The workshop comprised of presentations on NEGRP and EGRP, their scope and activities in the districts and an exposition of the mass media and media kit to the participants. These presentations were followed by the Q&A session with the presenting panel which usually included the District Education Officer, the local NEGRP focal person, regional EGRP manager and field coordinator. A media information packet was provided to all attendees with detailed information on all aspects of EGRP. A follow up call was placed to the participating journalists to know if they were seeking more information on the sessions.

3.3.2 National Media Orientation (February 6, 2017 in Kathmandu)

Participants: 28 journalists, 6 government officials, 9 EGRP staff members, 6 Equal Access staff members.

Press coverage: 17 (Print=6, TV=4, Radio=5, Online=2)

The orientation was led by Director General of DoE Mr. Babu Ram Poudel and DoE Deputy Director and NEGRP Focal Person Mr. Bishnu Adhikari. CNN Superhero and social worker Ms. Pushpa Basnet and veteran teacher Mr. Dhananjaya Sharma were present as special guests. EGRP Chief of Party Mr. Edward Graybill, IR3 Team Leader Mr. Anil Neupane, M&E Team Leader Mr. Tarun Adhikari, Ms. Sumi Devkota, Ms. Sangeeta Lama and Mr. Prabodh Acharya represented the EGRP team.



Social worker and CNN Hero Ms. Pushpa Basnet speaking to the press about the importance of early grade reading

In consultation with the EGRP SBCC team, the national media orientation was conducted on Feb 6, 2017. This was after multiple postponement due to factors like dates clashing with other EGRP programs (December workshop for PNGOs), availability of the Director General of the DoE, and delay in approval for the media info kit by DoE and USAID among others. In preparation for the event, EA made adjustments to the initial plan in order to accommodate the additional costs of providing transport reimbursement and flash drives with audio/info kit to all participants. The budget readjustments were made in consultation with the EGRP SBCC team and EGRP Grants team ensuring that the overall expenditure did not exceed the original total amount in the budget.



DoE Deputy Director and NEGRP focal person Mr. Bishnu Adhikari



EGRP CoP Mr. Edward Graybill at the national media orientation

The event itself was a big success with 26 journalists in attendance along with the Director of DoE, CoP of EGRP and honored guests, prominent educationist Dhanajaya Sharma and social worker Pushpa Basnet. The subsequent media coverage was satisfactory and the team went back to focus on the challenges and learning from this workshop in order to avoid similar pitfalls in the district media workshops. The main focus was on getting the media to provide meaningful coverage based on the EGRP's key SBCC messages instead of just plain event reporting. To this end, the team planned to compile readymade key messages along with the media info kit, using the moderator to reiterate the messages to the attendees, pre-event meeting with the presenters to focus on key messages etc.



Journalists in Kathmandu interacting with the orientation panel



EGRP peer guide, media kit and early grade reading material on display at a workshop

3.3.3 District Media Orientations

Table 1: Summary of Orientation Sessions in EGRP Cohort I districts

District / Date	Participants	Coverage	Remarks
Bhaktapur / February 14, 2017	10 journalists, 7 District Education Office (DEO) and District Core Committee (DCC) members, 5 EGRP and 5 Equal Access staff members	15 (Print & Online=14, Broadcast=1)	Led by DoE Deputy Director and EGRP Focal Person Mr. Bishnu Adhikari and supported by District Education Officer Mr. Arjun Bahadur Rayamajhi, members of the EGRP DCC were also invited to participate.
Kaski / March 10, 2017	12 journalists, 3 DCC members, 3 EGRP and 3 Equal Access staff	10 (Print=4, Broadcast=6)	In attendance was District Education Officer & NEGRP Focal Person Mr. Dipendra Dhakal, members of the EGRP District Core Committee and journalists.
Saptari / April 18, 2017	11 journalists, 4 DCC members, 3 EGRP and 2 Equal Access staff	10 (Print/Online=6, Broadcast Radio=4)	: District Education Officer Mr. Dolraj Pandey led the proceedings with members of the EGRP District Core Committee and journalists

Banke / June 2, 2017	11 journalists, 7 DCC members, 6 EGRP and 2 Equal Access staff	10 (Print/Online=6, Broadcast=4)	District Education Officer Representative Mr. Gorakh Bdr Thapa and members of the EGRP District Core Committee participated with the journalists.
Kanchanpur / June 5, 2017	15 journalists, 7 DCC members, 6 EGRP and 3 Equal Access staff	12 (Print/Online=4, Broadcast TV and Radio=8)	In attendance were District Education Officer Mr. Amar Bhatta and NEGRP focal person Deepal Raj Kalauni who led the presentations.
Manang / July 2, 2017	8 journalists, 9 DCC members, 2 EGRP and 3 Equal Access staff		In attendance were District Education Officer Mr. Ramakanta Sharma and presenter NEGRP focal person Khularam Gautam along with members of the EGRP District Core Committee.



Banke DEO Representative Gorakh Bdr Thapa making a point to the journalists. Every such district media orientation is conducted in close coordination with the District Education Office.

Following that, district media orientation workshops were held at Bhaktapur, Kaski, Saptari, Banke, Kanchanpur and Manang respectively. Although the initial plan was to conduct the sessions in quick succession, there were plenty of logistical obstacles along the way. Political unrest in Terai districts (Saptari, Banke and Kanchanpur), the announcements and execution of local elections nationwide, the availability of the DEO officials for the event and remoteness of certain districts (Manang) were some of the obstacles. Eventually, with assistance from the supportive regional EGRP teams and the commitment of the DEOs, the sessions were conducted peacefully and effectively.



Clockwise from top: Saptari District Education Officer addressing members of the media. A local education reporter puts across a question for the panel. Press coverage in the local media.

In consultation with EGRP regional teams, who coordinated with the DEO, dates and venues for the sessions were fixed. The workshop agenda and the presentations were shared with the presenters in advance so that they would be well prepared. Media invites were sent by the DEOs over mail or telephone and follow up calls and texts were made by EA. From the Kaski session onwards, the EA and EGRP team had a prep meeting a day prior to the workshop with all presenters, discussing the best way to effectively reach out to the media. With each subsequent workshops, lessons from the preceding sessions were used to make the following sessions more effective. The team noted challenges and learnings and applied the solutions to future events. For example, after the first two workshops, emphasis was made on suggesting journalists to change the coverage from events-based to issue-based for the following workshops.



