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# Assistance to Basic Education: All Children Reading (ABE-ACR)

USAID's Early Grade Reading Program (EGRP) in Nepal  
Quarterly Progress Report: July 1, 2017 – September 30, 2017



**October 31, 2017**

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# Assistance to Basic Education– All Children Reading (ABE-ACR)

## USAID's Early Grade Reading Program (EGRP) in Nepal

Quarterly Progress Report: July 1, 2017 – September 30,  
2017

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Prepared for  
Jannie Kwok (Acting Contracting Officer's Representative [COR])  
Education Office  
United States Agency for International Development/Nepal  
GPO Box No. 295  
U.S. Embassy, Maharajgunj  
Kathmandu, Nepal  
E-mail: [jkwok@usaid.gov](mailto:jkwok@usaid.gov)

Prepared by  
RTI International  
P.O. Box 12194  
Research Triangle Park, NC 27709-2194  
Telephone: 919-541-6000  
<http://www.rti.org/>

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

*Cover photo: Grade 1 students from the Islamic school, Madarsa Jamiya Islamiya Razaye Mustafa in Banke, who are native Awadhi speakers, learn the Nepali language with the help of learning material developed by EGRP.*

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# List of Abbreviations

ABE-ACR	Assistance to Basic Education: All Children Reading
AT+	AidTracker Plus
AWP	Annual Work Plan
B&M	Branding and Marking
C	Cumulative
CB-EGRA	Classroom-Based Early Grade Reading Assessment
CC-BY	Creative Commons Attribution license (open source)
CDC	Curriculum Development Center
CLA	Central Line Agency
CMO	Community Mobilization Officer
COP	Chief of Party
COR	Contracting Officer's Representative
cwpm	Correct Words Per Minute
DCT	District Core Team
DEO	District Education Office
DFID	UK Department for International Development
DOE	Department of Education
DP	Development Partner
DQA	Data Quality Assessment
EAN	Equal Access Nepal
ECED	Early Childhood Education and Development
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EGRP	Early Grade Reading Program
EMES	Education Management Efficiency Survey
EMIS	Education Management Information System
EOI	Expression of Interest
ERO	Education Review Office
FGD	Focus Group Discussion
G2G	Government to Government (USAID direct support to GON)
GON	Government of Nepal
GPS	Global Positioning System
ICT	Information and Communication Technology
IEMIS	Integrated Education Management Information System
iGAP	RTI International Grants and Procurement Concept
INGO	International Nongovernmental Organization
IR	Intermediate Result
IT	Information Technology
JICA	Japan International Cooperation Agency
KII	Key Informant Interview

L1, L2	First Language, Second Language
LOI	Language of Instruction
LOP	Life of Program
LPO	Limited Purchase Order
M&E	Monitoring and Evaluation
MEC	Municipal Education Committee
MOE	Ministry of Education
MT	Mother Tongue
n/a	Not Applicable
NASA	National Assessment of Student Achievement
NC	Non-Cumulative
NCED	National Center for Educational Development
NEGRP	National Early Grade Reading Program
NFEC	Non-Formal Education Center
NGO	Nongovernmental Organization
NPR	Nepalese Rupees
PCAB	Parent and Community Attitudes and Beliefs
PMP	Performance Monitoring Plan
PPP	Public-Private Partnership
PPR	Performance Plan and Report
PSA	Public Service Announcement
PTA	Parent–Teacher Association
RC	Resource Center
RFP	Request for Proposals
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
SBCC	Social and Behavior Change Communication
SCM	Social and Community Mobilization
SMC	School Management Committee
SO	Section Officer
SOW	Scope of Work
SRM	Supplementary Reading Material
SSDP	School Sector Development Plan
STTA	Short-Term Technical Assistance
SY	School Year
TBD	To Be Determined
TLM	Teaching and Learning Material(s)
TOCOR	Task Order Contracting Officer’s Representative
TOR	Terms of Reference
TPD	Teacher Professional Development
TRG	Tole Reading Group
TSU	Technical Support Unit
USAID	United States Agency for International Development
USG	United States Government

VEC

Village Education Committee



# 1 Introduction

## 1.1 Program Overview

<b>Task order name:</b>	USAID's Early Grade Reading Program (EGRP) in Nepal
<b>Task order start date and end date:</b>	March 2, 2015 – March 1, 2020
<b>Name of prime implementing partner:</b>	RTI International
<b>Task order number:</b>	AID-167-TO-15-00002
<b>Names of subcontractors:</b>	Another Option, Plan International (Plan Nepal), Room to Read, SIL LEAD
<b>Major host-country counterpart organizations:</b>	Ministry of Education (MOE), Curriculum Development Center (CDC), Department of Education (DOE), Education Review Office (ERO), National Center for Educational Development (NCED), Non-Formal Education Center (NFEC)
<b>Geographic coverage:</b>	Kathmandu and the following districts: Banke, Bardiya, Bhaktapur, Dadeldhura, Dang, Dhankuta, Dolpa, Kailali, Kanchanpur, Kaski, Manang, Mustang, Parsa, Rupandehi, Saptari, Surkhet
<b>Reporting period:</b>	July 1 – September 30, 2017 <sup>1</sup>

## 1.2 Program Description

The two overriding goals of EGRP are as follows:

- Reading skills improved: Public primary school students in grades 1–3 in the 16 target districts with improved reading skills.
- Government of Nepal (GON) services strengthened: The Contractor will have supported the GON through Phase I of the Nepal EGRP and completed the design and demonstration of a national model that the GON can then implement nationwide within its budget.

These goals will be achieved through meeting the following three Intermediate Results (IRs):

- Improved Early Grade Reading Instruction (IR 1)
- Improved National and District Early Grade Reading Service Delivery (IR 2)
- Increased Family and Community Support for Early Grade Reading (IR 3)

Based in Kathmandu and working in the following districts—Banke, Bardiya, Bhaktapur, Dang, Dadeldhura, Dhankuta, Dolpa, Kailali, Kanchanpur, Kaski, Manang, Mustang, Parsa, Rupandehi, Saptari, and Surkhet—EGRP will work with the Ministry of Education (MOE) and its Central Line Agencies (CLAs), the Curriculum Development Center (CDC), Department of Education (DOE), Education Review Office (ERO), National Center for Educational Development (NCED), and Non-Formal Education Center (NFEC) to develop an early grade reading (EGR) program that the GON can replicate and expand to all districts of

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<sup>1</sup> Due to EGRP shifting its implementation and reporting years to align with the GON's fiscal year (mid-July to mid-July), as explained in the program's Year 2 Annual Report (which doubled as the April–June 2017 quarterly report), this report is the first quarterly report of Year 3 (2017–2018) of the program.

the country in a cost-effective and sustainable manner. As such, EGRP is first and foremost a capacity-building program.

Key EGRP activities center on developing teaching and learning materials, developing teacher training manuals and delivering training, providing orientation for head teachers, conducting early grade reading assessments (EGRAs) and other ongoing formative classroom assessments, strengthening the MOE's Education Management Information System (EMIS), strengthening District Education Offices (DEOs) to effectively manage school-based EGR activities in schools, and sensitizing and mobilizing families and communities to support EGR activities in schools and communities.

RTI's technical approach to implementing EGRP consists of the following:

- Providing embedded and other direct technical assistance services to the GON for the implementation and continuing evolution of the GON's National Early Grade Reading Program (NEGRP) Plan. This will include supporting the GON to harmonize and organize the multiple contributions to EGR that are already under way.
- Maintaining consistency with GON NEGRP standards, making it feasible for the GON to replicate and implement on a national scale. This includes utilizing and helping to improve the policies, systems, and resources that are available to the GON.
- Employing multiple first-language instructional methods and materials according to dominant first language (L1), in selected languages in addition to Nepali.
- Utilizing evidence-based strategies to increase family and community support for EGR.

As noted above in Section 1.1, EGRP has four subcontractors, each of which plays a significant role in implementing the program, as follows:

- ***Another Option's*** contributions focus on EGR social and behavioral change communication and advocacy (primarily IR 3);
- ***Plan Nepal*** is overseeing much of EGRP's community sensitization and mobilization work (IR 3);
- ***Room to Read*** provides expertise in EGR policy, materials and curriculum development, and teacher training (IR 1 and IR 2); and
- ***SIL LEAD*** is applying its expertise in mother tongue (MT) language development to EGRP's IR 1 activities (especially IR 1.1).

RTI and its subcontractors form a strong team. In the interest of program integration and seamless implementation and reporting, references to individual organizations will be limited in this and all EGRP reports.

## 2 Expected Results by Intermediate Result and Sub-IR

### IR 1: Improved Early Grade Reading Instruction

- a. Evidence-based early grade reading instructional materials designed, distributed, and in use (1.1).
- b. In-service professional development for teachers in public schools on reading instruction and the use of the materials provided (1.2).
- c. Monitoring and coaching for teachers in early grade reading instruction materials provided (1.3).
- d. Classroom-based and district-based early grade reading assessment processes improved (1.4).

### IR 2: Improved National and District Early Grade Reading Service Delivery

- a. Early grade reading data collection and analysis systems improved (2.1).
- b. Policies, standards, and benchmarks that support improved early grade reading instruction institutionalized (2.2).
- c. Planning and management of financial, material, and human resources devoted to early grade reading improved (2.3).
- d. National standards for early grade reading improvement adopted and geographically expanded (2.4).

### IR 3: Increased Family and Community Support for Early Grade Reading

- a. Community awareness of the importance of early grade reading, and language for reading instruction as appropriate, increased (3.1).
- b. Family engagement to support reading increased (3.2).
- c. Parent–teacher association (PTA) and school management committee (SMC) ability to contribute to quality reading instruction increased (3.3).
- d. Parent and community capacity to monitor reading progress increased (3.4).

## 3 Summary of Accomplishments

Despite considerable uncertainty in the operating environment due to the GON's move to a federalist system, EGRP pushed its work forward during the July–September 2017 quarter. This section of the report provides a broad overview of accomplishments by IR, while Section 7.2 describes in more detail progress at the sub-IR level, *Annex A* summarizes accomplishments by indicator, and *Annex B* outlines progress achieved at the sub-sub-IR level. *Annex C* contains a success story from the quarter, and *Annex D* is a summary of notable activities.

### 3.1 IR 1: Improved Early Grade Reading Instruction



*A teacher in the mid-western region uses letter flashcards to engage students in formulating words.*

#### **Development of Teaching and Learning Materials (TLMs) and Supplementary Reading Materials (SRMs)**

During this quarter, the Rana Tharu grade 1 TLMs were finalized. CDC plans to roll out these TLMs in the 2018–2019 school year, which means that next quarter, preparations for school identification and selection will begin. EGRP held multiple discussions with CDC concerning the TLMs for both the Awadhi and Maithili languages, as well as plans for developing Nepali TLMs in line with the upcoming integrated curriculum. In both cases, a fair amount of uncertainty remains, but it is now clear that the rollout of these sets of TLMs will take place in the 2019–2020 school year, rather than in 2018–2019 school year as the EGRP team had previously understood.

The additional 28 SRMs titles which the CDC developed utilizing Government to Government (G2G) funds during the previous fiscal year were finalized with EGRP technical support, and CDC agreed to undertake a gap analysis of the full SRMs package (incorporating these additional, new titles); while the timing was not finalized, agreement was reached during this quarter on the modality: contracting an external third party to undertake the gap analysis under CDC and EGRP guidance.

#### **Teacher Training**

During this quarter, the rollout of the 10+5-day EGR teacher professional development (TPD) module, which had been started in the previous quarter, was completed. While there had previously been agreement with NCED that EGRP would support training for an additional 2,000 teachers, NCED determined that in fact there were no remaining teachers who should receive the EGR TPD training in Cohort 1 districts. Instead, the focus moved to preparing the “bridge course,” which will allow the teachers who had initially received the 7-day initial training in Year 2 of the program to complete the full 10 days. EGRP supported the NCED to develop the training manual for the bridge course in August, and the training of trainers will be completed in October, followed by the rollout of the teacher training by NCED.

## **Rapid Assessment**

One of the most significant activities accomplished under IR 1 during this quarter was the rapid assessment, which aimed to obtain information regarding the use of TLMs by teachers, feedback on the TLMs, and feedback on teacher training as well as on the Reading Motivator system. While EGRP staff and GON colleagues had, over time, received anecdotal feedback—particularly in regard to problems with the Reading Motivator system—collecting such information more systematically, in collaboration with EGRP and GON, will help to inform the revision and/or development of TLMs as well as the review and revision of the system for ongoing teacher support. The rapid assessment tools were finalized in collaboration with the MOE and CLAs in August and data collection was completed in September. Analysis and sharing of the findings will be done in October–November.

The MOE, DOE, and NCED have acknowledged that the current Reading Motivator system is not sustainable and needs to be reviewed and revised. They have agreed to hold a meeting (with EGRP support) to share information about, and discuss possible alternatives for, ongoing teacher support. This meeting will dovetail with the sharing of the findings from the rapid assessment, and is expected to inform planning for ongoing teacher support in Cohort 2. EGRP is encouraging the GON to include other stakeholders (international nongovernmental organizations [INGOs], development partners [DPs]) in that meeting. In the meantime, EGRP continued to support the mobilization of Reading Motivators under the current system, and monthly reports indicated that that piece of the teacher support system was moving ahead somewhat unevenly, as previously reported. Details appear in a later section.

## **Classroom- and District-Based Assessment**

EGRP provided technical support to the ERO to conduct a five-day workshop to revise and review the Education Management Efficiency Survey (EMES) tools. The workshop was conducted from August 30 to September 4. Approximately 30 participants from the government CLAs, relevant INGOs, universities, and EGRP participated in the workshop. The EMES tools were reviewed thoroughly and changes were suggested to make the instruments clear, concise, and effective.

