Promoting Quality Learning through Enhanced Multigrade Teaching in the Asia-Pacific Region

Country Research Guidelines

1. Background

The *Education for All Global Monitoring Report* (UNESCO, 2012) shows that more than two-thirds of the countries in the Asia-Pacific region have registered net enrolment rates of 90% or more at the primary level. However impressive the enrolment figures may be, the overall regional progress has been uneven and slow. With nearly two years for achieving the Education for All (EFA) goals left, many countries in the region still have large numbers of out-of-school children (20.1 million in 2010 at the primary level in the Asia-Pacific region), and expanding overall provision and access to primary education remains a key challenge. The road to EFA is more than access; essentially it is about quality. Quality challenges are even more daunting as national and international tests point out the prolonged under-performance of children and serious achievement disparities between regions and social groups (UNESCO, 2012).

Countries in the Asia and Pacific region have millions of people living in scattered, very thinly populated highlands, mountainous regions and small inhabited islands. These geographic factors combined with demographic and economic factors pose access and quality challenges in education. These areas are beset with poor communication, low level of social mobility and abject poverty. In these areas, education is provided through small and incomplete schools where it is available. These schools are characterized by low student enrolment, scarcity of resources and support and shortage of teachers to cover the required grade levels. In this context, multigrade teaching becomes the only option for providing education to children (Little, 2001; Mansoor, 2011). Multigrade teaching refers to *the teaching of students of different ages, grades and abilities in the same group by a single teacher* (Little, 1995). This is contrary to the general pattern in formal education where one teacher is responsible for a particular grade, often known as mono-grade schools or mono-grade teaching (one teacher per class). In many cases, high teacher shortages and/or absenteeism and insufficient numbers of classrooms also give rise to a multigrade situation.

Multigrade teaching is commonly found in education systems around the world, although it is particularly prevalent in poor, rural regions of the developing world. Unfortunately, neither education ministries nor international organizations collect education statistics on the prevalence of multigrade teaching as well as teaching and learning conditions in multigrade classrooms, thus accurate data on the prevalence of multigrade teaching is not readily available. Little (2006) estimates that around 200 million children experience their primary education in small, multigrade school environments worldwide. One other estimate suggests that 30% of primary school children worldwide are taught in multigrade classes (CREATE, 2008). In Europe, 53% of total children in primary schools are taught in multigrade classes but in the European context multigrade teaching is adopted as a preferred choice rather than a necessity because of perceived multiple educational benefits (Little, 2001).

Available data suggests that multigrade teaching is commonly used in most countries in the Asia-Pacific region. For example, in India, in 1996, 84% of primary schools consisting of five grades had three teachers or fewer (Little, 2005). In Western China, 1/3 to 1/5 of children learn in one-teacher multigrade schools (Ma Jun, 2009). The prevalence of multigrade teaching is quite high in Nepal (Suzuki, 2009), and this is also true for Lao PDR, China, Myanmar and the Philippines. According to a Ministry of Education and Sports (MOES) report from Lao PDR, 27% of the total primary classrooms (31,648) in the country used multigrade teaching in 2010.
The practice of multigrade teaching requires a clear policy and pedagogy in its own right for effective results (UNESCO, 1989). Despite widespread use of multigrade teaching, many countries do not have national policies that guide the management, administration, financing, curriculum provision, deployment and training of teachers of multigrade schools (Little, 2001; Blum and Diwan, 2007). There has been very little documentation on the effectiveness of existing multigrade teaching policies and practices (Mulryan-Kyne, 2007). In most countries, teachers’ working conditions in multigrade settings are poor and they must perform the complex job of teaching without much training, support and supervision; in some countries, teachers do not receive any training.