EGRP Regional Field Coordinator (Far West) Ms. Pratibha Chaudhary making a presentation on social mobilization activities in Kanchanpur. The EGRP regional teams were heavily involved in the media orientation workshops – from coordinating with the DEO’s office to streamlining the media list to logistical support.

The Civil Society Training was initially planned as an activity to be led by Equal Access. However, it was later decided that this activity, if conducted, would be led by EGRP and only supported by EA through one staff. Therefore, the budget for travel for one EA staff was included in the budget. As per the information from EGRP SBCC team, this activity would not be conducted in the first phase of the SBCC campaign; hence this budget line item was not burnt. Instead a portion of the budget was used to enhance the district media workshop through distribution of pen drives and taxi claim to participants in order to ensure maximum participants.

For compilation of workshop reports of district and national media orientations, see Annex V.

3.3.4 Media Orientation Cost Benefit Analysis

For all media orientation sessions, cost-benefit analyses was conducted. Each press coverage was categorized as per the medium i.e. print, radio, TV and online. Prevailing rates were enquired from the respective media houses. For online, the in-page rate of Setopati.com was taken as standard NRs. 0.121 per pixel. For lesser known websites, the rate was 10 times lesser at NRs. 0.0121 per pixel. The total worth of free media was then compared to the costs of the orientation workshops. As per the table below, the difference in the cost of workshop and cost of free media amounts to NRs. 1,023,534.76 (USD 9,937.23).

Table 2: Cost Benefit Analysis of Media Orientation Workshops			
S. No.	Location	Total Worth of Free Media	Cost of Workshop
1	Kathmandu	661,765.53	
2	Bhaktapur	476,162.54	
3	Kaski	123,320.00	
4	Saptari	113,470.73	
5	Banke	65,609.00	
6	Kanchanpur	140,952.00	
7	Manang	21,546.00	
	TOTAL (NRs.)	1,602,825.80	579,291.04

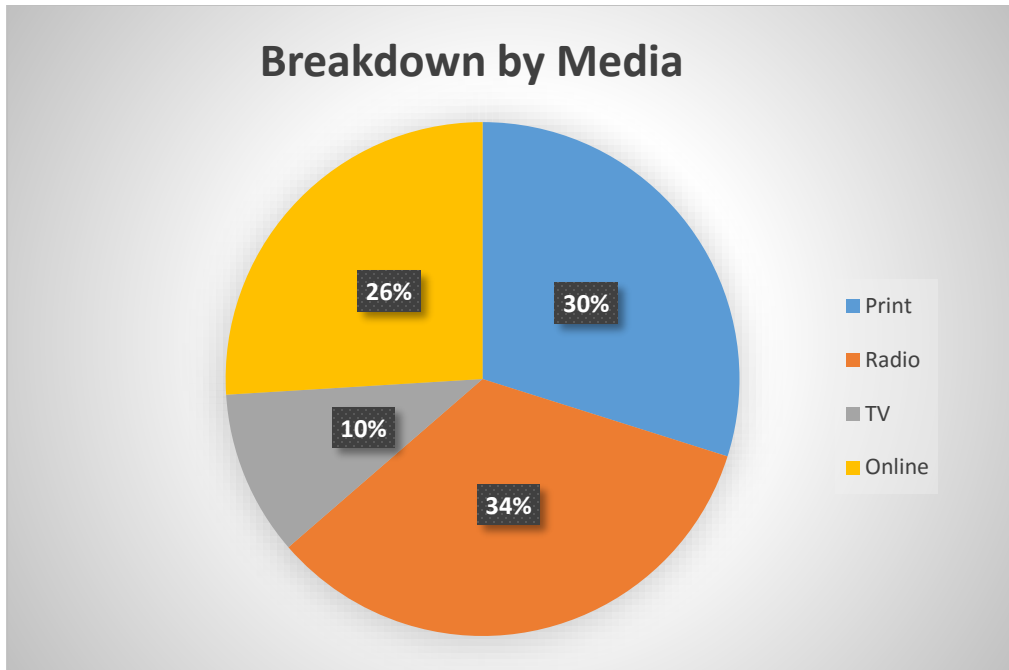


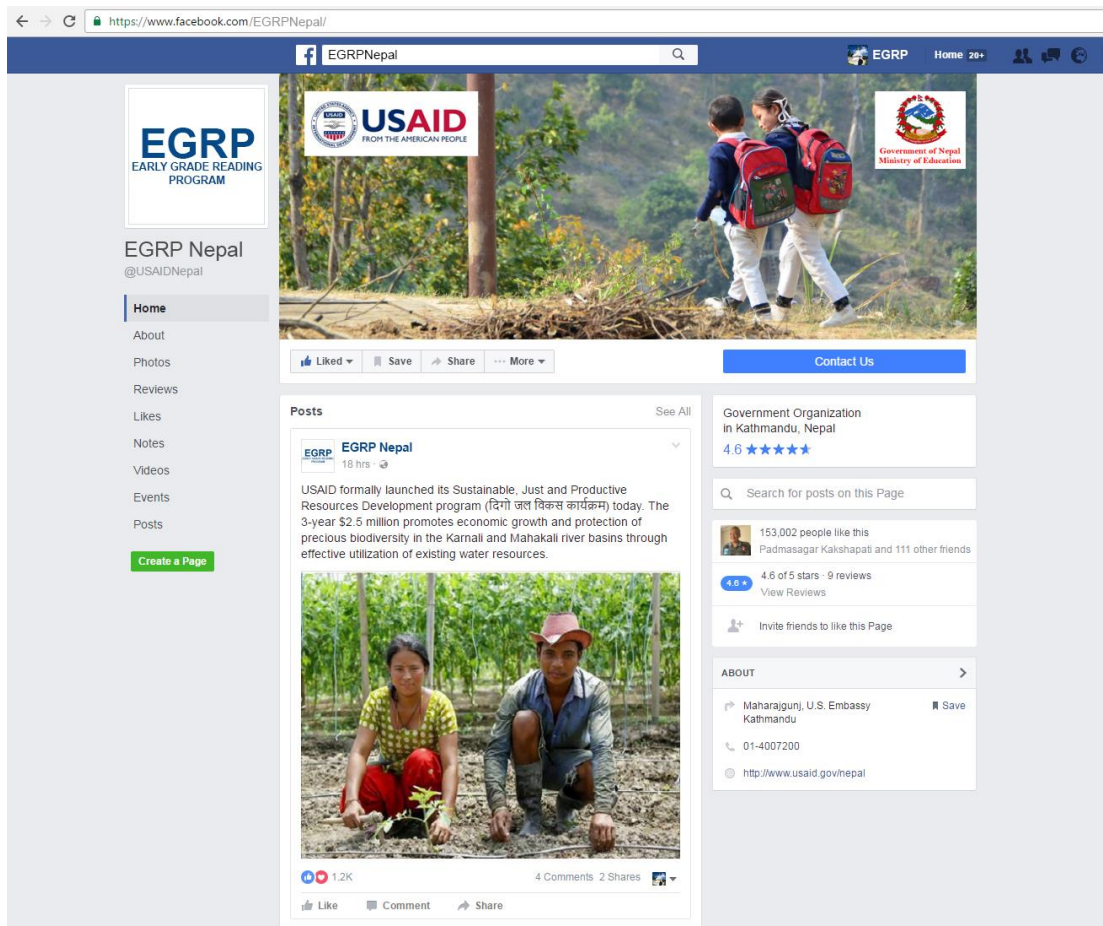
Figure 1: Graph showing the overall press coverage breakdown by the kind of media.