Also during the reporting period, EGRP provided technical support to ERO for finalizing the 2016–2017 Classroom-Based EGRA (CB-EGRA) results report. ERO submitted the final report to the Ministry of Education.

### 3.2 IR 2: Improved National and District Early Grade Reading Service Delivery



*EGRP team members and the local level government staff in Dolpa district discuss the status of EGRP implementation.*

#### **ERO Capacity Building**

As requested by ERO, EGRP's monitoring and evaluation (M&E) team provided capacity-building support to ERO on data analysis using the SPSS statistical analysis software package. A five-day training was planned and conducted August 15–20, with 15 people from ERO and other CLAs participating. Most of the participants shared that the training was helpful for them to enhance their technical skills in data analysis using SPSS, which will help ERO to manage data analysis for the CB-EGRA, the National Assessment of Student Achievement (NASA), and various early childhood education and development (ECED) assessments.

#### **Orientation on Integrated Education Management Information System (IEMIS) Data Collection**

With technical support from EGRP, DOE updated the IEMIS instrument in the DOE system by incorporating into the instrument fields for teacher assignment by grade, qualification, teacher language, and students' language of communication in the early grades. The updated IEMIS is being rolled out in schools from this academic year. Since the system is new for school authorities, DOE organized a one-day orientation program on the IEMIS for DEO personnel in Kanchanpur and Banke districts, with technical support from EGRP; selected DEO personnel from Bardiya, Dang, and Kailali districts were also invited to participate in the program. In total, 72 DEO personnel were oriented on the updated IEMIS. Participants developed action plans to apply their new knowledge and skills to assure quality in the procedures, processing, and utilization of EGR data collection.

#### **Policy Studies**

Three policy studies on (1) Timetabling/Time-on-Task for Reading and Instruction of Nepali, (2) Feasibility Study on Cell Phone Application for Home-Based Reading for Early Grades, and (3) Study on Language Reading Instruction: Parent and Community Attitudes and Beliefs (PCAB) on Language Use in Instruction and Teacher Assignment, were conducted by

individual consultants and consulting firms. The draft reports of the first two studies were completed, while the draft report of the PCAB study was being finalized at the end of the reporting period and will be received in early October.

### **Decision on Reading Benchmarks**

With technical support from EGRP, CDC conducted meetings with members of the Nepali Language Committee on the relevance of reading benchmarks, procedures for setting benchmarks, and the process of decision-making with regard to EGR benchmarking. CDC shared the benchmarks with the Nepali Language Subject Committee, which was reviewing them as the quarter ended and hopefully will approve them.

### **Review and Revision of the NEGRP Five-Year Plan**

The current NEGRP strategy document was prepared in 2014 under the auspices of the School Sector Reform Plan (2009–2016). The Ministry of Education is now implementing the School Sector Development Plan (SSDP; 2016–2023) and, due to changes in the education sector, the NEGRP strategy needs to be updated to better align with SSDP goals, objectives, purposes, strategies, and key performance indicators. The document also needs to more clearly reflect the emerging federalist structure throughout the country. To this end, the MOE formed a technical team—chaired by the Joint Secretary of the Planning Division of the ministry—to review and update the NEGRP five-year plan. The technical committee discussed its scope of work and finalized the Terms of Reference (TOR). EGRP is providing technical support for the activity.

### **Capacity Building of the MOE and CLAs**

There is an ongoing need to develop the GON’s human resources for the effective planning and implementation of NEGRP as well as to ensure the sustainability of EGRP interventions. Drawing from the recommendations of two documents—“Mapping the Capacity Needs of the MOE System for Early Grade Reading” and “Early Grade Reading Program Performance Evaluation Baseline Study: Final Report” (by consulting firm CAMRIS International)—EGRP developed and shared a capacity-building strategy with the MOE and CLAs. As agreed with the MOE and CLAs, some of the elements of the capacity-development strategy were incorporated into EGRP’s Year 3 Annual Work Plan (AWP).

### **EGRP Review Meeting**

During September 11–13, EGRP conducted a two-day review meeting with its four regional managers in its Kathmandu office to review progress in program implementation and to discuss the program’s Year 3 AWP. During this review meeting, the EGRP central team also shared information about reporting requirements and discussed operational procedures; the future direction of EGRP implementation in the new federal structure was also discussed. The encounter was a good opportunity to discuss gaps between planning and implementation and to problem-solve accordingly.

### **TLM Distribution**

The distribution of grades 1–3 TLMs for this academic year to 1,579 Cohort 1 district schools was completed during the quarter. The EGRP central, regional, and district teams closely monitored the TLM distribution process. During the monitoring, the teams verified the materials and also addressed mismatches of the TLMs’ distribution in some of the clusters



because of discrepancies in pupil enrollment information. Some schools in Banke, Dang, Kailali, and Saptari were severely affected by heavy floods in August. The floods damaged 68 schools in Banke, 18 schools in Dang, 3 schools in Kailali, and 75 schools in Saptari. TLMs and SRMs were also damaged in these affected schools. In close collaboration with DEOs, data verification continued in order to develop and implement a TLM redistribution plan, if doing so is required.

### **EGR Harmonization and Standardization Guidelines**

Throughout the past year, EGRP provided technical support to the MOE and CLAs to develop EGR standardization and harmonization guidelines in five thematic areas of early grade reading, as a way to bring some uniformity to the disparate EGR inputs that different organizations had been making. During the July–September quarter, DOE printed and circulated the guidelines to CLAs and EGRP, which gave copies to USAID. Further copies will be made to share with DPs and INGOs. As of the end of September, EGRP was in the process of producing final English versions of the guidelines, which it will share with the MOE next quarter to print and distribute.

### **Regional- and District-Level EGRP Teams’ Support to DEOs**

During the quarter, EGRP regional and district teams provided technical support to their respective DEOs to organize district- and subdistrict-level planning meetings regarding G2G and EGRP. The EGRP regional and district teams worked closely with the DEOs to plan and then review major activities carried out during the quarter: updating IEMIS; organizing Resource Center (RC)-level Reading Motivator meetings; providing support to organize District Core Team (DCT) meetings; supporting review meetings for TLM distribution; and organizing review meetings with head teachers, SMC chairpersons, and other district-level stakeholders.

## **3.3 IR 3: Increased Family and Community Support for Early Grade Reading**



*A peer educator from Manang helps a fellow parent with reading tips for her child using some communication training materials.*



The IR 3 component of EGRP was able to achieve numerous significant results through a wide range of community-based activities, focusing mainly on the objective of improving parents' attitudes, knowledge, and behaviors toward education and their role in supporting their children's learning. This section of the report details activities that were successfully implemented by parents and households as well by communities or the government. EGRP is encouraged by the amount of impact the IR 3 activities have had on the overall program goals and success.

### **EGR Media Advocacy Activities**

As a part of the social and behavior change communication (SBCC) campaign, radio public service announcements (PSAs) and programs in the Nepali, Awadhi, Maithili, and Rana Tharu languages were broadcast across key program communities. Equal Access Nepal (EAN) contributed as a private sector partner to EGRP and DOE for an advocacy, public awareness, and mass media campaign in the six districts that comprise Cohort 1. EAN had been awarded a grant to provide technical assistance on mass media production and broadcasting of the 15-minute radio and web-based program as well as the two 60-second and 30-second radio and web-based PSAs. Previously, EAN had worked closely with EGRP's advocacy and public awareness team and DOE on the national public awareness campaign and organized media orientation programs at the national and district levels. EAN submitted a final project report in September 2017 as their grant ended during this quarter.

To evaluate the reach and awareness among primary audiences in the six districts where EGRP is working, Avant Garde Solutions Pvt. Ltd., a local research firm, was selected through a competitive bidding process to conduct an assessment study, and began work on August 28, 2017. The study will be conducted from September to end of January 2018. Findings of the research will contribute to message development, media buy, and programming decisions during Years 3 and 4 of the program. This in-depth research and analysis will allow EGRP to be continually relevant and contextually appropriate in terms of EGR messaging, especially as it relates to engaging parents and those not familiar with regular interaction with the formal education sector.

### **Partner Nongovernmental Organization (NGO) Follow-Up Training**

During the reporting period, IR 3 activities focused specifically on partner capacity building to ensure that the NGOs working with EGRP will be able to continue the critical work being done with parents and community actors. The IR 3 team conducted a three-day NGO follow-up training for partners in Banke, Bhaktapur, Kaski, and Manang districts, during which the participants had an opportunity to review the progress and challenges they faced during the previous quarter. Training focused on orientation around the remaining social and community mobilization (SCM) activities (to be implemented next quarter), as well as continued strengthening of their technical capacity in M&E, with a special focus on the performance monitoring indicators that are critical to EGRP success.

### **Tole Reading Groups (TRGs)**

One of EGRP's main goals within its IR 3 work is fostering parents' increased engagement directly with their children. Through the TRGs, EGRP has seen a marked increase in parents' understanding of the importance of education, the role they can play in supporting their

children's learning, and their participation in the creation of reading materials and extracurricular reading activities. The partner NGOs in Banke, Bhaktapur, Kaski, and Manang districts conducted 66 advocacy and awareness campaigns involving a total of 9,516 participants, including the newly elected local leaders, parents, TRG members, and NGOs.

In addition to this, 1,722 peer educators participated in peer education trainings, resulting in trained parents who are now mobilized to disseminate the EGR messages to other peer parents. Similarly, 584 TRG meetings were organized in Kaski district, where the TRG members reviewed their progress and prepared their action plan to continue engagement with other parents and community members around joint parent-child reading activities.

### **Support to Municipal and Village Education Committees (VECs and MECs)**

In this quarter, 15 VEC/MEC meetings were organized in Saptari, where local-level executive officers, head teachers, SMC chairpersons, PTA chairpersons, ward citizens, social mobilizers, TRG coordinators, Resource Persons, Reading Motivators, and other stakeholders were all involved in discussions around the education portfolio and key needs and barriers. The meetings focused on key discussion points that directly spoke to EGR needs, and highlighted the vital importance these meetings have in bringing stakeholders together to advocate for the needs of their children. Agenda items focused on the role of parents, communities, and teachers in EGR improvement; the viability of budget allocations by local government in support of EGR; and the best ways to support new extracurricular reading activities.

### **Reading Camps and Parent-Teacher Conferences**

With an objective to provide additional reading opportunities for early-grade children during their holidays (when they are out of school), this quarter a total of 2,379 reading camps were organized in six Cohort 1 districts, with a total of 69,341 participants, including children, who had an opportunity to interact with a teacher (facilitator) and other parents about reading. Additionally, 203 schools organized Reading Day celebrations by disseminating infographics and reading assessment results among the parents, children, child club members, teachers, SMC/PTA members, and other stakeholders.

In order to help bridge the gap between parents and schools, and to create a platform to interact among teachers, students, and parents, the project conducted 686 parent-teacher conferences, in the six Cohort 1 districts, resulting in 23,912 parents visiting their children's schools for the purpose of meeting with the schools' teachers and learning about the reading status of their children.

### **SMC Grants**

Under the SMC grant implementation, EGRP's local NGO partners organized a total of 309 orientations to SMCs or PTAs on the SMC grants, the menu of possible activities to be implemented, proposal preparation processes, and the SMC grant implementation modality, including the grant compliance process. Through the orientations, altogether 6,678 SMC/PTA members (46% women, 54% men) enhanced their understanding of the grant implementation modality, how to choose after-school activities, and the compliance criteria to be met during implementation and in reporting. As of the end of September 2017, 182 applications had been

received, of which 163 were approved by EGRP; 125 were signed by both EGRP and the respective SMCs. The first installment of funds was released to 105 SMCs.

## Cohort 2 Partner NGOs

To lay the groundwork for onboarding partner NGOs in the 10 upcoming Cohort 2 districts (Bardiya, Dadeldhura, Dang, Dhankuta, Dolpa, Kailali, Mustang, Parsa, Rupandehi, Surkhet), EGRP published an advertisement requesting potential organizations to submit an Expression of Interest (EOI) during the reporting period. An evaluation committee was formed incorporating members from the MOE, DOE, USAID, and EGRP. In October, they will evaluate the received EOIs and shortlist organizations in each district that meet the criteria to participate in the full procurement process next quarter.

## 4 Progress on Program Deliverables

No program deliverables were due during the July–September 2017 reporting period. The next two major program deliverables are due at the end of March 2018 and will be reported on in the January–March 2018 quarterly report.

## 5 Constraints and Opportunities

While EGRP made considerable progress during the quarter, as described briefly above and in more detail below in Section 7.2 and in Annexes A and B, the program also experienced some constraints during the reporting period. **Table 1** summarizes the constraints and challenges EGRP encountered during the quarter, while **Table 2** briefly describes the opportunities encountered during the quarter.