It is also reported that policymakers, parents and other stakeholders often have negative perceptions and unfavourable attitudes towards multigrade teaching, lacking both public and policy support. Many countries are said to lack the knowhow on how to integrate multigrade teaching into their educational planning and teacher training systems (Mulkeen and Higgins, 2009). This often leads to poor implementation of multigrade teaching, which results in poor educational quality, high drop-out rates, low rates of retention, and disenchantment with the schooling as a whole. In the above context, it is not surprising that academic performance of children in rural, remote areas is poor as compared to their urban counterparts. Hence, it is necessary that countries take necessary steps to enhance the quality of multigrade teaching. In this context, UNESCO Bangkok has initiated a two-year project with the aim of strengthening national capacity in planning and implementing multigrade teaching and learning policies. It is expected that the project will contribute towards the education of children from disadvantaged and hard-to-reach groups who are deprived of quality learning opportunity simply because they are residing in inaccessible mountainous, remote or rural locations. As part of the project, a regional research study is being undertaken to map the current status of multigrade teaching, including its challenges, lessons learned and good practices.
2. Rationale

This research seeks to respond to the international and national calls for ensuring ‘quality education for all’ by way of generating field-based information on multigrade teaching and supporting evidence-based policy reform of multigrade teaching. Multigrade teaching has an essential role to play in achieving EFA goals and education-related Millennium Development Goals (MDGs) in countries yet to achieve these goals. Despite rapid quantitative expansion in recent years, there are shortfalls in EFA progress. These shortfalls are predominantly found in remote areas and among marginalized groups. Countries that are under financial constraints cannot afford to set up schools with large facilities and hire teachers to meet the demand of schooling. Through effective multigrade provision, it is possible to provide education to the millions of out-of-school children and new entrants. For millions of children worldwide the only type of school to which they will gain access, if they gain access at all, will be multigrade schools (Little in GMR, 2005). China, India, Bangladesh, and Sri Lanka provide good examples of multigrade teaching playing a key role in the promotion of EFA and education-related MDGs in the region (Little, 2005). Little (2005) argues that the 15 to 25 million nomadic and pastoralist out-of-school children can only be taught through mobile and multigrade provision. Most successful alternative education programmes use multigrade teaching (IIEP, 2008).

Beyond access, multigrade teaching, if conducted professionally, can provide quality education. Some studies that have compared academic performance of children in multigrade and traditional settings have reported that learners in multigrade classes have comparable performance or even perform better in some instances (Little in GMR, 2005). However, most recent research on multigrade teaching suggests that for children to learn effectively in multigrade environments teachers need to be well organized, well-resourced; and teachers should be well-trained and well-supported and hold positive attitudes to multigrade teaching. A study in Nepal reported that poor teacher-preparedness reduces the quality of learning experiences in multigrade settings (Suzuki, 2009). Using the field-based information, this project will help explore the policies, curriculum provision, incentives, teacher allocation mechanisms, and teacher training systems/approaches that are effective in supporting multigrade teaching in project countries.

Multigrade schooling in remote areas can support the sustainability of small communities by preventing families from being compelled to migrate to more populated areas, or send their children away to attend school. Studies have indicated that rural families move to cities to find better schooling opportunity for their children. In a study, one-third of migrant families indicated that children’s schooling, or giving children a better education, was one of the three important reasons for migrating to cities (Save the Children UK, 2005). Multigrade teaching provides a viable option for the schooling of children in their own communities. Some countries have resorted to the rural boarding schools option through closure or merger of small schools (China and Nepal), which is always not the best option in early years of schooling. Multigrade teaching can help parents retain schools, albeit small, in their communities without having them to migrate from their original localities or children having to leave the place when they are so young. The fact that multigrade teaching is a reality of educational landscape in many countries, governments need to be supported to institutionalize best practices of multigrade teaching.

While there is enough justification for promoting multigrade teaching, it is largely unknown how teachers in multigrade educational settings are undertaking their job and governments are supporting the use of multigrade teaching in different educational settings. In the above context, it is timely and very relevant to document and analyze existing policies and practices pertaining to multigrade teaching and provide policymakers and educators with policy options for improvement. A well-developed knowledge base on multigrade teaching will support policy development and reform throughout the region. With the evidence generated by this research study, this project intends to support countries in designing national strategies for multigrade teaching.
While teacher support materials have been published, UNESCO has not undertaken systematic policy analysis and field-based studies with a view to supporting policy development for multigrade teaching. Both policy and pedagogical reforms are necessary to enhance the effectiveness of multigrade teaching.

3. Objectives of Research

The overall objective of this policy research is to support countries to examine their current policies and practices concerning multigrade teaching and identify evidence-based policy options for improving the overall quality of multigrade teaching. The study is part of a UNESCO Bangkok initiative that seeks to create a supportive policy environment for the continued upgrading of multigrade teaching and learning through policy dialogues, advocacy and knowledge management.