For a summary of media coverage analysis and cost-benefit reports, see Annex I.

3.3.5 Digital Media

In terms of digital media, a number of bloggers were identified for promotion. In addition, a symbiotic social media promotion plan was discussed with a number of education-based agencies with significant online presence. EA was also providing assistance to the EGRP SBCC team to research and finalize the media information kit. EA joined the EGRP team on multiple visits to the Department of Education (DoE) to pitch and justify various aspects of the information kit.

The main focus of the digital promotion was meant to be via social media and a website. However, due to lack of approval from USAID, EGRP and EA were unable to create any outlets in social media or on the internet. Initially, Facebook was considered the best option for reaching out to online users due to its massive existing user base and it's easy to use platform. Despite a no go on the Facebook page, EA had created a design sample of what an EGRP Facebook page could look like (following image).



Design sample of what the EGRP Facebook Page could look like.

Although a big setback, EA explored cross-promotion on Facebook pages run by EA as well as those run by organizations with similar interests to EGRP.

Saathi Sanga Man ka Kura (SSMK) / 18,808 Likes / Mostly adolescents:-

- Post # 1: December 13, 2017. 971 users reached
- Post # 2: February 17, 2017. 768 users reached
- Post # 3: July 13, 2017. 5,700 users reached

DBI Equal Access / 3,334 Likes:-

- Post # 1: July 13, 2017. 276 users reached
- Post # 2: July 18, 2017. 548 users reached

Teachers' Network – Nepal / 2,068 Likes / Mostly teachers:-

- Post # 1: January 26, 2017. 3 likes
- Post # 2: January 4, 2017. 6 likes
- Post # 3: July 19, 2017. 5 likes

SoundCloud impressions: 191

Total Impressions: 8,468

In addition, EA explored partnerships with education-based NGOs like Room to Read and Teach for Nepal to promote EGRP on their Facebook pages. Despite multiple attempts to cajole them, there was no positive response. Attempts were also made to connect with bloggers like Lex Limbu and My Sansar, and again despite initial interests, it was not sustained. This was probably due to the mismatching of EGRP's content with the bloggers' audience interests.

3.4 Media Planning and Radio Broadcast

The final major component was the broadcast aspect for which EA and EGRP extended the grant agreement from the initial end of March 31 to August 31. The radio program and PSAs in all four languages were planned to be broadcast with maximum frequency and on prime time slots. Two national FMs and 12 district-based FMs (Two in each cohort I district) were identified based on their technical capacities, signal coverage, management capacity and listenership.

Table 3: Selected EGRP FM partners

BROADCAST	FM STATIONS	LOCATION	WATTAGE
Nationwide	Radio Nepal	Nationwide	17 KW
	Kantipur FM	Nationwide	16 KW
Bhaktapur	Bhaktapur FM	Bhaktapur	100 W
	Radio Janasanchar	Bhaktapur	100 W
Kaski	Radio Annapurna	Pokhara	1000 W
	BIG FM	Pokhara	1,000 W
Saptari	Chinnamasta FM	Rajbiraj	250 W
	Bhorukuwa FM	Rajbiraj	250 W
Banke	Radio Krishnasar	Nepalganj	2,000 W
	Radio Baageshwori	Nepalganj	1,000 W
Kanchanpur	Radio Mahakali	Mahendranagar	500 W
	Shuklaphanta FM	Mahendranagar	1,000 W
Manang	Radio Manang	Chame	100 W
	Radio Marsyangdi	Besisahar	500 W

EA mobilized the most effective FM stations at the focused districts and the two biggest nationwide FM networks to effectively deliver the radio content to the chosen audiences. EA contracted the listed FM stations after approval from EGRP and DoE and designed individual media plans for broadcast. For five months between April 1 and August 29, 2017, radio programs or individual segments were broadcast every day. PSAs were also broadcast through the duration of the day in the local FMs while it had fixed spots in the national networks. In month 3, 4 and 5, vernacular versions of the radio program and PSAs were also broadcast from FM networks pertaining to the district where the specific language was spoken (for e.g. Avadhi versions broadcast via FMs in Banke).

The timeslots were selected for maximum coverage. Both morning and evening news slots carried the PSAs with the parents and teachers-targeted PSAs playing alternatively. The same applied for the radio program/segments as well. The first three months aired the 60-second PSAs while the last two months

aired the 30-second PSAs, with the hope of ensuring that the listeners tune to the major messages in the initial months and then the messages are perpetuated by the truncated versions later in the broadcast period without overkill.

Based on media plan, local FMs aired 2-4 paid PSAs per day. In return, the FMs aired about 98-100 additional PSAs per day free of cost. National FMs also aired complimentary PSAs. Local FMs also aired the full radio program (15 minutes) once a week and three 5-minute segments on three days of the week, which were all paid. As complimentary broadcast, local FMs aired three 5-minute segments for free on the remaining three days of the week. In totality, a segment or program was aired from all FMs every day of the week for the entirety of the broadcast period.