**Table 1: Constraints**

Description	Solution	Time frame
The absence of clear policy and guidance from the GON regarding TLM development—which may be exacerbated during this period of uncertainty while the country is shifting from a centralized to a decentralized GON structure—hampers planning. For example, planning for the development of additional TLMs in mother tongues, as well as the development of new Nepali TLMs, remains “up in the air,” because EGRP has not been able to obtain official guidance regarding the timing and rollout of the integrated curriculum, or where responsibility for development of MT TLMs lies.	EGRP has been holding regular informal discussions with CDC and MOE in order to try to understand both the current status of and expected plans for materials development. In order to engage in concrete planning, a formal statement (such as, “No new TLMs should be developed until the integrated curriculum is online, which will be in 2019...” ) is needed. Support from USAID and possibly the EGR Technical Working Group is likely to be required to make this happen.	November 2017

Description	Solution	Time frame
As part of USAID requirements, EGRP-produced SRMs and TLMs are to be open-licensed resources. In the case of Nepal, the MOE needs to approve open licensing. As a policy-level intervention, EGRP cannot do much but seek legal advice and present the findings to the CLAs and MOE.	The Review Committee formed at the CDC in November 2016 could either recommend or reject the findings and share them with the MOE, which will make the final decision.	This should be resolved by the end of October 2017.
During late July and most of August, there was serious monsoon flooding in some parts of the Terai, which caused some school closures and required EGRP to postpone some activities in affected districts, such as Banke and Saptari. EGRP kept USAID informed of developments as the program received updates from its field staff.	As the flood waters receded, the situation returned to normal. At the time of writing this report, activities that were postponed were being rescheduled and implemented. Information was still limited about the extent of damage to schools (and TLMs) and what remedial action EGRP may need to take.	July–September 2017
Local elections affected the implementation of local capacity-development activities, TLM distribution, and the data collection of research activities.	The concerned EGRP technical team, along with GON counterparts, rescheduled the activities as appropriate.	By the end of the third phase of local elections in September, the situation normalized.
The new federalist structure affects EGRP's structural set-up as well as program planning and implementation processes.	EGRP had, and will continue to have, regular discussions with GON colleagues to obtain clear direction on federal structures and functions, and their implications for EGRP.	This effort is ongoing, especially with national and provincial elections to be held in November and December 2017.
Projected budget cuts for personnel and activities during the remainder of EGRP, especially for IR 3 activities—including reading contests, media orientations, and public awareness outreach—could weaken that part of the program.	EGRP's aim is to try to turn the budget cut into a plus in the sense of focusing IR 3 activities as much as possible on the GON for implementation, which hopefully will enhance sustainability.	May 2017 and ongoing.
Continuation of regular TRG meetings is a challenge due to lack of budgeting for the groups' work or snacks for the participants.	Lobbying and advocacy with local stakeholders, including the mother organization of the TRGs, will continue in order to explore solutions. The plan going forward to align the TRGs more strongly with the SMCs may enhance their sustainability.	Ongoing.
The abovementioned uncertainties regarding the implications of federalism for EGRP, coupled with uncertainties about the anticipated program budget cut, caused finalizing the EGRP Year 3 AWP to be a protracted, time-consuming process.	Unfortunately, the GON was too busy to participate in a two-day off-site workshop in early August during which EGRP had hoped to discuss and achieve greater clarity on issues such as federalism, integrated curriculum, GON capacity building, etc. in order to revise and finalize its Year 3 AWP. Therefore, USAID and EGRP met on August 30 to discuss the same issues and to agree on the way forward in terms of revising and resubmitting the work plan to USAID. On September 14, the NEGRP Steering Committee met, during which EGRP's Year 3 AWP	Due to the Dashain holidays, EGRP will submit the longer USAID version of the Year 3 AWP to USAID the first week of October for review and approval. The GON version will be finished and submitted to the GON soon thereafter.

Description	Solution	Time frame
	was reviewed. Official feedback was received on September 20, and on September 22, USAID and EGRP met to discuss AWP feedback so both the USAID and GON versions of the plan could be completed.	

**Table 2: Opportunities**

Description
The rapid assessment conducted largely under IR 1 is expected to provide information on both TLMs and teacher training and support, which will lay the groundwork for discussions around both revision and development of new TLMs and revision of the ongoing teacher support system (replacing or changing the Reading Motivator system). While there has been discussion of anecdotal and impressionistic feedback, having a data set based on more systematic data collection around these issues will contribute to informed decision-making and planning.
The materials which are distributed to TRGs are efficient tools for parents to use during the long vacation and holiday periods as supplements to assist with learning when children could otherwise lose ground in their reading.
Some TRG members were elected in the local elections that ended in September, which has created an opportunity to advocate with local governments on resource allocation to support EGR, including the sustainability of TRGs.
The SMC grants are a good approach to engage SMC and PTA members for community mobilization for conducting after-school activities in schools and communities.
As suggested above, the GON move toward a federalist structure presents opportunities for EGRP to rethink some of its implementation modalities and to focus more resources at the district and local levels. As reported above, it is taking some time to achieve the required clarity in this regard, but the program is hopeful that it will be able to move forward on decentralization soon after the Dashain and Tihar holidays in September and October.

## 6 Activities for Next Quarter: October–December 2017

As EGRP headed into the second quarter of Year 3, the program was continuing to consolidate gains in Cohort 1 districts and beginning to lay the groundwork for expanding into Cohort 2 districts during the April–June 2018 quarter later in the implementation and reporting year. This section of the report delineates key activities to be undertaken next quarter, as depicted in *Table 3*.

**Table 3: Planned activities for next quarter (October–December 2017)**

Activity	Time frame
<b>IR 1: Improved Early Grade Reading Instruction</b>	
Complete rapid assessment data entry, analysis and sharing.	Oct
Finalize and have approved Rana Tharu grade 1 TLMs, print-ready copy.	Nov
Select themes, develop scope and sequence, and plan TLM preparation in Awadhi and Maithili (to be determined [TBD] by CDC).	Nov–Dec
Complete design, illustration, and print-ready copy development of additional SRMs.	Oct–Nov

Activity	Time frame
Conduct gap analysis of SRMs.	Dec 2017–Jan 2018
Edit language, design, develop print-ready copy, and print 10-day teacher training manual.	Oct–Nov
Conduct master training of trainers for 3-day bridge course training.	Oct
Plan and complete course design for capacity-building training for NCED staff (TBD by NCED).	Nov–Dec
Plan 10-day TPD-based training in Cohort 2 districts.	Dec
Plan and conduct workshop or meeting to share information and discuss options for ongoing teacher support, based on feedback received from rapid assessment.	Nov
Provide technical support to ERO for developing a CB-EGRA item bank.	Oct
<b>IR 2: Improved National and District Early Grade Reading Service Delivery System</b>	
Conduct orientations on updated school integrated EMIS instrument.	Oct–Dec
As a pilot initiative, demonstrate school web mapping of the data of Kaski district and discuss the potential for developing similar maps of other EGRP districts.	Oct–Dec
Share the findings and recommendations of the study on the effect of parent and community attitudes and beliefs (PCAB) on language of instruction (LOI) and teacher assignments for early grade reading, and develop an action plan.	Oct–Nov
Conduct orientations on the updated EMIS instrument and the use of EMIS data for monitoring and planning purposes.	Oct–Dec
Support the dissemination of student performance standards or benchmarks for early grade reading (grades 1–3) in the Nepali language at the local level.	Nov–Dec
Develop standards for teacher performance in early grade reading and prepare an action plan and strategy for their validation.	Nov–Dec
Share the findings and recommendations of the study on timetabling/time-on-task policy for reading instruction in both formal and informal settings, and develop an action plan for implementation.	Nov–Dec
Provide technical support to the GON for revising the NEGRP strategy document.	Nov–Dec
Conduct orientations on EGRP's Year 3 AWP at the regional level.	Nov–Dec
Support review and coordination meetings with EGR focal persons.	Nov–Dec
With the GON, begin discussing public-private partnerships (PPPs) for promoting early grade reading activities, with an aim to eventually developing a strategy for establishing PPPs.	Nov–Dec
<b>IR 3: Increased Family and Community Support for Early Grade Reading</b>	
Provide technical assistance to NCED's Distance Education and Open Learning Division on EGR radio program development.	Oct–Dec
Provide technical assistance to NCED's Distance Education and Open Learning Division for development of existing EGR radio PSAs in appropriate local languages.	Oct
Conduct media buy at district level for Cohort 1.	Dec onward
Provide technical support to DEOs for awareness and advocacy of EGR through local media.	Oct–Dec
Adapt PSAs for MP3 format and Internet-based download, to be used by social mobilizers.	Oct–Dec
Conduct research on recall of EGR public awareness messages in Cohort 1 districts.	Oct
Conduct field visits for collection of feedback from social mobilizers, teachers, parents, and media.	Nov–Dec
Implement 3-day follow-up training to partner NGOs in Cohort 1 districts.	Oct–Dec
Finalize the cell-phone applications study report.	Oct–Dec

Activity	Time frame
Support District Core Team meetings to review progress on social and community mobilization.	Oct
Award remaining SMC grants to schools in Cohort 1 districts.	Oct–Dec
Review EOIs of NGOs for 10 Cohort 2 districts.	Oct
Issue Request for Applications for shortlisted potential Cohort 2 local NGOs, and review applications.	Nov–Dec
Conduct pre-award survey visits to selected Cohort 2 NGO applicants (or desk review) to determine risk level of NGO to receive EGRP grants.	Dec
Continue implementing NGO activities, in accordance with their implementation plans, in Cohort 1 districts.	Oct–Dec
<b>Monitoring and Evaluation</b>	
Conduct 2017 Performance Monitoring Plan (PMP) indicator annual progress reporting to USAID (Performance Plan and Report [PPR] and AidTracker Plus [AT+] reporting).	Oct–Nov
Regarding the EGRA/EMES midline survey, hire local partner and train staff, and pilot the instruments.	Nov–Dec
Render and customize EGRA and EMES tools in Tangerine for pilot testing.	Nov
Provide support for rapid assessment data entry and analysis.	Oct
Update the district-level master database.	Nov–Dec
Conduct partner NGOs' orientation on M&E.	Oct–Nov
<b>Management and Administration</b>	
As appropriate, be prepared to reconfigure staffing and offices to reflect the emerging situation with regard to federalism.	Oct–Dec

## 7 Detailed Overview of Implementation Progress

### 7.1 Progress Narrative

Progress achieved in implementing program activities at the sub-IR level during July–September 2017 is described below in Section 7.2, in Annex A, and in more detail—at the sub-sub-IR level—in Annex B.



## 7.2 Implementation Status

### 7.2.1 IR 1: Improved Early Grade Reading Instruction



*First graders in Bhaktapur learn to recognize and pronounce Nepali letters and words from stacks of TLMs developed by EGRP.*

#### ***Sub-IR 1.1: Evidence-based early grade reading instructional materials designed, distributed, and in use***

##### **Nepali L1 Teaching and Learning Materials**

EGRP has held numerous informal discussions regarding GON plans for Nepali L1 TLMs. According to earlier conversations during work planning, and as reflected in both the G2G and EGRP work plans, the intention has been to develop or revise grades 1 and 2 TLMs based on the integrated curriculum. However, as of the end of September, CDC had not yet finalized and circulated the integrated curriculum framework. At the same time, CDC staff have also discussed producing new TLMs for grade 1 and 2 even in advance of the integrated curriculum: CDC reported having drafts of such materials, but has not as yet shared them with EGRP. EGRP has encouraged CDC to hold off replacing existing TLMs with a new set of TLMs until the integrated curriculum is on line, so that new materials can reflect the integrated curriculum, which will reduce confusion and inefficiencies that could be caused by producing and distributing new materials repeatedly in a short period of time. In addition, this would allow EGRP and CDC to take into consideration feedback and learning from the “rapid assessment” that was conducted this quarter (and further discussed under IR 1.3), which is expected to provide information that will inform the refinement and improvement of the materials.

##### **Supplementary Reading Materials (Classroom Libraries)**

During Year 2 of the program, CDC developed 28 titles of additional SRMs by outsourcing the work to their roster authors. In August 2017, CDC requested EGRP to review, edit, and finish the design and production of those materials. In a joint review, EGRP and CDC determined that some of the draft SRMs needed minor editing, but some needed more major revision, and in some cases even rewriting. EGRP supported the finalization of the materials



that needed editing or revising, while CDC requested the authors to rewrite those that were determined to be unacceptable. It is expected that next quarter these titles can be finalized.

CDC has also agreed to the aforementioned gap-analysis review of the full set of supplementary materials, through which it can be determined whether there are themes or levels that are underrepresented in the SRMs package. CDC has requested that a third-party reviewer undertake this gap analysis, based on agreed-upon guidelines from CDC and EGRP. The gap analysis will be started next quarter.

### **Rana Tharu and Nepali Second-Language (L2) Teaching and Learning Materials**

The revision of Rana Tharu TLMs that was started last quarter was completed this quarter. The revisions were done by four writers who had been involved in the original Rana Tharu materials development process during the first week of July. Final editing and designing took place in August and September. Next quarter, EGRP will plan with CDC, DOE, and DEOs regarding the rollout of Rana Tharu instruction in selected schools next school year (2018–2019); in particular, EGRP will work with the government to identify schools that will be able and willing to use the TLMs during the local-language subject period next school year.

During the Year 3 AWP development process, it was agreed that grade 1 Awadhi and Maithili TLMs would also be developed during the year. While EGRP’s initial work planning assumed the timing of this development could be such that Awadhi and Maithili instruction could roll out in the 2018–2019 school-year, CDC has since clarified that only materials development will take place during Year 3. A start date for development has not yet been set, as CDC staff have indicated that there is some confusion as to whether the primary responsibility for the development of these materials will lie with CDC or at the provincial or local level.

### ***Sub-IR 1.2: In-service professional development for teachers in public schools on reading instruction and the use of these materials provided***

#### **10+5-Day TPD Module**

At the beginning of this quarter, NCED completed the 10+5-day TPD training rollout, which had been started during the previous quarter. There was some discussion this quarter about whether the 10+5-day TPD module would be rolled out to additional teachers—beyond the 1,700 teachers that were trained by NCED. While planning for Year 2 in April 2016, NCED had requested EGRP to support training for an additional 2,000 teachers in Cohort 1. By July 2017, however, NCED had determined that those figures were inaccurate and that no additional teachers were eligible for the TPD module.