Specifically, the research aims to achieve the following objectives:

- To assess the prevalence of multigrade teaching, including the national policies and implementation strategies that are in place to support multigrade teaching;
- To examine teaching learning conditions in schools that are employing multigrade teaching and how actual school and community conditions are facilitating the implementation of multigrade teaching;
- To study the provision of pre-service and in-service training for teachers teaching in multigrade settings as well as the working conditions of teachers;
- To document innovative and promising practices put in place by countries for improving the quality of multigrade teaching and addressing different groups of learners;
- To assess the social and educational impacts of multigrade teaching on learners and local communities;
- To examine policy issues and practical challenges associated with multigrade teaching;
- To develop policy options and strategies for improving policies and practices related to multigrade teaching.

4. Scope of the Research

This research concerns policies and practices involving multigrade teaching in formal and non-formal education settings. Multigrade teaching is widely used in rural areas with thinly scattered populations that are often served by small schools. Generally, the study should look at the multigrade teaching phenomenon in such contexts. In addition, as multigrade teaching is used even in urban settings in many countries due to inadequate supply of teachers, declining number of students in public schools, heavy teacher absenteeism and a host of other factors, the study should try to describe and analyse the context of multigrade teaching in urban and semi-urban context as well.

Often different terminologies are used to refer to multigrade teaching. The study should attempt to study the teaching and learning contexts where one teacher has to handle learners from more than one grade regardless of specific terminology used in countries.

While this research protocol presents a general framework for the study, the specific scope and focus of the research, however, need to be determined in detail at the country level, to reflect the prevailing policy situation and availability of data.
The study is both a macro and micro analysis of multigrade teaching. On the macro side, national policies and strategies will be collected and analysed. On the micro side, the study is particularly interested in classroom practices, local-level policies, and initiatives.

5. Key Research Questions

The research is designed to address the following core research questions:

1) What is the prevalence of multigrade teaching in formal and non-formal educational settings operating in different contexts of the country? What particular reasons have led to the adoption of multigrade teaching as an alternative option of education delivery?

2) What policies, regulations, frameworks or guidelines are in place in the country with respect to multigrade teaching? How do national policies address the needs and concerns of schools, teachers, and learners in multigrade contexts?

3) What are the characteristics (geographical, cultural, ethnic, economic and social) of communities where multigrade teaching is in use?

4) What are the physical, educational and instructional conditions of schools using multigrade teaching? What are the specific needs, challenges and issues of schools?

5) What are the specific characteristics of multigrade teachers and how do they contrast with teachers in regular schools? How are teachers trained, supported and supervised for multigrade teaching? What are the working conditions of teachers? How can teacher morale, motivation and attitude towards the profession be assessed?

6) What multigrade teaching arrangements/approaches are being employed in different contexts? What instructional strategies are in use and how effective are these strategies in facilitating teaching learning in schools? What materials are used by teachers and learners?

7) How do parents, children, teachers, community members, administrators, educators and policymakers perceive multigrade teaching as an instructional option for serving children in small schools? What are the perceptions and attitudes of different stakeholders towards multigrade teaching?

8) What are the social and educational impacts of multigrade teaching on learners and local communities?

9) What examples of innovative approaches and promising practices related to multigrade teaching exist in the country?

10) What are the gaps in current policies and systems relevant to the whole provision of multigrade teaching? What are challenges experienced by teachers, learners and administrators?

11) What feasible policy options and strategies need to be put in place in order to improve the overall quality of multigrade teaching?

6. Research Design

The study will use a combination of policy analysis, descriptive survey and qualitative research methods in an attempt to build a holistic understanding of multigrade teaching. It will involve a review of policy documents, research reports, curriculum materials and a host of other relevant documents/materials.

A set of survey instruments/questionnaires and checklists will be developed to collect quantitative information from different groups of individual and institutional respondents. These instruments will be translated and piloted in each country prior to their use. The quantitative information thus collected from the survey will be supplemented by qualitative information which will be gathered from the field study, observations, focus group discussions, etc.
A field study will be undertaken to visit actual school sites, observe multigrade classrooms and interact with different stakeholders.