The free media proved fruitful for the campaign as it was cost effective. A total of NRs. 46,344,106.34 worth of free media was received during the campaign. The calculation breakdown is as follows. As per calculations, a total of 176,522 PSAs were aired free of cost amounting to NRs. 45,614,018.59 worth of free media. As for the radio program, a total of 749 segments were broadcast free, amounting to NRs. 730,087.75 worth of free media. The summary table is shown below. **(For further breakdown of paid and free PSAs & radio program, refer summary in Annex II).**

Summary of PSAs and Radio Program		
Item	Total	Free Airtime (NRs.)
Paid PSAs	6,220	
Free PSAs	176,522	45,614,018.59
Total PSAs Aired	182,742	
Paid Episodes	1,362	
Free Episodes	749	730,087.75
Total Episodes Aired	2,111	
Total Free Airtime		46,344,106.34

SN	Name of FM/Radio Stations	Coverage/ Name of districts	Broadcast Frequency of 60 and 30 second Radio PSAs (no. of times)				Broadcast Frequency of 15-minute Radio Program and 5-minute Segments(no. of times)																	
			Paid PSAs		Free (complimentary) PSAs		5-minutes Guest Reader Segment				5-minutes Teaching Tips Segment				5-minutes Drama Segment				15-minutes Full Program					
			Total		Total		Target		Achieved		Target		Achieved		Target		Achieved		Target	Achieved				
			Target	Achieved	Target	Achieved	Paid	Free	Paid	Free	Paid	Free	Paid	Free	Paid	Free	Paid	Free	Target	Achieved				
1	Radio Nepal	National	604	604	3,624	3,624	44	0	44	0	44	0	44	0	44	0	44	0	44	0	22	22		
2	Radio Kantipur	National	784	784	235	250	44	0	44	0	42	0	42	0	42	0	42	0	42	0	21	21		
3	Mahakali FM	Kanchanpur	604	604	14,496	14,522	22	22	22	19	22	22	22	17	22	22	22	19	22	22	22	22		
4	Suklaphanta FM	Kanchanpur	302	302	14,798	14,825	22	22	22	21	22	22	22	20	22	22	22	21	22	22	22	22		
5	Krishnasar FM	Banke	302	302	14,798	14,805	22	22	22	21	22	22	22	21	22	22	22	20	22	22	22	22		
6	Bageshwori FM	Banke	302	302	14,798	14,816	22	22	22	21	22	22	22	21	22	22	22	21	22	22	22	22		
7	Radio Manang	Manang	302	302	14,798	14,875	22	22	22	22	22	22	22	21	22	22	22	21	22	22	22	26		
8	Marshyangdi FM	Manang	302	302	14,798	14,774	22	22	22	21	22	22	21	22	22	22	22	21	22	22	22	22		
9	Bhaktapur FM	Bhaktapur	302	302	14,798	14,813	22	22	22	21	22	22	22	20	22	22	22	21	22	22	22	22		
10	Janasanchar FM	Bhaktapur	604	604	14,496	13,563	22	22	21	22	22	22	22	21	22	22	22	21	22	22	22	22		
11	Annapurna FM	Kaski	302	302	14,798	14,811	22	22	22	21	22	22	22	21	22	22	22	22	22	22	22	22		
12	Big FM	Kaski	302	302	14,798	14,787	22	22	21	22	22	22	22	21	22	22	22	21	22	22	22	22		
13	Chhannamasta FM	Saptari	604	604	2,416	14,031	22	22	22	21	22	22	22	21	22	22	22	21	22	22	22	23		
14	Bhorukwa FM	Saptari	604	604	14,496	12,026	22	22	22	22	22	22	22	21	22	22	22	21	22	22	22	21		
Total			6,220	6,220	168,147	176,522	352	264	350	254	350	264	349	247	350	264	350	250	307	311				
			All together 174,367 PSAs target and 182,742 PSAs achieved				182,742		All together 2,151 Radio segments and full Programs target and 2,111 achieved														2,111	

Table showing breakdown of PSAs and radio program broadcast delivery.

The broadcast pattern for the national FM stations was similar to the local FM stations in terms of the radio program and segments. Both in the national and local broadcasts, one FM aired the radio program/segments in the morning prime slot while the other aired them in the evening prime slot.

3.4.1 PROMOTIONS

To supplement the radio broadcast, EA prepared flyer designs with details about the broadcasting time and FM stations, which were sent out to the district teams by EGRP. EA also created mobile phone ringtones from the theme music of the radio program that were then encouraged to use by district staff members on their phones.

In addition, EA used VOTO system to reach out to teachers, parents and stakeholders at the district level to inform them about the airing time of the radio programs and FM stations in their respective areas. **Twice a month, SMSes were sent to over 11,600 people in the six districts. A total of 56,573 SMSes were sent over a period of five months (For full report of Push SMSes, see Annex III).**

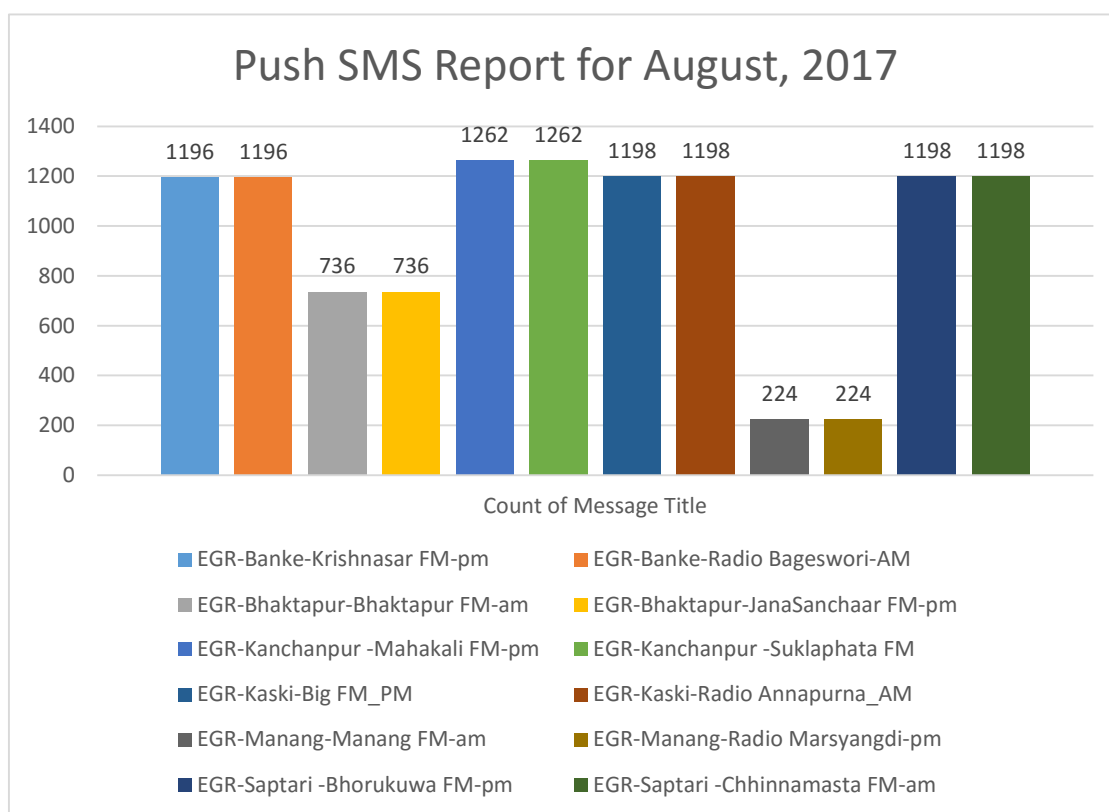


Figure 2: chart showing the SMS report breakdown by local FM stations. SMSes were customized for each district and each FM according to their airing time.