#### **Bridge Course**

During the first week of August, EGRP supported NCED to develop the training manual for the 3+5-day “bridge course” for teachers who had received the seven-day initial teacher training during Year 2 of the program. This training will consist of three days of face-to-face training and five days of school-based reflection and action, in which teachers are assigned some reflective exercises to carry out as they begin to implement the approaches covered during the training. The bridge course is intended to complete the content from the 10+5-day TPD module that was not included in the initial seven-day training program. Language

editing and designing of the training manual were completed during the first part of September, and the master training of trainers for the bridge course is planned for October.

NCED also requested EGRP to print the 10-day teacher training manual and distribute it to all the schools in Cohort 1 districts, as this manual is also considered to be a resource for teachers. Final editing and development of a print-ready copy was begun and will continue into next quarter.

### **NCED Capacity Building**

NCED has been discussing with EGRP developing a capacity-building course for NCED staff. This activity was originally planned in Year 2 of EGRP, and at the end of that year, NCED requested that EGRP develop a training program jointly with the British Council. At the beginning of this quarter, however, the British Council informed EGRP and NCED that they would not be able to collaborate on this activity, and EGRP then began discussing the content and format for the NCED capacity-building training, which is now part of EGRP's Year 3 AWP. Further discussion is required, however, because NCED leaders have requested that the training focus on training policy and federalism, whereas line staff, including focal point persons, maintain that priority should be given to a training designed to increase the number of EGR training experts within NCED. EGRP is willing to provide both training options if NCED is interested, and it is anticipated that the content and timing for the training(s) will be finalized next quarter, and detailed planning will start soon thereafter.

### ***Sub-IR 1.3: Monitoring and coaching for teachers in early grade reading instruction provided***

#### **Rapid Assessment**

The rapid assessment of the use of TLMs and the effectiveness of training and the teacher support system was carried out during this quarter. This assessment is expected to inform further revision and development of the TLMs (mentioned above), as well as the review and redesign of the existing ongoing teacher support system (currently referred to as the Reading Motivator system). Tools were drafted in July by a cross-IR EGRP team and finalized jointly with GON colleagues representing each CLA in August. This group also developed a fieldwork plan, which involved research teams including EGRP central, regional, and district staff, as well as central and district-level government staff. Immediately following the finalization of the tools, a group of EGRP central and district staff, along with government counterparts from the central level (including representatives from MOE, DOE, NCED, and CDC), as well as district-level government staff (from RCs), jointly visited eight schools in Bhaktapur to start the data collection. The team observed eight classrooms; interviewed eight teachers, who were teaching Nepali in grades 1–3; and interviewed eight head teachers, four Reading Motivators, and two Resource Persons.

During the first half of September, the fieldwork continued in Banke, Kanchanpur, Kaski, and Saptari districts. Fieldwork teams in each district consisted of an EGRP central staff member; the EGRP District Coordinator and regional staff person; a representative from the DEO, RC, and/or Education Training Center; and a central-level government colleague. As per the fieldwork plan, nine schools in each district were visited. Two colleagues from USAID joined the rapid assessment teams, in Kaski and Saptari respectively. A data entry

system was developed while teams mobilized for fieldwork, and it is anticipated that data entry and analysis will be completed early next quarter.

### Reading Motivator Mobilization

The MOE, DOE, and NCED have all agreed that the current ongoing teacher support system needs to be reviewed and revised, and have endorsed EGRP's suggestion to hold a workshop or meeting next quarter in which results from the rapid assessment will be shared and discussions held aiming to identify and select from options for adjusting, or replacing, the current Reading Motivator system.

In the meantime, as per the agreement between DOE and EGRP, the existing Reading Motivators in the six Cohort 1 districts were continuing to visit teachers and schools and were receiving transport payments from EGRP. While the Reading Motivator system is recognized to have a number of weaknesses—notably, some Reading Motivators not being able to mobilize because of their teaching load, or having to make less-frequent than expected school visits, for the same reason—a modest number of school visits was carried out. **Table 4** summarizes school visit reporting for August and September (July is not included because most districts had vacation for much of the month). Note that Saptari and Banke were disturbed in August because of the floods, and Saptari had school closures due to elections and Dashain in September. In addition, the Bhaktapur District Coordinator reported that some Reading Motivators had not yet submitted their summary school visit reports for September.

**Table 4: Reading Motivator mobilization, August–September 2017**

District	Total Reading Motivators	Total schools	August		September	
			No. of active Reading Motivators	No. of schools visited	No. of active Reading Motivators	No. of schools visited
Bhaktapur	24	128	16	72	6	17
Banke	25	366	24	117	24	
Kanchanpur	21	261	21	215	21	191
Kaski	40	398	33	117	33	107
Manang	9	27	4	12	4	11
Saptari	30	412	30	90	30	42
<b>Total</b>	<b>149</b>	<b>1,592</b>	<b>128</b>	<b>623</b>	<b>118</b>	<b>442</b>

The Reading Motivator school visit data are similar to the information anecdotally noted in previous quarterly reports: The level of Reading Motivator engagement varied across districts, and in general, school visits were not being carried at the level or frequency intended. It is anticipated that the rapid assessment that was conducted this quarter will reflect these data, but will also provide more detailed information about the effectiveness of Reading Motivator visits when they do occur—as well as feedback from teachers, head teachers, RCs, and district officials that could help to inform an improved teacher support system.

### ***Sub-IR 1.4: Classroom-based and district-based early grade reading assessment processes improved***

#### **EMES Instrument Revision**

With technical support from EGRP, the ERO conducted a five-day workshop to revise and review the Education Management Efficiency Survey tools. The workshop was conducted August 30–September 4, 2017. More than 30 experts from government CLAs, universities, and NGOs participated in the workshop, during which the EMES tools were thoroughly reviewed and necessary revisions were suggested. With technical support from EGRP, ERO began finalizing the revisions based on the workshop recommendations, and the revised tools will be submitted to the relevant Subject Committee for finalization.

The EMES toolkit is a set of eight different instruments: Student Information Tool, School Information Form, Classroom Observation Tool, Classroom Inventory Tool, Teacher Interview Tool, Head Teacher Interview Tool, Parent Interview Tool, and Parent Interview Tool. Gradually the government has recognized the EMES tools as useful instruments to measure the management efficiency of the education system at the local level. The EMES survey approach also is reflected in the NEGRP document containing broad guidelines for standardizing/harmonizing INGO-led EGR programs, plus a “minimum package” list of activities that such programs should include. Having ERO take the lead in revising the EMES tools and increase its ownership of them is an important initiative moving forward.

#### **CB-EGRA Reporting**

With regard to the CB-EGRA, during the quarter EGRP provided technical support to ERO to develop and finalize the CB-EGRA assessment results report for the 2016–2017 CB-EGRA. ERO submitted the final CB-EGRA report to the Ministry of Education.

### ***7.2.2 IR 2: Improved National and District Early Grade Reading Service Delivery***



*Resource Person Mukunda Roka, of Dang district, interacts with a student while monitoring the use and outcomes of SRMs at Dipendra High School in Manpur.*

## ***Sub-IR 2.1: Early grade reading data collection and analysis systems improved***

### **PCAB study**

During the reporting period, field data collection for the Study on Language Reading Instruction: Parent and Community Attitudes and Beliefs on Language Use in Instruction and Teacher Assignment was completed in the six EGRP districts. Data analysis and report drafting were being done by the consultant in consultation with EGRP. The consulting firm will submit the draft report in the next quarter.

### **SPSS training**

As requested by ERO, the EGRP M&E team provided capacity building to ERO on data analysis using SPSS. A five-day training was planned and conducted August 15–20, 2017. Fifteen people participated in the training. Most shared that the training was helpful for them to enhance their technical skill in data analysis using SPSS, which will aid ERO to manage the data analysis for different assessments such as the CB-EGRA, NASA, and various ECED assessments.

### **New key components for the IEMIS**

In collaboration with DOE, EGRP conducted a study to incorporate some key EGR components into the national IEMIS. These components are teacher assignment by grade, qualifications, and language; and language of communication of early-grade students. Based on the study recommendations, DOE revised the IEMIS to incorporate additional data collection on the key EGR components.

### **Orientation on IEMIS Data Collection**

With the support of an IEMIS external consultant, the IEMIS in DOE was updated to incorporate the key EGR parameters, as described above.

Based on the updated IEMIS electronic instrument, an orientation program was designed for district educational personnel and school head teachers for EGRP Cohort 1 districts. The orientation consisted of a review of existing school data collection procedures; discussions and interactions around sample case studies of data collected by the school authority; quality assurance of the data collection process and data processing; and development of an action plan for effective, efficient, valid, and reliable school data collection. In collaboration with DOE, and with the technical support of the external consultant, two out of five planned orientation programs were completed in Kanchanpur and Banke. Selected participants from three adjoining EGRP districts—Bardiya, Dang, and Kailali—also participated in the program. Three experts from DOE and two EGRP staff were active facilitators. Altogether, 72 DEO personnel (District Education Officer, Assistant District Education Officer, Monitoring and Evaluation Officer, and Section Officer) plus School Supervisors, Resource Persons, and head teachers were oriented in early grade data collection procedures. More importantly, drawing on what they had learned from the review and reflection on their prime school data, each group (i.e., head teachers, Resource Persons, School Supervisors, and district education personnel) developed an action plan to assure the quality of the collected data and their effective use. The participants also were asked to cascade the orientation to all the schools during the upcoming RC-level meetings.

## ***Sub-IR 2.2: Policies, standards, and benchmarks that support improved early grade reading instruction institutionalized***

### **Policy Studies**

The three policy studies—(1) Timetabling/Time-on-Task on Reading and Instruction of Nepali, (2) Feasibility Study on Cell Phone Application for Home-Based Reading for Early Grades, and (3) Study on Language Reading Instruction: Parent and Community Attitudes and Beliefs on Language Use in Instruction and Teacher Assignment—were completed, and the consultant and consulting firm were in the stage of submitting final reports as the quarter ended. Further details appear below.

#### ***Timetabling/Time-on-Task on Reading and Instruction of Nepali***

With regard to the timetable/time-on-task study, the consultant reviewed the literature and completed fieldwork in Bhaktapur district to collect the required data. During this process, the consultant worked closely with the EGRP team. The consultant submitted an initial version of the report to EGRP.

#### ***Feasibility Study on Cell Phone Application for Home-Based Reading for Early Grades***

With regard to the feasibility study, the consulting firm shared an initial draft report, and the EGRP team provided inputs. The consulting firm then finalized the report, incorporating the comments supplied by EGRP.

#### ***Study on Language Reading Instruction: Parent and Community Attitudes and Beliefs on Language Use in Instruction and Teacher Assignment***

The consulting firm collected all the field data from six EGRP districts. As the quarter ended, the data were being processed and analyzed to prepare a draft report. The firm expects to submit the draft report to EGRP by October 15, 2017, and then will incorporate comments provided by the EGRP team.

### **Reading Benchmarks**

EGRP prepared a concept note, in both Nepali and English, on reading benchmarks in early grades, and presented it to CDC. CDC carried out internal discussions among the CLAs in support of the EGRP suggestions. The reading benchmarks were then shared with the members of the subject committee of the CDC for their further inputs. At the end of September, CDC was in the process of seeking approvals from all the concerned authorities.

## ***Sub-IR 2.3: Planning and management of financial, material, and human resources devoted to early grade reading improved***

### **Review and Revision of NEGRP Five-Year Plan**

The MOE has formed a technical team under the chairmanship of the Joint Secretary of the Planning Division, MOE, to review and update the NEGRP five-year plan. At a meeting in September, the technical team members discussed the working modality and finalized the team's TOR. The TOR consists of the following: (1) Review the policy, strategy, program, and budget implemented through July 15, 2017; (2) identify and suggest a relevant policy, strategy, and program, taking into consideration the federal structure; (3) review and update the NEGRP document in line with the recently implemented SSDP (school years 2016/17–

2022/23); and (4) identify potential development partners along with financial resources to expand the NEGRP to additional districts.

### **Review Meeting at Central Level**

During early September, EGRP organized and managed a two-day review meeting for its regional managers, the focus of which was to review the implementation status of the program, present and review new reporting requirements and mechanisms, discuss ingredients cost reporting, update operational procedures, and discuss EGRP's approach to dealing with the GON's move toward a federalist structure. During this meeting, the EGRP central office technical team shared the draft Year 3 AWP and received the regional managers' input.

### **TLM Distribution**

The delivery of this year's TLMs for grades 1–3 was completed to 1,579 schools in Cohort 1 districts. EGRP central, regional, and district teams monitored the distribution process as per the TLM distribution plan that had been previously developed, and the teams visited schools to verify both their receipt of the materials and the number of students. As mismatches arose in some of the clusters in the districts, the monitoring teams addressed them.

Heavy flooding in Banke, Dang, Kailali, and Saptari districts severely affected some schools: 68 schools in Banke, 18 in Dang, 3 in Kailali, and 75 in Saptari. In some cases, TLMs and SRMs distributed to those schools were damaged. Initial data on damaged schools were collected and were being verified as the quarter ended. Based on verified data, EGRP will develop a plan to distribute excess TLMs to the flood-affected schools.

### **Capacity Building**

Based on the recommendations of two documents—"Mapping the Capacity Needs of the MOE System for Early Grade Reading" (done by two EGRP local consultants) and "Early Grade Reading Program Performance Evaluation, Baseline Study: Final Report" (by CAMRIS International)—EGRP developed and shared a capacity-building strategy with the MOE and CLAs. Based on their agreement, some of the proposed capacity-building activities in the reports were included in EGRP's Year 3 AWP and will be implemented throughout the year.