6.1 Research methodology and process

While UNESCO Bangkok will develop a generic regional research framework to guide the research process, each participating country should tailor the research framework according to its needs, interests as well as the availability of human and financial resources. It is recommended that a research team be set up in each participating country led by a national researcher and consisting of experts and research assistants. Each country should decide on the number and composition of the research team. The role of national researcher would be to lead the research team, oversee research process, coordinate and liaise with the national and local officials for the survey and field work. UNESCO’s field offices should be called upon for technical assistance and support.

The study is also interested in the policy aspect of multigrade teaching. For meaningful reform of multigrade teaching, it will be necessary to bring about essential policy reforms. Therefore, it is necessary that national policy makers are informed about the study and have a chance to contribute to the study. Thus, in order to facilitate comprehensive coverage of policy-related information, a country research advisory committee should be established, which can consist of concerned officials of the Ministry of Education and representatives from relevant government departments, teacher training institutions as well as key national or international organizations who are devoted to education reform in the country. Again, each country will decide on the number and membership of the advisory committee.

- **Step One: Comprehensive desk review of available policy documents**

  The first step in the research process is to collect relevant policy documents, education plans and programmes, regulations, research reports and any other materials that may be relevant to the status of multigrade teaching in the country. The desk review should highlight how multigrade teaching is featured in national policy documents and how it is supported by national policy. In addition, teacher training packages, handbooks or any other teacher support materials should also be collected for review. It should be noted that it will not be possible to find policy statements about multigrade teaching in one single document. References to multigrade teaching may be found in a range of documents. For instance, multigrade teaching is often dealt with in the discussions of small schools or rural schools. So, the literature search should be quite comprehensive to include all possible documentation.

  The scope/depth of the literature search will depend, to some extent, on the context and research focus of each country and types of information available (i.e. regulations/guidelines/ frameworks; research-oriented articles; evaluation reports, project reports; donor reports). Some countries may have identified relevant sources through previous mapping exercises. It is important for the country research team to discuss and agree upon the types of documentary evidence that should be considered from the outset. The country research team should consult the research advisory committee for advice and sources of information. At times, education policies outside the arena of multigrade teaching will have an impact on the existence and functioning of multigrade schools. For example, the decision to establish big residential boarding schools in some countries impacts multigrade schools. The policy analyst should be able to examine the implications of general education policies and education developments in the country on multigrade teaching.

  The country research team will also need to clarify and decide on the scope of information coverage, for example, how far back in history of policy-related information should be covered, or the level of disaggregation of information. It is recommended that some overview of historical
factors impacting on multigrade teaching be incorporated in the initial report, in order to draw attention to and promote awareness of contextual issues in policy and programme development. This can help to understand multigrade teaching within the historical context.

One essential part of the desk review should be to examine the national education statistics to see what aspects of multigrade teaching (e.g. number of schools using multigrade teaching, number of teachers using multigrade teaching, teacher workload, student population attending multigrade teaching, number of classrooms available for multigrade teaching) is reported in national statistics. In many countries, multigrade teaching is not reported in national statistics. Multigrade teaching issues do not get enough policy attention when they are not reported.

The desk review should provide the status of multigrade teaching in the country as well as the issues and challenges related to it.

- **Step Two: Designing instruments for data collection**

As mentioned above, the research will collect data from a range of individual and institutional respondents from the central down to the local level. At the central level, data will be collected from relevant officials of the Ministry of Education and specialized institutions/departments dealing with planning, teacher training, statistics and curriculum development. At the intermediate level, regional/provincial and district level officials should be contacted for relevant information/opinions. At the local level, teachers, students, head teachers, school management committee members and parents will provide information/opinions/perceptions on various issues and topics of multigrade teaching. In the case of teachers, in addition to opinions and experience, the instrument should cover aspects such as demographic information, educational/academic qualifications, training, experience, teaching load, remuneration/allowance, etc.

In addition to individual questionnaires or survey forms, focus groups discussions will be conducted among teachers, students, parents and community members to have in-depth and focussed discussions on some issues related to multigrade teaching and learn about group opinions/perceptions.