3.4.2 PILOT MEDIA MONITORING SYSTEM

In order to ensure the appropriate broadcast of the massive media plan across the selected FM stations, EA setup a pilot monitoring system. In the system, audio from the online streaming of the FM stations were stored in a server while an online monitoring software monitored the online feed. The audio files in the server were then monitored by a team of one Broadcast Officer and four Monitoring Officers. The team was expected to listen through the daily recordings of the FM stations to monitor if the content was being aired

according to the media plan provided to all FMs. Discrepancies of all kinds were noted and the concerned local FMs were notified with expectations of adhering to the media plan. Every day three monitoring officers worked six-hour shifts ensuring a presence of at least one staff in the EA office for 18 hours daily.

However, due to poor internet connectivity at the FM servers, the server was unable to continuously stream and store the 18-hour daily broadcast audio content. The recordings were spotty at best and the monitoring team could only use the limited audio (2-12 hours) to monitor broadcasters. As a backup solution, EA funded the purchase and delivery of 1 TB hard drives for the local FMs who could store their daily broadcasted audio content and retrospectively send the audio files to the EA monitoring team. Although the local FMs, despite their limited human resources, tried to adhere to our requests, they informed that it was extremely difficult to record the whole day's broadcast and even more difficult to send the audio files (whether via the internet which was still unreliable, or physically by CD, which was irregular). This delay in the audio files arriving did not help the monitoring officers, as each monitoring officer was sifting through 18 hours X three FMs (54-60 hours of audio content daily!).

To combat this obstacle, EA's IT team set up a Google Drive system. This system would be able to stream and store the broadcasted audio content from the local FMs' servers when the internet was working and if it stopped working, the system would seek the next time the internet came back up to continue streaming and storing, in effect storing a continuous stream of audio content. This however required the local FMs provide EA with full access to their private servers and most FMs were unwilling to comply as it affected their privacy.

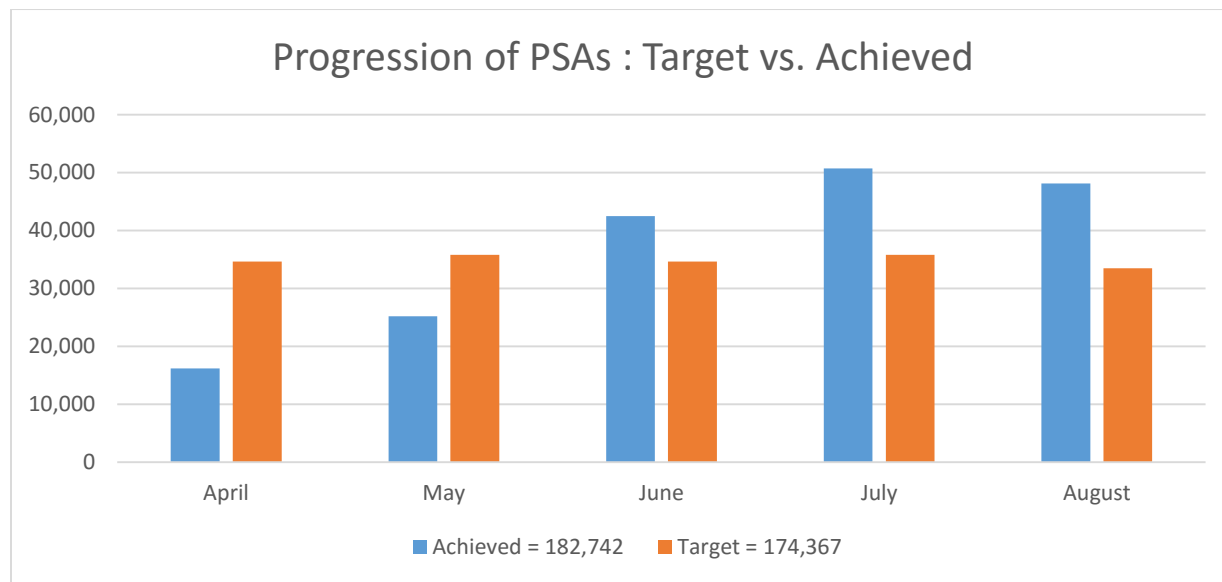


Figure 3: The blue bars on the chart indicates the PSAs broadcast each month as compared to the orange bars that indicate the monthly target. Source (Annex II: PSA Summary)

Despite the piloting nature of this system, it was a largely effective setup to make the FMs adhere to the media plan. The “placebo” effect of such a system kept the FMs on their toes with regards to broadcast schedules.

Due to a number of reasons including the sheer volume of PSAs to be broadcast, local FMs were unable to meet the daily target for complimentary PSAs. The broadcast schedule was congested due to a number of reasons. EA held multiple meetings with the local FMs including with the senior managements to get

them to adhere strictly to the media plan. In addition, the impending local elections and related advertisements and PSAs by the government and political parties, there was a space crunch in advertising timeslots, which hit the schedule of complimentary PSAs. Other issues like technical issues arising from heavy rains and lightening in the monsoons, staff changes at the stations etc. also contributed to poor performances in the initial months.

3.5 Additional Activities

3.5.1 Interactive Voice Response (IVR)

An IVR system was set up to encourage users to listen to the radio program and segments on their phones for free. Multiple toll-free numbers (different for different telecoms) was registered and the numbers were shared through the Push SMSes. A total of **3,473 callers** were received. Following are some charts indicating the choices of the listeners. According to the data, Guest Reader segment and the Radio Drama were popular with the listeners (**See Annex IV for summary report of IVR Responses**).