### **Support to DEOs by Regional- and District-Level EGRP Teams**

As they do every quarter, EGRP's regional and district teams worked closely with District Education Officers and other district-level stakeholders to plan and implement a number of activities at the regional, district, and subdistrict levels. The major activities were: (1) updated IEMIS data for Bardiya, Bhaktapur, Dadeldhura, Dang, and Dhankuta; (2) participated in Disaster Risk Reduction Coordination Committee, Education Cluster meetings (Banke and Bardiya), and updated the data on damage caused by the floods; (3) organized RC-level Reading Motivator meeting in Kanchanpur; (4) participated in head teacher meetings in Banke, Bardiya, and Mustang districts involving 93 head teachers from the schools; (5) participated in monthly meetings with 106 DEO personnel (Banke, Bardiya, Dadeldhura, and Mustang); (6) supported organizing DCT meetings (Dolpa, 15 participants; and Kanchanpur, 25 participants), (7) organized a review meeting for TLM distribution in Kanchanpur (8 participants); (8) organized district-level program review meetings for 121 stakeholders

(Bardiya, Dang, Dhankuta, Manang, Mustang, Parsa); (9) organized program review meetings at the RC level (Saptari, 10 RCs; Parsa, 13 RCs; and Dhankuta, 6 RCs), in which 812 head teachers and teachers participated; and (10) conducted a review meeting with head teachers and the SMC chairperson in Mustang district in which 108 people participated.

#### ***Sub-IR 2.4: National standards for early grade reading improvement adopted and geographically expanded***

##### **EGRP Standardization and Harmonization Guidelines**

For more than a year, EGRP has been providing technical support to the MOE and CLAs to develop EGR standardization and harmonization guidelines in five thematic areas of early grade reading as a way to bring more uniformity and, hopefully, quality to the EGR area of education. The five areas in which guidelines were developed are (1) curriculum and material development, (2) training and capacity building, (3) community mobilization, (4) student assessment, and (5) monitoring and evaluation.

The guidelines were finalized and approved last quarter, and this quarter DOE printed and circulated the guidelines (Nepali version) to the CLAs and EGRP, which forwarded copies to USAID. More copies were printed and will be distributed to DPs and INGOs next quarter. In the meantime, EGRP shared the guidelines with other EGR partner organizations. By the end of September, EGRP was finalizing the English version of the guidelines, which DOE will print and distribute to stakeholders.

##### **Public-Private Partnerships and In-Kind Contributions**

Perhaps better fitting the rubric of IR 2.3 than 2.4, during this reporting period, EGRP started collecting information about in-kind contributions to support EGR activities being made by the GON as well as by parents, communities, and other private sector entities. These are summarized by district in *Annex F: In-Kind Contributions*, which is a new annex appearing in EGRP's quarterly and annual reporting starting this quarter.

In addition, EGRP started strategizing with the GON this quarter on how to engage more formally with the private sector in EGR, and on a larger scale. An activity to this effect was included in the program's Year 3 AWP, and work will begin in earnest next quarter via preliminary meetings with the MOE and CLAs on this issue.



### 7.2.3 IR 3: Increased Family and Community Support for Early Grade Reading



School children in Kohalpur of Banke District participate in a rally to create awareness about the importance of reading in the early grades.

#### **Sub-IR 3.1: Community awareness of the importance of early grade reading, and language for reading instruction as appropriate, increased**

As described in the Summary of Accomplishments section, EGRP achieved considerable progress and reached a large number of beneficiaries through trainings, mass campaigns and outreach, partnerships with government bodies, and activities through the TRGs and SMCs in target areas. During the reporting quarter, the following progress was achieved:

##### **Media Advocacy**

EGRP's grant agreement with EAN as a communication partner for advocacy, public awareness, and mass media ended on August 29, 2017. EAN produced and aired two PSAs (60 seconds each, which were later edited to 30 seconds) as well as four episodes of 15-minute radio programs consisting of three segments of 5 minutes each—a teaching tips segment, a radio drama segment, and a guest reader segment—in Nepali, Awadhi, Maithili, and Rana Tharu languages, through 2 national and 12 district-level FM radio stations (i.e., two stations in each of the six Cohort 1 districts). Radio PSAs were aired 186,712 times—181,465 times on local radio stations and 5,247 times on national radio stations.

In previous quarters, seven media orientation workshops were held, including one at national level and six at district level, in which a total of 193 participants, including 94 journalists, were oriented on EGRP and its activities. The media orientation workshops generated 77 news coverage stories across print, broadcast, and online media, as explained in EAN's end-of-project report. Similarly, 8,468 digital impressions, including social media and web downloads/streaming were recorded. A total of 56,573 promotional text messages about the radio programs were sent out to parents, teachers, and other local stakeholders in the six Cohort 1 districts. A total of 3,473 free interactive voice response calls were made by listeners from the six districts, which used more than 12,000 minutes of the total planned and budgeted time for the radio programs.

## Research on Effectiveness of Public Awareness and Advocacy Campaigns

On August 28, 2017, EGRP signed a contract with a local research firm, Avant Garde Solutions Pvt. Ltd., which was selected through a competitive bidding process, to conduct an evaluation of EGRP's public awareness campaigns in the six Cohort 1 districts. Its contract will remain valid from September 1, 2017 through January 31, 2018. The research will use a mix of qualitative and quantitative tools for data collection, and the research findings are expected to contribute to message development, media buy, and programming decisions during Year 3. The research firm developed quantitative tools, i.e., survey questionnaires for parents and teachers, and shared the tools with the EGRP team for feedback and finalization. The qualitative tools will be developed and finalized in October so that fieldwork (data collection) can start in November 2017.

The quantitative study will include a survey of 432 parents (mothers and fathers) of students in grades 1–3 and 312 teachers of the students in grades 1–3. The qualitative study will include 18 focus group discussions (FGDs) with parents of students in grades 1–3 (i.e., 3 FGDs per district—1 FGD with parents in rural areas, 1 FGD with parents in urban/semi-urban areas, and 1 FGD with peer educator parents). A total of 42 key informant interviews (KIIs) will be conducted with secondary audiences (i.e., 7 KIIs per district), which will include district education officials and/or NEGRP focal persons, Resource Persons, community mobilization officers, community leaders and influencers (may include TRG coordinators), PTA members, SMC members, and media representatives (i.e., DCT members). All research tools will be pretested in Bhaktapur District and will be revised and finalized based on the pretest findings before the final data are collected in all six districts.

### ***Sub-IR 3.2: Family engagement to support reading increased***

#### **Follow-up Training for NGO Partners**

During the reporting period, EGRP held a three-day social and community mobilization follow-up training in Bhaktapur, Banke, Kaski, and Manang districts. The Bhaktapur session was held August 3–5, and the sessions in Banke, Kaski, and Manang were conducted simultaneously during September 18–20. The training met its objectives of reviewing and reflecting on the progress and challenges faced by the partner NGOs in the previous quarter;

strengthening the NGO partners' technical capacity; improving their understanding on programmatic and operational aspects such as designing, planning, implementing, and



*Participants in the social and community mobilization follow-up training, Bhaktapur*

monitoring the remaining activities; and helping the partners to gain insights on EGRP's M&E framework, PMP indicators, database management, and success stories documentation.

Altogether, 128 participants (52% women, and including facilitators and NGO staff) participated and gained knowledge and skills on community mobilization through the refresher workshops as depicted in *Table 5*.

**Table 5: Participants in NGO follow-up training (July–September 2017)**

Participants	District			
	Bhaktapur	Kaski	Manang	Banke
Men	8	26	5	33
Women	12	24	5	25
<b>Total</b>	<b>20</b>	<b>50</b>	<b>10</b>	<b>58</b>

### Advocacy and Awareness Campaigns

The partner NGOs organized advocacy and awareness campaigns in Banke, Bhaktapur, Manang, and Kaski and disseminated SBCC messages developed in Year 2 on improving the reading habits of grade 1–3 students through extracurricular reading activities and home-based learning opportunities, and encouraging local- and national-level actors to advocate for EGR. In the campaign, PSAs and radio program segments on EGR, infographics containing EGR research findings and visual posters or images were used to trigger parents' behavior to support EGR. The ward-level campaigns in municipalities and rural municipalities were led by the SMCs and PTAs, and the district-level campaigns were led by the respective DCTs with the support of TRGs—members of SMCs, PTAs, mother groups, child clubs, and other community-based organizations as well as local government representatives were part of different segments of the campaigns.

During the reporting period, a total of 66 advocacy and awareness campaigns were conducted in Banke, Bhaktapur, Manang, and Kaski districts, most of which were at the municipality level. A total of 9,516 participants (60% women) attended and gained insights on key EGR messages. The numbers of campaigns and participant details, by district, are presented in *Table 6*.

**Table 6: Number of advocacy and awareness campaigns and participant details, by district (July–September 2017)**

No.	District	Number of campaigns	Number of participants attending campaigns			Key messages delivered to participants
			Men	Women	Total	
1	Banke	47	3,288	5,156	8,444	Families need to support their children's reading.
2	Bhaktapur	2	169	182	351	EGR-friendly schools and communities need to be promoted.
3	Kaski	8	141	162	303	The role of parents at home is equally important as the role of teachers at school.
4	Manang	9	176	242	418	CB-EGRA results reveal that the role of parents and other stakeholders is critical for improving children's reading skills.
<b>Totals</b>		<b>66</b>	<b>3,774</b>	<b>5,742</b>	<b>9,516</b>	

### Peer Education Training

One of EGRP's key strategies for success is to work for sustainability through direct empowerment of parents in their own communities, working with their own locally available tools, and in venues and through activities that are accessible and easily replicable for their use. One of the most successful ways of showing local applicability is through peer modeling and education. Using "peer parents" is a way for the EGRP team to show target parents how they can be proactive in their child's education through mentoring and example modeling.

During the reporting quarter, the district partner NGOs in Saptari, Kanchanpur, Manang, and Kaski districts organized 115 one-day peer education trainings and, as a result, a total of 1,722 parents or caretakers (77% women, 23% men) were equipped with peer counseling skills. The peer educators enhanced knowledge and understanding on seven EGR messages, which were developed last year by EGRP's IR 3 team. The trained peer educators then began counseling other parents, especially parents with low literacy, on how to promote good reading habits in their children. Participant details are presented in *Table 7*.

**Table 7: Number of peer education trainings and participant details (July–September 2017)**

No.	District	Number of peer education trainings	Number of peer educators attending the training		
			Men	Women	Total
1	Kanchanpur	39	38	487	525
2	Kaski	1	9	21	30
3	Manang	3	24	22	46
4	Saptari	72	332	789	1,121
<b>Totals</b>		<b>115</b>	<b>403</b>	<b>1,319</b>	<b>1,722</b>

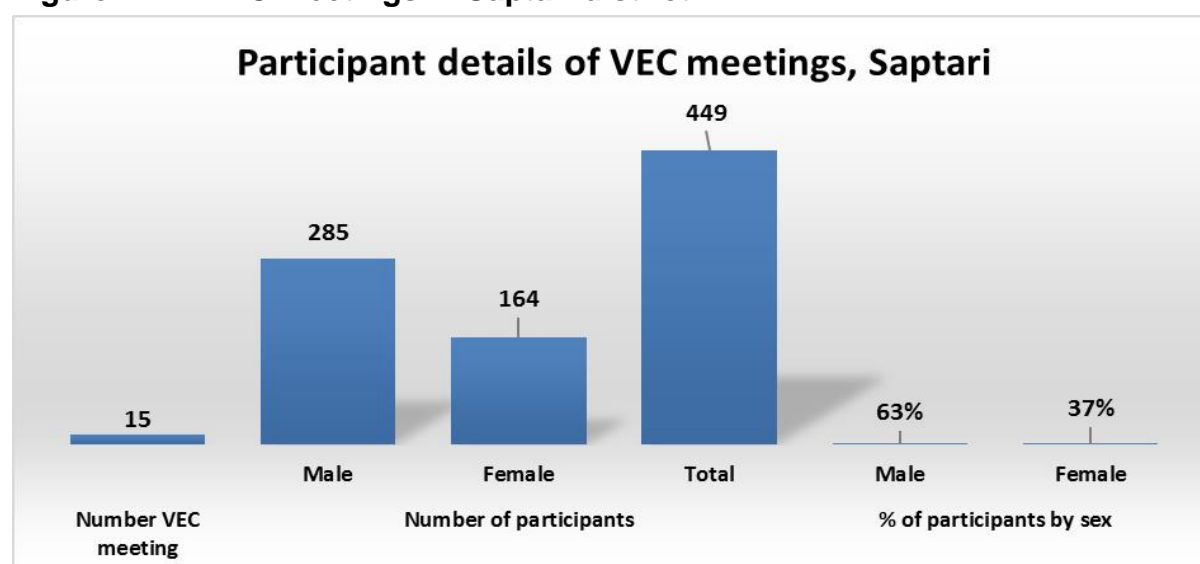
## Tole Reading Group Formation/Re-formation and Orientation on EGR

TRGs continued to take a leadership role in organizing after-school reading activities—such as holiday reading activities, peer education counseling, reading camps, and use of local reading materials—with the support of NGO partners in Cohort 1 districts. This quarter, the partner NGOs organized a review meeting for TRGs to review their status and the impact of after-school reading activities on children. During the review meeting, TRG members discussed the status of holiday reading activities, the use of SRMs provided by EGRP for the TRGs, support for establishing reading corners in homes, and other supplementary actions focused on the promotion of EGR activities at the community level. During the reporting period, a total of 584 TRG meetings were held in Kaski District alone, involving a total of 3,729 parents (78% women) with children in the early grades.