In addition to interview data, the study will gather specific information/data about schools, classrooms and communities. A school checklist will be developed to collect information related to enrolment, physical conditions, staffing, financial condition, school management, working conditions, learning environment, availability of learning materials, student achievement (where such data is available), etc. A classroom observation form will be used to gather classroom conditions (e.g. layout, grouping/seating arrangements, availability of learning materials, classroom dynamics and interaction and overall learning atmosphere). Classroom observation should be performed over a period of two or three days to allow a fair understanding of teaching learning conditions. A one-shot observation will not reveal the true story. It should try to examine how multigrade teaching interacts with local languages, different subjects in the curriculum and a host of other issues. In order to capture community conditions and contextual factors (e.g. geographical, social, ethnic, demographic, economic), a short community checklist will be prepared and used.

A research workshop will be organized in Bangkok inviting national researchers from participating countries. This workshop, among other things, will develop and finalize the instruments.
Where necessary, these instruments will be translated and adapted in the countries. Any major modification in the instruments should be informed to UNESCO Bangkok and eventually to other country teams.

- **Step Three: Data collection**

The next stage in the research process is to administer the various data gathering instruments to gather data. Data collection strategies may not be the same across the different levels of government and types of respondents. At the central level, the national researcher will prepare a list of these departments/institutions in advance. The list should also include contact details of potential interviewees. The heads of these departments/institutions or officials should designated by them should be interviewed. At this level, a combination of interviews and focus group discussions should be used. As mentioned earlier, only those departments and specialized institutions whose decisions/actions have bearing on the functioning of multigrade schools (or schools adopting multigrade teaching) should be contacted.

Then, in consultation with the knowledgeable MOE officials the national researcher should select a province/region (even district if it is possible) where the field study will be carried out. Among other things, the selection of the province/region should be based on the concentration of multigrade schools. The province/region with the highest number of multigrade teaching schools should be selected. Accessibility, travel costs and time taken to reach and complete the fieldwork should also be factored in. At this level, regional/provincial authorities dealing with multigrade teaching affairs should be contacted and interviewed. Again, a combination of interviews and focus group discussions can be applied.

One major interest of this study is to understand how teachers are trained and supported for multigrade teaching. Therefore, at least two teacher education (one pre-service, one in-service) institutions should be selected in consultation with national and provincial authorities and concerned teacher educators/trainers should be interviewed. If the training is in progress at the time of the visit, training sessions can also be observed.

Finally, a sample of 5-6 schools should be purposively selected but in consideration of factors such as the use of multigrade teaching (only multigrade, partly multigrade), school location (rural/urban), very remote/not so remote, school type (primary only/attached to secondary school), and school performance (school with good student performance and not so good performance). Schools that are known to have used multigrade methods innovatively and produced good results in terms of student learning should be included in the sample.

In each sample school, different categories of respondents should be selected using the criteria mentioned below:

<table>
<thead>
<tr>
<th>Respondent type</th>
<th>Selection method</th>
<th>Instrument to be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>Where applicable, the head teacher of the concerned school should be automatically selected. If the head teacher is not available, any other person who had administrative role of the school can be interviewed.</td>
<td>School form&lt;br&gt;Personal profile&lt;br&gt;Individual questionnaire</td>
</tr>
<tr>
<td>Teachers</td>
<td>The selection should be by census, meaning that all the</td>
<td>Teacher profile</td>
</tr>
</tbody>
</table>
multigrade teachers who are present at the time of school visit should be interviewed.

Teacher questionnaire
One group interview with all the teachers

Students
Two groups of students (each group with no more than 6-8 children of upper primary grades) should be selected purposively in consideration of gender, ethnicity, household location, etc.

Informal interview in group using 5-6 questions preferably within 30 minutes

Parents
Two groups of parents, each group consisting of 6-8 parents chosen purposively and based on availability

Focus group discussions

Management committee members
Where management committee exists, one or more members of the management committee to be interviewed

Informal interview

Key informants
Any other knowledgeable people (2-3) who may not have any official role at present but may have good understanding about the school

Informal interview

In addition to the above, the research team should maintain daily diaries to record any other significant events, personal observations, contradictions, paradoxes, etc.

In order to provide visual images of people, places and activities, the research team is encouraged to take photographs of teaching learning processes, school and classroom conditions and local communities. It may be necessary to seek permission before the pictures can be taken and used. Samples of teachers’ lesson plans and other materials can also be collected.