Multiple Choice Question

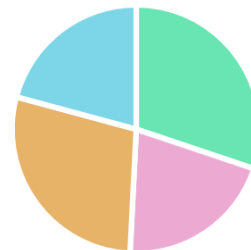
List out

[View All Responses](#)

[Timeline](#) [Responses](#) [Totals](#)

Responses

1. GR	30.1%	394	■
2. Tft	20.7%	270	■
3. Drama	28.4%	371	■
4. Full_Program	20.8%	272	■
<i>Total Responses</i>		1307	



Graph: chart displaying breakdown of the segments and program according to IVR listenership for July

Multiple Choice Question

List out

[View All Responses](#)

Timeline

Responses

Totals

Responses

1. GR	30.7%	404	■
2. Tft	19.0%	250	■
3. Drama	28.9%	380	■
4. Full_Program	21.4%	282	■
Total Responses		1316	

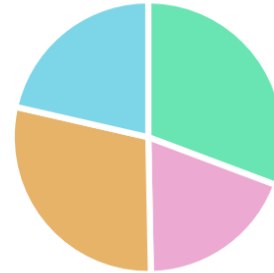


Figure 3 & 4: chart displaying breakdown of the segments and program according to IVR listenership for August

3.5.2 EGRP Social and Community Mobilization Training

EA was in attendance at the Bhaktapur Refresher Training for a day. A presentation was made to the social mobilizers on the activities conducted by EA. Feedback was taken for the radio material and discussion on sharing success stories that could be possibly used for advocacy.



Interacting with social and community mobilizers from Bhaktapur, partner NGO representatives and EGRP staffers

4. CHALLENGES AND OPPORTUNITIES

Along with the impactful activities conducted throughout the project period, there were also a number of challenges that were met along the way. The table below lists some of the significant challenges and the opportunities that arose from them.

Table 4:

DESCRIPTION	SOLUTION
General	
The actual implementation of the activities could not happen in July. The technical lead for Advocacy and PR hiring was on process and RTI/EGRP team hoped commencing the activities once all HR were presented.	A Program Manager was hired by the end of July and began work from August 1, 2016.
All aspects of this SBCC campaign from the mass media to public advocacy and broadcast needed final approval from EGRP/USAID and various government agencies related to DoE. The time and availability of the govt. officials was a challenge and led to delays at different phases of the campaign. It was similar at the district level too, with the orientation sessions hinging on the availability of the DEO officials and the regional EGRP team who had plenty of other project activities to complete at the same time.	With help from the EGRP SBCC team, all meetings and appointments were made in advance in order to ensure that the government officials were available and invested in the activities. Feedback received were integrated into the activities after discussions. Radio scripts, list of guests on the program and participating journalists were all finalized only after consultation with the concerned officials.
Mass Media (Radio)	
The recording of the radio drama and PSAs proved challenging due to the large cast and especially because the main characters were children. From finding competent voice talents to conducting long recording sessions with children was not easy.	The producers of all languages and the EA management did a great job of searching and finalizing children to voice the radio drama and PSA characters. The producers also ensure to record all the portions for the children in one go (with regular breaks) in order to maintain consistency.
While the Maithali and Avadhi versions of the radio program was recorded in Kathmandu, the Rana Tharu version had to be recorded in Dipayal, near Kanchanpur due to the unavailability of voice actors and producers in Kathmandu.	In order to maintain the high quality of deliverables, EA sent one of its brightest producers to Dhangadi to oversee recording. All logistical arrangement were made by EA including letting out studio space to gather over ten voice actors. In subsequent re-recording sessions for feedback and newer episodes, EA requested its local partners to supply studio space in Dhangadi. The EA team were constantly on hand to support the Rana Tharu producer during recording and post-production.

Media Orientation	
In the first media orientation session, delivering key SBCC messages to the public through the media proved a difficult task. In the melee of presentations, the key messages seem to take a backseat in the journalists' minds.	To encourage journalists to focus on the key SBCC messages instead of event-based reporting, EA streamlined and focused the presentations by meeting with the presenters a day prior to the media orientation. In addition, key SBCC messages were flashed during breaks in the presentations, the MC inserted these messages during the orientation and made dialogues with the participants, copies of messages were also shared with the journalists.
Conducting the orientations in Terai districts was difficult for a number of reasons. First there were numerous strikes which led to at least two cancellations of planned orientation sessions. Secondly, pre-elections and during, the districts were volatile which led to numerous postponement of the orientation sessions.	Concrete solutions were hard to come by. Election dates were changed a number of times, therefore even advanced planning did not help. However, EA was in constant contact with its local partners and the EGRP regional teams throughout and as soon as there was an opening, the sessions were quickly planned. EA took great pains to make logistical arrangements on short notice (Banke and Kanchanpur sessions were conducted on a two-day notice).
The media orientation for Manang was planned for 28th June but had to be postponed due to the impending elections. Again, there was a lack of communication from the district until the 11th hour while EA had already put the event logistics and media invitation in place.	
Although the Saptari media orientation was planned keeping in mind all the obstacles, some prominent regional reporters of national media in Saptari were missing as they had to participate in a strike in Kathmandu. Earlier, the Kaski media orientation was plagued by similar issues when the local FNJ chapter had organized a field visit for a few journalists who then could not attend the session.	Since the information about the absentee participants were received in advance, the media houses were informed to send an alternate journalist to attend the orientation. In the future, if there are foreseeable events where the journalists need to participate, then the orientation can be organized on another date.
Media Planning and Radio Broadcast	
As this was the first month of broadcast, a number of challenges arose especially related to local FM broadcasters.	As discussed earlier (3.4.1), EA held multiple meetings with the local FMs to discuss the obstacles that prevented them from adhering to the broadcast schedule. EA pressurized the local FMs to adhere to the media plan and as an incentive provided 1 TB hard drives to all of them.
The monitoring system set up by Equal Access to monitor broadcast schedules is dependent on the local FM's online streaming - however due to poor connectivity, the online streaming was inconsistent.	The hard drive also served to help EA get full audio content of the daily broadcast for optimum monitoring. In addition, EA also attempted to set up a streaming link via Google drive in order to get the full audio broadcast content.