## Meetings with VECs to Encourage Support for EGR

EGRP supported local stakeholders to promote EGR by orienting them during VEC meetings. EGRP uses these meetings as avenues to discuss the local context and to advocate with a wide range of stakeholders on resource allocation by local bodies to support EGR. To ensure government support and local buy-in, five VEC meetings were held in Saptari District during the reporting period (*Figure 1*). Participants at these meetings included local-level executive officers, head teachers, SMC chairpersons, PTA chairpersons, ward citizens, social mobilizers, TRG coordinators, Resource Persons, Reading Motivators, and other stakeholders.

**Figure 1: VEC meetings in Saptari district**



In the meetings, participants discussed topics such as the importance of EGR; the roles of parents, communities, and teachers in EGR improvement; the viability of budget allocations for EGR promotion in local government; and the importance of including an EGR component in School Improvement Plans.

The existing VECs have now been dissolved across the country following the conclusion of local elections; however, EGRP will continue to engage with local education committees in



all districts, which are supposed to be formed at each local level following the Local Governance Act 2017, which was recently approved by Parliament.

### TRG-Initiated Reading Camps

EGRP supported the creation of reading camps by TRGs to capacitate parents—providing them an opportunity to observe their children’s reading and interaction with their teachers. During the reading camps, parents learned how best to support their children’s reading at home. The reading camps successfully enabled EGRP to bring families and their grade 1–3 children together, give children books to read, and create a forum to discuss with parents how they can support their children’s learning. The camps also oriented families on basic EGR activities, to complement activities taking place in the schools. *Annex C* is a success story about one family’s positive outcomes with a local TRG.

During the reporting period, 2,379 reading camps were conducted in which 69,341 children actively participated and improved their reading skills. The parents who attended the camps received updates on their children’s progress and information on follow-up techniques to support their children’s reading at home. The total number of events and numbers of participants who attended the reading camps, by district, are presented in *Table 8*.

**Table 8: Number of reading camps and participants, by district (July–September 2017)**

No.	District	Total reading camps	Number of participants
1	Banke	672	22,725
2	Kanchanpur	395	13,139
3	Kaski	540	11,559
4	Manang	16	484
5	Saptari	756	21,434
<b>Totals</b>		<b>2,379</b>	<b>69,341</b>

### Reading Day Celebrations in Schools

Reading Day celebrations have become a common platform for parents, children, teachers, and other stakeholders to share and learn about the importance of EGR. They appeal to SMCs, PTAs, and other government and nongovernment agencies, including local-level government bodies, encouraging them to act wisely to support EGR.

This quarter, EGRP supported the schools as they held a total of 203 Reading Day celebrations in Banke, Bhaktapur, Kanchanpur, and Kaski districts. During the events, the schools displayed TLMs, SRMs, and locally produced reading materials to share knowledge and information with parents. The TRGs assisted in planning and organizing the events. Altogether, 10,560 people (60% women), including teachers, SMC/PTA members, students, parents, local authors, artists, and TRG members/community leaders participated and improved their understanding of how to promote a culture of reading among early-grade students and were encouraged to engage in after-school EGR activities at home. Participant details are shown in *Table 9*.

**Table 9: Reading Day celebrations, by district (July–September 2017)**

No.	District	Number of Reading Day celebrations	Number of participants		
			Men	Women	Total
1	Banke	102	2,359	3,342	5,701
2	Bhaktapur	32	584	1,183	1,767
3	Kanchanpur	22	364	446	810
4	Kaski	47	953	1,329	2,282
<b>Totals</b>		<b>203</b>	<b>4,260</b>	<b>6,300</b>	<b>10,560</b>

### Training on Developing Local Reading Materials

Trainings on developing locally made reading materials continued during the reporting period. EGRP supported local partners to conduct four trainings for TRG members and other local influential members of the community in Kanchanpur and Manang districts, with the aim of increasing parents' understanding of the importance and impact of reading on children's education and children's access to stories with local contexts and in familiar languages. During the trainings, reading materials such as poem books, storybooks, big books, alphabet cards, nursery rhyme books, day charts, one-page letter charts, and other simple reading materials were developed by the 104 participating parents and guardians (47% women). The materials were used in the TRGs as well as in reading camps, reading festivals, reading competitions, and mobile reading corners.

### ***Sub-IR 3.3: PTA/SMC ability to contribute to quality reading instruction increased***

#### **Building on Current Best Practices for Community Mobilization**

At the district level, the EGRP regional and district teams conducted and facilitated seven DCT meetings, one each in seven districts (Bhaktapur, Dadeldhura, Kaski, Manang, Mustang, Rupandehi, and Surkhet) during the reporting period. The meetings have proven to be a critical catalyst in assisting EGRP to secure the appropriate cooperation and support from DEOs and DCT members as well as in providing a platform to discuss the EGRP implementation strategy, along with SMC grant management and NEGRP activities through the G2G budget. During the meetings, the EGRP team, jointly with the local partners (in this case, partners in Cohort 1 districts), updated participants on the progress made in each district. Additionally, the DCTs discussed progress made in implementing SMC grants, including how best to provide support to the selected schools to implement the SMC grants within the stipulated timeframe.

#### **District Orientation Sessions on SMC Grant Implementation**

After finalizing the SMC grant implementation modality, along with the SMC menu of activities, EGRP conducted district-level orientation sessions on SMC grant implementation for NGO partners, DEO personnel, DCT members, school supervisors, Resource Persons, and other relevant stakeholders in Bhaktapur and Saptari districts. The orientation aimed to introduce the SMC menu of activities, grant management guidelines, grant application and milestone templates, EGRP's roles and responsibilities matrix, grant monitoring and reporting plan, and branding and marking guidelines. As a result, a total of 72 participants

(30% women) gained insights on SMC grant implementation. Participant details are presented in *Table 10*.

**Table 10: Number of district-level orientation sessions on SMC grants implementation (July–September 2017)**

No.	District	Number of orientation sessions	Number of participants		
			Men	Women	Total
1	Bhaktapur	1	16	15	31
2	Saptari	1	34	7	41
Totals		2	50	22	72

### SMC Grant Orientation and Training for Selected SMCs/PTAs

With technical support from EGRP, the concerned DCTs in Cohort 1 districts had previously selected 405 schools for SMC grant implementation based on criteria provided by the DOE. After the schools were selected, NGO partners conducted a total of 309 orientation sessions on the SMC grant menu of activities, proposal preparation, and the SMC grant implementation modality as well as compliance. The orientation aimed to prepare SMCs/PTAs to select activities, prepare their proposals, and adhere to compliance expectations while implementing the activities. Through these sessions, a total of 6,678 SMC/PTA members (46% women) were oriented on the SMC grant implementation modality—participants learned to select appropriate after-school activities, prepare proposals that adhere to the SMC guidelines, and submit their proposals for a grant. *Table 11* presents details on the participants in each district.

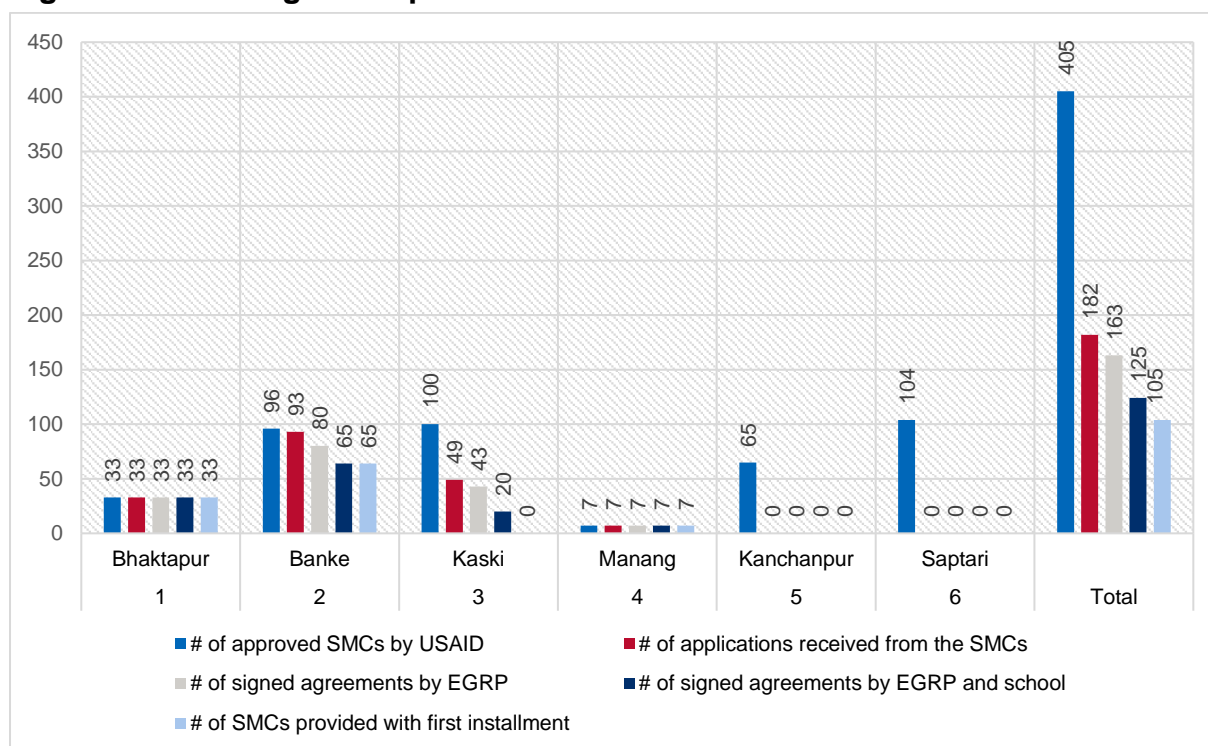
**Table 11: Number of SMC/PTA orientation sessions on SMC grant implementation, by district (July–September 2017)**

No.	District	Total number of schools selected for SMC grants	Number of orientation sessions	Participants		
				Men	Women	Total
1	Banke	103	72	506	476	982
2	Bhaktapur	33	33	339	393	732
3	Kanchanpur	65	63	1,018	637	1,655
4	Kaski	100	61	609	636	1,245
5	Saptari	104	80	1,142	922	2,064
Totals		405	309	3,614	3,064	6,678

As of the writing of this report, progress on implementing the SMC grants was as shown in *Figure 2* (for more information, see the subsection on SMC grants, Section 9.2, Administration).



**Figure 2: SMC grant implementation status**



### Pre-Selection of NGO Partners in Cohort 2 Districts

During the reporting period, EGRP published an advertisement requesting potentially interested organizations to submit an EOI for implementing SCM activities in the 10 Cohort 2 districts (Bardiya, Dadelhdhura, Dang, Dhankuta, Dolpa, Kailali, Mustang, Parsa, Rupandehi, and Surkhet) starting in April 2018. The EOI was published in the national newspaper *Kantipur Daily* twice, on August 22 and August 30. In addition, the EOI was also published locally in the 10 Cohort 2 districts. EGRP formed an evaluation committee, which included members from the MOE, DOE, USAID, and EGRP, to assess the applications. The evaluation committee drafted the minimum eligibility criteria, based on which the committee will evaluate the EOIs and make a shortlist of qualified organizations in each district that will be invited to submit full proposals.

### Sub-IR 3.4: Parent and community capacity to monitor reading progress increased

#### Parent–Teacher Conferences

During the quarter, NGO staff, with technical support from EGRP’s regional offices and in close coordination with participating TRGs, supported schools to conduct 686 parent–teacher conferences in all six Cohort 1 districts. The parent–teacher conferences enabled parents and caregivers to visit classrooms and talk to teachers about their children’s EGR progress. Teachers also could share the CB-EGRA results and an individual student’s progress in classroom activities. A total of 23,912 parents visited schools and received updates on their children’s learning status, including their progress in reading (see *Table 12*).

**Table 12: Number of parent-teacher conferences, by district (July–September 2017)**

No.	District	Number of conferences	Number of participants (parents)		
			Men	Women	Total
1	Banke	155	2,862	2,906	5,768
2	Bhaktapur	100	964	2,426	3,390
3	Kanchanpur	71	997	1,804	2,801
4	Kaski	83	892	1,299	2,191
5	Manang	27	346	492	838
6	Saptari	250	3,499	5,425	8,924
<b>Totals</b>		<b>686</b>	<b>9,560</b>	<b>14,352</b>	<b>23,912</b>

### Technical Assistance for Community Mobilization Orientations Funded by G2G

With technical support from EGRP’s regional teams, the DEOs in the six Cohort 1 districts held reading festival celebrations, award ceremonies for best parents contributing to EGR, and support for reading contests in all 55 RCs in the districts: Banke (9 RCs), Bhaktapur (8 RCs), Kanchanpur (7 RCs), Kaski (18 RCs), Manang (3 RCs), and Saptari (10 RCs). This technical support strengthened the foundational partnerships between EGRP and district-level entities, which were created while they were implementing Year 2 activities.