- **Step Four: Analysis of data**

  The next stage is to analyse both the primary and secondary data collected from the field work and the document review. The data should be organized, presented and analysed in such a way so that the research questions are systematically answered and that the study objectives are fulfilled. Key considerations in data analysis are as follows:

  First, the key findings of the study should be carefully presented in a logical manner to show the actual situation of multigrade teaching in the country and discuss its key features. Data presentation should be analytical and avoid lengthy descriptions. Quantitative data should be presented in tables, charts and graphs. Analysing qualitative data involves reviewing the interview or focus group discussion transcripts with an eye for key themes, patterns, categories and relationships.
Second, it should identify the gaps and challenges that exist in current policies and systems with respect to the various variables of interest (e.g. financing, teacher training, teacher deployment). The identification of gaps and challenges is not enough. The country research team should also try to identify reasons behind the gaps identified. Often, there are gaps between national policy statements and actual implementation of the policy provision.

Third, any lessons learned or best practices that may emerge from the analysis of the data should also be presented with key highlights.

Fourth, the research team should formulate policy options, strategies and recommendations for necessary reform as indicated by the data. These findings and recommendations should be considered initial and preliminary. At this stage, these findings can be presented to the advisory committee for their review and feedback.

**Step Five: Dissemination of research findings**

Finally, a national workshop should be organized inviting policymakers, practitioners as well as key stakeholders with a view to presenting research findings and seeking feedback/comments on various aspects of the study but most particularly the findings and policy recommendations. The research team is encouraged to maintain the consultative and reflective approach until this final stage of the research process. It should be emphasized that the national dissemination should be used as an opportunity to advocate for strong policy support for improving multigrade teaching.

### 6.2 Proposed Timeframe for the Country Research

<table>
<thead>
<tr>
<th>Step</th>
<th>Time (month)</th>
<th>Suggested actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Month 1</td>
<td>Initial preparatory work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Informing the MOE and other key institutions about the study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishment of a country research team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Forming an advisory body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Informing the advisory committee members of the study objectives, scope, preliminary research work plan, etc.</td>
</tr>
<tr>
<td>Month 2</td>
<td></td>
<td>Finalizing the work plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Preparing a list of institutions/departments to be contacted for interview at the national level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Initial mapping of documents that should be collected for review</td>
</tr>
<tr>
<td>Month 3</td>
<td>Collection of documents for review</td>
<td>- Collecting all relevant laws and policy documents as well as reports and studies on multigrade teaching and related issues</td>
</tr>
<tr>
<td>Months 3 to 5</td>
<td>Desk Review</td>
<td>- Reviewing the collected documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparing a review report</td>
</tr>
<tr>
<td>Two</td>
<td>Months 3 to 5</td>
<td>Field work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Developing survey instruments (translating where instruments are provided by UNESCO Bangkok)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pre-testing /revising and finalizing</td>
</tr>
<tr>
<td>Step</td>
<td>Output</td>
<td>Target date</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>One</td>
<td>Research work plan</td>
<td>Month 1</td>
</tr>
<tr>
<td>One</td>
<td>Policy analysis report</td>
<td>End of month 5</td>
</tr>
<tr>
<td>Two</td>
<td>Field study completion report (short narrative of the field work with photos)</td>
<td>End of Month 8</td>
</tr>
<tr>
<td>Three</td>
<td>Short progress report on data analysis</td>
<td>End of Month 8</td>
</tr>
<tr>
<td>Four</td>
<td>Preliminary draft report</td>
<td>End of Month 10</td>
</tr>
<tr>
<td>Five</td>
<td>Final Research report submission</td>
<td>End of Month 11</td>
</tr>
</tbody>
</table>

### 6.3 Key Milestones and Outputs

<table>
<thead>
<tr>
<th>Step</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Research work plan</td>
</tr>
<tr>
<td>One</td>
<td>Policy analysis report</td>
</tr>
<tr>
<td>Two</td>
<td>Field study completion report (short narrative of the field work with photos)</td>
</tr>
<tr>
<td>Three</td>
<td>Short progress report on data analysis</td>
</tr>
<tr>
<td>Four</td>
<td>Preliminary draft report</td>
</tr>
<tr>
<td>Five</td>
<td>Final Research report submission</td>
</tr>
</tbody>
</table>