<p>Mandatory radio program/segments and mandatory PSAs were airing as per schedule and were easier to monitor due to their fixed broadcast timeslots. The issue was with monitoring complimentary PSAs as they were huge in numbers (98-100 daily in each local FM station).</p>	
<p>At times a lack of planning and communication was felt in terms of getting the local FMs to work as per the media plan.</p>	<p>Ample time prior to the broadcasting dates would have allowed for better planning of the broadcast with meetings with representatives of local FMs. Such interactions would have made apparent the types of expected obstacles and opportunities for better planning to tackle them.</p>

5. MONITORING AND EVALUATION

The Monitoring and Evaluation was focused on the media orientation workshop component only. Hence it was conducted for one national and six district media orientation workshops held between February and July, 2017. In each workshop, 10 participants were randomly picked to conduct the workshop evaluation administering predesigned questionnaire (**For full reports and questionnaires in Annex VI, VII and VIII**). 60 completed questionnaires were collected from these workshops and processed to prepare this workshop evaluation report.

SUMMARY OF FINDINGS:

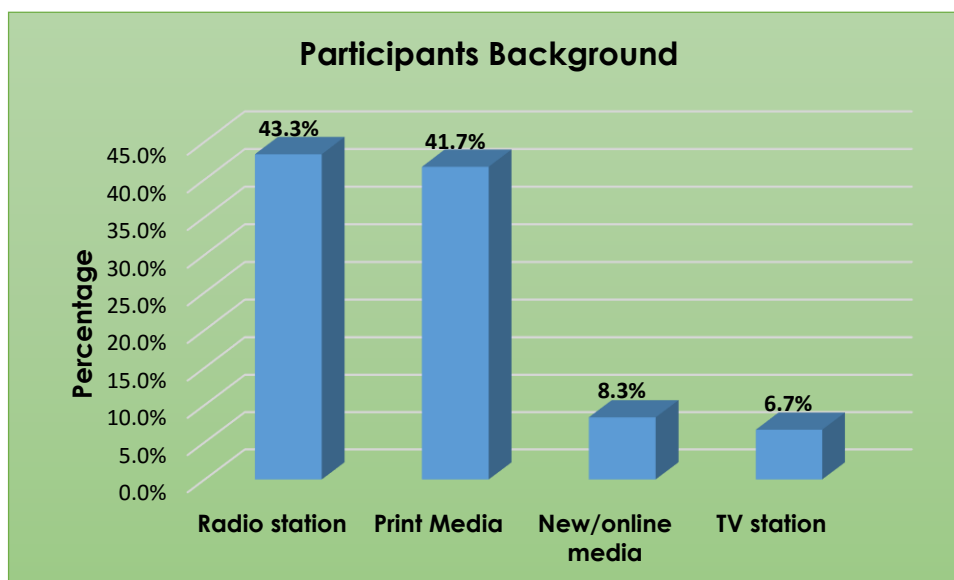
- *93% of respondents rated the workshop as good or excellent.*
- *More than eight out of ten media persons were affiliated to either print or radio.*
- *In spite of the complexities of the N/EGRP concepts, more than 70% of respondents seemed to have grasped them, indicating that the presentation content was effective.*
- *95% of respondents were encouraged/inspired to publish news related to EGRP post-workshop.*

Gender: Among the 60 participants there were 44 (73.3%) male and 16 (26.7%) female that attended the workshops:



Participants Background: Among the 60 participants, majority of the respondents were from print media 26 (43.3%) followed by radio 25 (41.7%), new/online media 5 (8.3%) and TV 4 (6.7%):

Graph #1: Participants Background



Major Findings: About 60% of the participants understood the significance of EGRP on early grades after the workshop:

Table #1: Focus of EGRP is on Early Grades 1, 2 & 3

SNo.	Districts	Slightly/Fair	Very Well	Very Well (%)
1	Bhaktapur	1	9	90.0%
2	Manang	1	9	90.0%
3	Saptari	2	8	80.0%
4	Banke	5	5	50.0%
6	Kaski	7	3	30.0%
7	Kanchanpur	8	2	20.0%
Total:		24	36	60.0%

As per the above table, participants from Bhaktapur, Manang and Saptari did very well compared to the other districts.

Among the 60 participants all the participants of Bhaktapur 10 (100%) understood why reading is an important factor in EGRP followed by Saptari 7 (70.0%):

Table #2: Importance of Reading in EGRP

SNo.	Districts	Slightly/Fair	Very Well	Very Well%
1	Bhaktapur	-	10	100.0%
3	Saptari	3	7	70.0%
4	Manang	5	5	50.0%
5	Banke	6	4	40.0%
6	Kanchanpur	6	4	40.0%
7	Kaski	7	3	30.0%

Total:	27	33	55.0%
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The majority of the participants 9 (90.0%) of Bhaktapur understood very well how EGRP will impact positively the overall quality of education, followed by Manang 8 (80.0%), Saptari 7 (70.0%) and Banke 6 (60.0%):

Table #3: EGRP Positive Impact on Overall Education Quality

SNo.	Districts	Slightly/Fair	Very Well	Very Well%
1	Bhaktapur	1	9	90.0%
2	Manang	2	8	80.0%
3	Saptari	3	7	70.0%
4	Banke	4	6	60.0%
5	Kanchanpur	6	4	40.0%
6	Kaski	7	3	30.0%
Total:		23	37	61.7%

Among the 60 participants majority of the participants 9 (90%) of Bhaktapur district understood overall the concept of EGRP followed by Saptari 8 (80.0%), Manang 7 (70.0%), Banke 5 (50.0%), Kaski and Kanchanpur each 4 (40.0%) respectively. The table below presents this in detail:

Table #4: Overall Rationale and Concept of EGRP

SNo.	Districts	Slightly/Fair	Very Well	Very Well %
1	Bhaktapur	1	9	90.0%
2	Saptari	2	8	80.0%
3	Manang	3	7	70.0%
4	Banke	5	5	50.0%
5	Kaski	6	4	40.0%
6	Kanchanpur	6	4	40.0%
Total:		17	43	71.7%

All most all the participants scored very well on relevancy of the workshop on primary education level's problems and need of the country or their region:

Table #5: Workshop Relevant to Primary Education of the Country

SNo.	Districts	No	Yes	Yes (%)
1	Banke		10	100.0%
2	Kaski		10	100.0%
3	Manang		10	100.0%
4	Saptari		10	100.0%
5	Kanchanpur	1	9	90.0%
6	Bhaktapur	2	8	80.0%
Total:		3	57	95.0%

Similarly, all most all the participants scored very well too on an agreement that their media house will comply readily with the government's expectations of media support for NEGRP/EGRP:

Table #6: Media Support for NEGRP/EGRP

SNo.	Districts	No	Yes	Yes (%)
1	Banke		10	100.0%
2	Kanchanpur		10	100.0%
3	Saptari		10	100.0%
4	Kaski	1	9	90.0%
5	Manang	1	9	90.0%
6	Bhaktapur	2	8	80.0%
Total:		4	56	90.0%