## 7.3 M&E Plan Update (Results of Analytical Work, Assessment, and Evaluation)

### Data Quality Assessment (DQA)

As reported previously, USAID/Nepal initiated a DQA of the indicators reported on by EGRP as part of the 2016 annual reporting process. USAID formed a DQA team for this purpose, which started working with EGRP’s M&E team in June 2017. During this reporting period, the USAID team, together with EGRP’s M&E team, completed the DQA field data verification work. The joint team visited Kanchanpur and Banke districts to conduct data verification and reviewed EGRP’s data collection, compilation, storage, and reporting processes at different levels. The DQA team visited EGRP’s regional offices, respective DEO offices, education training centers, RCs, and a sample of schools and interacted with stakeholders. The team also visited partner NGOs in the respective districts and reviewed their data collection, recording, and reporting systems and processes. USAID is finalizing the DQA report, and the findings and recommendations from the DQA will help EGRP to improve the quality of its data collection, analysis, and reporting in the future.

### EGRP Internal Monitoring System

Efforts to strengthen EGRP’s internal monitoring system continued during the quarter. The comprehensive EGRP “master” databases for each of the Cohort 1 program districts were finalized. The district-level databases capture the progress data for major EGRP interventions for each school within the district(s). The district-level databases will be linked to the software *PowerBI* for effective data visualization and sharing, will help to facilitate the

consistent use of data for program planning and implementation within EGRP, and will help in meeting reporting requirements.

### **Planning for Midline EGRA/EMES Survey**

During the first week of August 2017, a week-long joint workshop was organized to discuss and plan for the EGRP midline survey. The USAID/Nepal team, a NORC representative, the EGRP/Nepal team, and an RTI home office representative attended the workshop. The draft scope of work (SOW) for the midline assessment prepared by the EGRP M&E team was reviewed, modified, and agreed upon. The workshop was helpful in clarifying issues related to the midline assessment planning. Based on the final SOW, a request for proposals (RFP) for the midline assessment was published in the local press for hiring a consulting firm through an open bidding procurement process.

### **M&E Technical Support for the Rapid Assessment**

During the reporting period, EGRP planned and designed an internal assessment (rapid assessment) to obtain a better understanding of the use of TLMs and the effectiveness of the current ongoing teacher support system at the local and school level, and to collect feedback for future program improvements. EGRP's M&E team provided technical support to the program's IR 1 team for development of the tools and the sampling strategy. During the reporting period, EGRP and the GON completed the field data collection in 45 sample schools from five EGRP districts. Also during the quarter, the M&E team developed a Microsoft Access-based computer interface for data entry. The EGRP M&E team is leading the data entry, data cleaning, and basic analysis work, which will be completed next quarter.

### **M&E Capacity Development of Cohort 1 District NGO Partners**

To support the capacity building of the program's Cohort 1 district partner NGOs regarding M&E, the M&E team developed an orientation module for the NGO partners. The M&E training and orientation is being delivered as part of the broader "NGO training program," which is being managed by the program's IR 3 team. By the end of September 2017, partner NGOs from Banke, Bhaktapur, Kaski, and Manang had received the training, and the same training for Kanchanpur and Saptari NGOs is planned for October 2017.

## **7.4 Partnership, Collaboration, and Knowledge Sharing**

As part of finalizing the program's Year 3 AWP, EGRP held discussions with the MOE and CLAs on developing central- and local-level authorities' capacities; shaping the course of development and implementation of the integrated curriculum; devising potential modalities for effective mentoring, coaching, and professional support to EGR teachers; and effectively mobilizing PTAs for enhancing community engagement for EGR promotion.

## **7.5 Sustainability and Exit Strategy**

Previous sections of the present report describing the rapid assessment and the intention to revisit and revise the current ongoing teacher support model (the Reading Motivator model) are largely about sustainability. Because of the overly bureaucratic nature of the current Reading Motivator model, the unintended consequences of removing competent teachers from the classroom without a suitable strategy to maintain classroom coverage, and the high recurrent costs for mobilizing the Reading Motivators, GON ownership of the model has

been less than hoped for, which does not bode well for the institutionalization and sustainability of that important piece of the overall EGR model. Reviewing that model next quarter and forging an agreement between the GON, EGRP, and other INGO partners on a more suitable, sustainable model will represent an important achievement for EGR in Nepal.

With technical support from EGRP, MOE developed an NEGRP “minimum package” of EGR inputs that was approved by the NEGRP Steering Committee this quarter. The contents of the minimum package were included in the INGO EGR harmonization guidelines, which were shared with all partners working in EGR. The EGR Technical Working Group continues to meet on a regular basis to continue the work of harmonizing inputs that concerned organizations are making in EGR.

## **7.6 Communication Efforts**

### **Media, Outreach, and Visibility**

Unlike in previous quarters, coverage about the program in the print media was limited this quarter; however, the coverage that occurred was substantial. An article published on July 21 in the *Nagarik Daily* ran a feature on the improvements seen among Manang’s primary school students resulting from EGRP interventions. Also, on September 21, the *Kantipur Daily* ran an article on the SMC grants being implemented in Bhaktapur district and how the grants will help the district’s community schools to access resources to improve the reading skills of primary-level students.

Several national dailies and local newspapers from the different regions, such as *Prateek*, *Jan Sristi*, *Bikalpanews*, etc., featured articles on the Reading Day festivals organized in various districts. The SRMs and non-book TLMS received a lot of recognition for their age-appropriate and quality-driven content and the children’s and teachers’ appreciation for them. Highlighting the importance of reading, this press coverage encouraged the government as well as other education stakeholders to hold such fairs and events frequently to promote good reading habits among young children.

EGRP showcased its work to all USAID implementing partners through a presentation and display of its materials at a workshop organized by USAID on September 15 and 16 in Kathmandu. It was a great opportunity to inform participants about the program and identify collaborative opportunities. The program garnered ample visibility at this event.

### **Creative Commons (CC-BY)**

The follow-up meeting reported in the previous quarter regarding Creative Commons open licensing (CC-BY) was organized on July 4, 2017, at the MOE office with participation by Resham Raj Sigdel (Under-Secretary, Law and Implementation Section at the MOE), Ananda Paudel (EGRP Senior Education Advisor), Sanjive K Singh (EGRP Director of Operations), Anup Upreti (lawyer looking into CC-BY for EGRP), and Adheep Pokhrel (EGRP Communications Specialist). At the meeting, Mr. Sigdel clarified that there were no legal barriers to implementing open licensing for EGRP materials. While financial and economic rights related to copyright were transferable, moral rights were not, as per Nepal’s copyright law and Education Act/Directive. The purpose of moral rights was to protect the personality or reputation of an author of a copyright-protected work. The same has been reflected in lawyer Anup Upreti’s findings.

Further, Mr. Sigdel shared that the decision regarding open licensing (CC-BY) for EGRP required policy intervention as opposed to legal intervention. Therefore, the implementation of open licensing for EGRP would have to be recommended by CDC to MOE, and MOE would make the final decision.

Despite several requests by EGRP to CLA colleagues, the Review Committee was not able to convene for a meeting to move the CC-BY agenda ahead. Renuka Pandey from the CDC insisted that the meeting would have to be held under the leadership of Krishna Kapri, the CDC Executive Director, although originally the idea was that the Review Committee would pass the recommendation to the MOE through CDC. EGRP is trying to organize this meeting before the end of October 2017. If this does not happen, there will be contractual implications because the lawyer's contract after a no-cost extension in the last quarter was extended only through October 31.

### **Branding and Marking**

There were no major issues surrounding branding and marking this quarter. As per USAID's instruction in the last quarter, all older USAID stickers were replaced with new ones that accurately reflect the updated logo, space, size, and margins and are tagged on all relevant assets.

## **8 Implementation of Cross-Cutting Activities**

### **8.1 Gender**

One of the main IR 3 activities started during the quarter—which will continue next quarter—is the refresher training for EGRP's six partner NGOs in Cohort 1 districts. On average, 30–50 staff from each NGO (many of whom are women), including Community Mobilization Officers and interns, are being trained. The training is enhancing their capacity to mobilize communities to support reading activities.

During this reporting period, the program focused its efforts to ensure that a majority of people who benefited from different social and community mobilization activities were women. On average, of the people who benefited from these activities and were further mobilized to provide counseling to other peer-parents, 55% were women. Each of the six local partners in the six Cohort 1 districts has hired interns—as young leaders—who are contributing to implementation of social mobilization activities on the ground. Out of 84 interns, 58 (69%) are women.

The following list details some quantitative figures that illustrate efforts to address gender issues and gender equity in community-focused EGRP activities during the quarter:

- 62 (52%) of the 128 local NGO partner staff who participated in the three-day refresher training were women.
- 8,444 (60%) of 9,516 participants in advocacy and public awareness campaigns were women.
- 1,319 (77%) of 1,722 peer educators who were trained were women.
- Of the 3,729 TRG members participating in Kaski District, 2,909 (78%) were women.

- 37% of VEC members in Saptari District, supported by EGRP, were women.
- 6,300 (60%) of 10,560 participants in Reading Day celebrations in four Cohort 1 districts were women.
- 3,064 (46%) of 6,678 participants in SMC/PTA orientation sessions on SMC grants were women.

In terms of EGRP communications and outreach, the main characters of social media content and success stories shared with USAID for wider dissemination this quarter equally represented women and men protagonists and beneficiaries.

## 8.2 Special-Needs Education

During the reporting period, EGRP shared with GON colleagues RTI's new publication, *Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries*.<sup>2</sup>

# 9 Management and Administration Issues

## 9.1 Management

### Year 3 Annual Work Plan Development

EGRP submitted the first draft of its Year 3 AWP to USAID last quarter and received feedback on it from USAID early this quarter. The aim was to meet soon thereafter with the GON to review the feedback and to discuss several key issues that would have a bearing on revising and finalizing the Year 3 AWP—issues such as federalism, GON capacity building, teacher support models, integrated curriculum, and the expected budget cut. However, due to local elections and the move toward federalism, there was considerable uncertainty (including the transition of key GON colleagues to new positions), so the hoped-for workshop with the GON could not take place. Instead, USAID met with EGRP to review the feedback that had been provided on the AWP and discussed the abovementioned salient issues. Based on USAID feedback and discussions, EGRP revised its work plan and resubmitted it to USAID on September 8, 2017.

Subsequently, on September 14 in a NEGRP Steering Committee meeting, EGRP presented and distributed the simplified GON version of its Year 3 AWP to participants. Although there was not much discussion on the plan, the GON suggested that it would review the plan and approve it within a few days, perhaps with some recommendations for changes. EGRP received the GON's feedback on the GON version of the plan on September 20, and in a meeting with USAID on September 22, participants reviewed both the GON feedback and some further revisions that EGRP proposed to make in the GON and USAID versions of the work plan. Due to the Dashain holiday, EGRP could not complete revisions to the plans before the end of September; these revisions will be done during the first week of October. It

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<sup>2</sup> Hayes, A. M. and Bulat, J. (2017). *Disabilities inclusive education systems and policies guide for low- and middle-income countries*. RTI Press Publication No. OP-0043-1707. Research Triangle Park, NC: RTI Press. Available at: [https://www.rti.org/sites/default/files/resources/15656799\\_Disabilities\\_Inclusive\\_Education\\_Systems\\_Policies\\_Guide.pdf](https://www.rti.org/sites/default/files/resources/15656799_Disabilities_Inclusive_Education_Systems_Policies_Guide.pdf)

is hoped that these will be the final revisions and that both plans will be formally approved.<sup>3</sup> A table of EGRP materials submitted to USAID can be found in *Annex E*.

### **Kathmandu Office Team Building**

On a Friday afternoon, July 14, EGRP’s Kathmandu office continued its tradition of engaging in team building; in this case, staff enjoyed some activities followed by refreshments. Further team-building activities were enjoyed in connection with Dashain on September 22.



*EGRP staff take part in a team-building activity on July 14, organized by the EGRP social committee.*

### **Meetings and Networking**

Throughout the quarter, EGRP’s Chief of Party (COP) and senior staff participated in several meetings beyond those that are part of normal work routines for information sharing and networking.

- On July 26, EGRP’s COP met with the Japan International Cooperation Agency (JICA)—and USAID—to discuss JICA’s plans to design and implement a new math-focused project in Nepal. The JICA participants were interested in learning from EGRP and USAID how best to approach the design phase of the project.
- EGRP’s Senior Education Advisor and Senior Education Systems Coordinator met with the CDC Executive Director and several other CDC and MOE officers over dinner on August 8 to discuss the GON’s plan to develop and implement an integrated curriculum. Because the integrated curriculum will have a direct bearing on EGRP’s plan to develop additional TLMs, it was important to learn as much as possible about the GON’s plans in this regard. Although considerable uncertainty remains, the meeting provided useful insights into the integrated curriculum and how it is likely to impact EGRP.
- EGRP’s COP and Senior Education Advisor paid a courtesy call on the MOE’s new Joint Secretary of Planning Dr. Dilli Ram Rimal on August 28. EGRP had previously worked with Dr. Rimal when he was Director General, and this encounter was a good opportunity to become reacquainted and to mutually commit to working collaboratively to effectively implement EGRP and NEGRP.

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<sup>3</sup> USAID provisionally approved the USAID version of EGRP’s Year 3 AWP on October 4, 2017.



- On August 31, EGRP’s COP and Senior Community Mobilization Advisor (and IR 3 team leader) met with Mr. Sven Coppen, Plan Nepal’s Country Director, and Silvana Casavilca, also of Plan. This was primarily a “meet and greet” meeting because Mr. Coppen had taken over as country director of Plan within the previous year. The participants agreed to meet on a quarterly basis going forward to exchange information and to maintain a focus on IR 3 implementation.
- EGRP’s COP and senior technical staff met with representatives of the Asia Foundation on September 7 to brief Foundation representatives on EGRP and possible points of intersection and collaboration with the Foundation’s “Let’s Read” initiative in Nepal.