However, there was mixed responses from the participants in regard to government's scope of NEGRP can be achieved in a timely and effectively:

Table #7: Government can Achieve Scope of NEGRP Timely and Effectively

SNo.	Districts	No	Yes	Yes (%)
1	Bhaktapur		10	100.0%
2	Banke	2	8	80.0%
3	Kaski	3	7	70.0%
4	Manang	3	7	70.0%
5	Kanchanpur	4	6	60.0%
6	Saptari	5	5	50.0%
Total:		17	43	71.7%

Some common opinions provided by the participants about the government's scope of NEGRP cannot be achieved timely and effectively included following:

- Coordination effort between parents, school management and teachers will be unsurmountable task.
- Seriousness of job responsibility of government employees from ministry level to district level are questionable.
- Often school management committee and schoolteachers have poor bond and cohesion.
- There are no development projects in Nepal that has achieved targeted goal in given timeframe so far.
- Local politics and school's politics will join force to interfere constantly to derail its activities.
- It is doubtful that the project's goals will be achieved in a short time period.

With respect to the importance of such orientation workshops as means to inform and educate journalists on the importance of EGRP, the result was very much encouraging:

Table #8: Workshop as Strong Means to Educate Journalists on EGRP

SNo.	Districts	No	Yes	Yes (%)
1	Bhaktapur		10	100.0%
2	Kanchanpur		10	100.0%
3	Kaski		10	100.0%
4	Saptari		10	100.0%
5	Banke	1	9	90.0%
6	Manang	1	9	90.0%
Total:		2	58	96.7%

Obviously, since all participants were from media sector, they all readily agreed on media being the strong medium to educate and inform parents and teachers about the importance of EGRP:

Table #9: Media as Strong Medium to Educate People on Importance of EGRP

SNo.	Districts	No	Yes	Yes (%)
1	Bhaktapur		10	100.0%
2	Kaski		10	100.0%
3	Saptari		10	100.0%
4	Banke	1	9	90.0%
5	Manang	1	9	90.0%
6	Kanchanpur	2	8	80.0%
Total:		4	56	93.3%

All participants seem to be motivated and inspired by the workshop to publish or broadcast NEGRP/EGRP related program through their media houses:

Table #10: Ready to Publish or Broadcast NEGRP/EGRP Programs

SNo.	Districts	No	Yes	Yes (%)
1	Bhaktapur		10	100.0%
2	Manang		10	100.0%
3	Saptari		10	100.0%
4	Banke	1	9	90.0%
5	Kanchanpur	1	9	90.0%
6	Kaski	1	9	90.0%

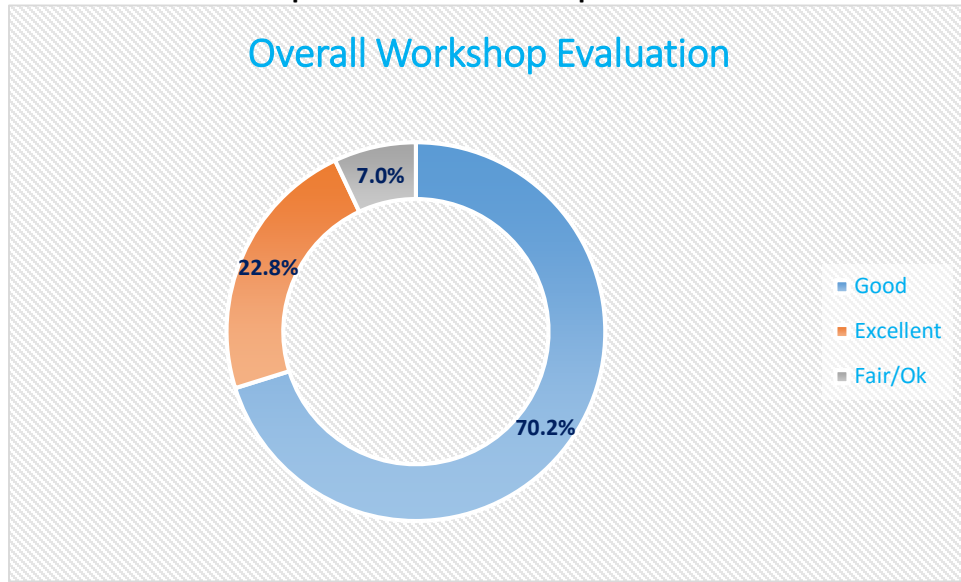
Total:	3	57	95.0%
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The following comments and recommendations were provided by the participants to improve the media orientation in the future:

1. School teachers, students and parents should also be represented in the workshops.
2. Time must be managed well during the workshop.
3. The workshop might require an expert as the host.
4. The workshop was good but the preparation for the presentations must improve.
5. Interactions between teachers and parents could have been good for the workshop.
6. The implementation mechanism, approach and strategy of the program should have been made clearer to the participants.
7. Parents' feedback should have been presented in the workshop.
8. The EGRP should include higher grades than 1, 2 and 3 in its scope.
9. The workshop should include all the journalists and media houses and not just selected ones.
10. Presentation materials could be more comprehensive.
11. Morning time is suitable for organizing such workshops.
12. Handouts of presentation materials should be made available to participants.
13. The workshop should be organized at every three months interval.
14. Invitation should be given to the person who are interested to join the program.
15. The slide presentation should have been made more appealing and vibrant.
16. There was less time to discuss core subject matters of the workshop.
17. Presentation of workshop was monotonous.
18. Workshop should be more participatory rather than theoretical.
19. Teachers should take their responsibilities seriously and sincerely.
20. Impact evaluation of this program on children should have been presented in the workshop.
21. Duration of program was short and subject matters was vast.
22. Information of program schedule with subject matters should have been shared with the participants prior to the workshop.
23. Name and contact detail of key NEGRP personnel should have been made available to the participants.
24. Such interactions with media should be continued and have to be regular.
25. Focus should be made on skill enhancement of targeted groups rather than organizing media orientation workshops.

Only 57 people out of 60 participants evaluated the workshop. Among them majority of the participants rated the workshop as good 40 (70.2%) followed by excellent 13 (22.8%) and fair/ok 4 (7.0%). The graph below presents the overall workshop ratings:

Graph #2: Overall Workshop Evaluation



If combined good and excellent it will total to 93.0% that concludes that the Workshop was very successful.