Also, during September 9–14, RTI’s President and Chief Executive Officer Wayne Holden and Executive Vice President Paul Weisenfeld came to Nepal to meet staff from RTI’s three current programs and projects—EGRP, ENVISION, and Health for Life—and to learn about the work being done in Nepal. Activities during the visit included meetings with individual programs and their staff, meetings with USAID and the UK Department for International Development (DFID), meetings with the MOE and the Ministry of Health, a site visit to a school in Bhaktapur and a health facility in Kavre, and several working lunches and dinners.



*RTI President Wayne E. Holden observes a classroom in Padma School, Bhaktapur.*

### **Regional Managers’ Support in Kathmandu**

EGRP invited its four regional managers to Kathmandu during September 10–13 to participate in meetings with the RTI executive team (above) and, while they were in Kathmandu, the program’s senior management team worked with the regional managers on myriad technical and operational issues. This was a good opportunity to become better acquainted and to problem-solve on program implementation issues.

## **9.2 Administration**

### **Visit by RTI Safety and Security Personnel**

On August 3, two RTI safety and security officers—one from RTI’s Asia Regional Office in Jakarta and the other from the RTI home office—held meetings with EGRP’s COP, Director of Operations, and Human Resources Specialist to discuss issues pertaining to safety and security. They also assessed the current status in terms of safety and security of EGRP’s Kathmandu office. Although the findings were positive, it was agreed that EGRP should conduct a refresher training on earthquake awareness, and the program’s drivers should revisit information on road safety.

### **RTI Worldwide Operations Workshop**

RTI held a three-day workshop September 4–6 in Nairobi, Kenya for representatives from its operations teams from projects, programs, and regional offices from across the world. Many operations-focused issues were discussed, and the different country and regional teams had an opportunity to present what they do, raise issues, and to problem-solve. Six operations staff from EGRP participated in the workshop.

### **Planning and Management of Logistics for RTI Executive Team Visit**

As described above, RTI’s President and Chief Executive Officer Wayne Holden and Executive Vice President Paul Weisenfeld came to Nepal September 9–14 to meet with RTI staff and to learn about the work RTI is doing in Nepal in the education and health sectors. The visit required a considerable amount of logistical and operational planning and management, which was ably carried out by EGRP’s operations teams.

### **Kathmandu Office Lease Transfer**

In late August, EGRP learned that its office landlord planned to sell the office property. For a time, this was a concern, but eventually it became clear that the buyer would agree to continue to rent the property to EGRP; therefore, a new lease was drawn up in early September, with the same terms and conditions as the original lease, and signed by EGRP and the new property owners.

## **Operations**

During the July–September 2017 quarter, EGRP’s operations teams accomplished the following:

### Procurement and Logistics

- Distributed teaching, learning, and educational materials to schools; this was completed on July 20, 2017. Verification of delivery notes was in process at the quarter’s end.
- Solicited bids through an open RFP for Initial Assessment of SBCC on Early Grade Reading. Avant Garde Solutions Pvt. Ltd. was selected, and a purchase order was issued on August 30, 2017.
- Solicited bids through an open RFP for Pilot Data Collection and Midline Assessment. A notice was published in the *Kantipur Daily* on September 2 and 6, 2017. Bids are due on October 9, 2017.

- Issued LPO (limited purchase order) change order # 1 to change the name of the owner of the house where the EGRP office is located, Lazimpat—from Mr. Romi Lal Shrestha to Ms. Dolkar Lhamo Lama—in the lease agreement.
- Extended lawyer Anup Upreti’s consultancy contract for open licensing via Creative Commons for an additional two months.

### Finance

- Initiated disbursement of SMC grants to beneficiaries. First installments of the school management grants were disbursed for 105 schools. (See more details in **Table 13**.)
- Disbursed continuous monthly travel allowance to Reading Motivators, school supervisors, Resource Persons, and EGRP focal persons for EGR-related mentoring and classroom observation.
- EGRP value-added tax refund: Referred the matter to USAID and GON, but it is still unresolved.

### Human Resources

- Recruited new staff—Mr. Dinesh Sanjel, Regional Field Coordinator, Itahari, who joined the program on September 1; and Mr. Purna Bahadur Gandhari, Accountant Administrative Specialist, Pokhara, who joined on September 18.
- Developed a proposal on restructuring EGRP’s Procurement and Grants units to align with the RTI International Grants and Procurement (iGAP) concept. The proposal was forwarded to USAID and the RTI home office for review and concurrence.
- Upgraded the current position of Publishing and Design Specialist to Materials and Production Manager. The proposal was approved by USAID and the RTI home office and the new approved position was advertised; the recruitment process is ongoing.
- Upgraded EGRP’s safety and security manual.
- Monitored local election (EGRP districts) in line with USAID guidelines.

### Information Technology (IT)

- Set up a telephone system in the Technical Support Unit (TSU) for multi-users.
- Guided six staff (Dipti Acharya, Rajani Chaudhary, Sadananda Pasman, Bimal Gaire, Rana Bahadur Karki, and Kalpana Thapa Magar) through a virtual desktop interface test. The purpose of the test is to ensure that staff can access RTI resources and systems—StaffNet, Connect, and RTI University—in lower-bandwidth areas.
- Created specifications for a printer and copier for the Grants unit and TSU.
- Renewed the Creative Cloud application for Shashwat Parajuli.

### SMC Grants Administration

As reported previously under IR 3, 405 SMC grantees were approved by USAID in Cohort 1 districts, in two batches: 236 were approved on June 20 this year, and a further 169 were approved on July 18. Progress in awarding and implementing grants at the time of writing this report is shown in **Table 13**.

**Table 13: Summary of SMC grants status, September 30, 2017**

District	No. of approved SMCs (USAID)	No. of applications received from SMCs	No. of agreements signed by COP (RTI approved)	No. of fully signed agreements (both parties)	No. of first payments made (first milestone)
Banke	96	93	80	65	65
Bhaktapur	33	33	33	33	33
Kanchanpur	65	0	0	0	0
Kaski	100	49	43	20	0
Manang	7	7	7	7	7
Saptari	104	0	0	0	0
<b>Totals</b>	<b>405</b>	<b>182</b>	<b>163</b>	<b>125</b>	<b>105</b>

## Additional notes:

- RTI's Grants Management System was brought up to date for all signed SMC grant agreements and payments.
- SMC grant activity implementation started in Banke, Bhaktapur, and Manang districts.
- Kickoff orientation sessions on “*Agreement terms and conditions, branding and marking, reporting requirements, and implementation processes*” were conducted in Banke and Kaski, on August 11 and 28, 2017 respectively. A Skype meeting was conducted for the Manang district team because of poor road conditions during the rainy session. The orientation was given to EGRP regional and district staff as well as NGO staff, including Community Mobilization Officers, so that they could cascade it to the respective schools during the SMC agreement signing process. Government representatives, DEO staff, focal persons, Resource Persons, and school supervisors were also the part of this orientation in Banke District.
- Orientation on the SMC grant application development and review processes was conducted on July 20, 2017, in Saptari for EGRP regional and district teams and NGO staff, including Community Mobilization Officers. A follow-up meeting with NGOs and the EGRP team was conducted in Kanchanpur on August 13, 2017, on the SMC grant application development process; the team received samples of high-quality grant applications, using examples from previously collected grant applications from Kanchanpur District.
- Alastair Rodd, Senior Education Analyst from the RTI home office visited the program twice during the quarter to provide technical assistance for several areas. Short-term technical assistance details for the quarter are detailed in *Annex G*.

## 10 Lessons Learned

Being an education program, EGRP is open to learning from experience; this quarter, several important lessons were learned (or relearned):

1. More consultations in advance with GON colleagues on key areas are required for building ownership and smoother implementation of the program.
2. Joint monitoring visits, involving DCT members, EGRP staff, and other relevant stakeholders, are instrumental to gain a common understanding of program status and to take stock of what additional strategies would be helpful to harmonize efforts of other agencies, including the local government, in support of EGR. Given the changing situation with the switch to federalism, focus needs to be given to new federal structures (i.e., locally elected representatives' active engagement, local governments' ownership of SCM activities, incorporation of EGR into local plans and programs).
3. Like EGRP, many other USAID-funded programs do not have any web or social media presence, which has the potential to negatively impact their program's visibility. Therefore, they rely on platforms available through USAID to showcase their work.
4. Although Creative Commons Attribution licensing (CC-BY) is a USAID mandate, and EGRP materials must be openly licensed, this decision can be made only by the MOE through CDC's recommendation. Although there are no legal barriers, approval will have to be made through a lengthy bureaucratic process.
5. An ongoing lesson learned—or one that is repeatedly relearned—is that in the eyes of the GON, capacity building is largely an activity that involves international travel: study tours and exposure visits to other countries. While it is not within EGRP's purview to plan and implement a foreign exposure visit for GON colleagues, the program is working with USAID to develop a plan for such an activity during Year 3, funded by USAID, which will hopefully effectively build GON capacity and nurture more enthusiasm for, and genuine ownership of, EGRP on the part of the GON.

## 11 What Does USAID Not Know That It Needs To?

As noted in previous quarterly reports, EGRP maintains regular, open communication with the Education team at USAID/Nepal, and therefore USAID knows about program issues and challenges as they arise. EGRP works in close partnership with USAID on a regular basis in implementing the program, and EGRP appreciates the assistance it receives from the USAID Education team in addressing issues and challenges. The EGRP COP has kept USAID up to date regarding all major program developments as well as key activities being implemented in Kathmandu and in the field.

## 12 How Implementing Partner Has Addressed Task Order Contracting Officer's Representative (TOCOR) Comments from the Last Quarterly Report

EGRP received feedback from USAID on its Year 2 Annual Report, which included the April–June 2017 quarterly report, on September 6. Subsequently, on September 22, EGRP met with the USAID Education team to review its feedback, which included comments and questions embedded in the text as well as broader issues such as adjusting the format of EGRP progress reports, adjusting how EGRP reports on formal program deliverables, highlighting more clearly the achievements of the GON in EGRP reporting, and clarifying EGRP's involvement in G2G. As a result of those discussions, EGRP's annual reports will be more streamlined and user-friendly in the future. At USAID's request during the same meeting, an addition to EGRP's progress reporting starting this quarter is a new annex—***Annex F: In-Kind Contributions***—in which the program will document, to the extent possible, in-kind contributions made to the program by the GON and by nongovernment entities during the reporting period. More formal cost ingredients reporting will be done three times during the life of the program, as per EGRP's contractual requirement.

## Annex A: Progress by Draft Performance Indicators and Targets (Revised PMP)

This table tracks EGRP's progress towards achieving its indicator targets; it is updated quarterly as appropriate and is used for end-of-year reporting for USAID. Changes this quarter are shaded in yellow.

Indic. No.	Indicator Number (as per AT+)	Indicator Title	Levels of Disaggregation	Data Source	Reporting Frequency	Responsible for Data Collection	Cumulative / Non-cumulative	Baseline Year 1 SY 15/16	Year 2 Achievement (SY 16/17)	Year 3 Target SY 17/18	Year 4 Target SY 18/19	Year 5 Target SY 19/20	Life-of-Project Target (Years 1–5)
<b>Indicator Measuring Progress toward Goals of USAID's Education Strategy</b>													
01	ES 1-1	<i>Percentage of learners who demonstrate reading fluency and comprehension of grade-level texts at the end of grade 2 with U.S. Government (USG) assistance</i>	Home language Cohort	EGRA survey	Biennial (baseline, midline, and endline)	RTI	C	0.9	n/a	3.0	n/a	7.0	7.0
<b>Indicators Consistent with USAID Nepal's 2014–2019 Performance Monitoring Plan (PMP) and Performance Plan and Report (PPR)</b>													
02	ES.1-5	<i>Number of learners reached in reading programs at the primary level</i>	Sex Ethnic group Cohort District	Project record / EMIS	Annual	RTI	NC	—	138,307	159,289	371,560	378,991	703,230
03	ES.1-7	<i>Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance</i>	Sex Ethnic group District Cohort	NCED Training record	Quarterly	RTI	NC	0	4,677 (3,109 from-2016 and 1,568 from 2017 training)	3,700 (1,568 – Progress achieved in 2017 as of Sept)	6,748	3,374	16,931



Indic. No.	Indicator Number (as per AT+)	Indicator Title	Levels of Disaggregation	Data Source	Reporting Frequency	Responsible for Data Collection	Cumulative / Non-cumulative	Baseline Year 1 SY 15/16	Year 2 Achievement (SY 16/17)	Year 3 Target SY 17/18	Year 4 Target SY 18/19	Year 5 Target SY 19/20	Life-of-Project Target (Years 1–5)
04	ES. 1-10	<i>Number of primary or secondary textbooks and other TLMs provided with USG assistance</i>	Type of TLM / SRM Cohort	Project record	Annual	RTI	NC	1,149,600	3,642,276 (Total TLM 2016, total SRM 2016, and TLM 2017 as of July)	450,000 (Achievement of 2017 as of September – 304,321)	4,430,000	1,050,000	10,452,600
05	ES 1.12	<i>Number of education administrators and officials who complete professional development activities with USG assistance</i>	Position or role Sex	Training records	Annual	NCED/RTI	NC	n/a	n/a	1,800	2,000	1,500	5,300
06	ES-1.13	<i>Number of PTAs or community governance structures engaged in primary or secondary education supported with USG assistance</i>	District Cohort	Project records	Annual	RTI	NC	0	0	320	950	230	1,500
07	3.2.1-38	<i>Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access</i>	Overall	Project records	Annual	RTI	NC	—	—	5	2	0	7

Indic. No.	Indicator Number (as per AT+)	Indicator Title	Levels of Disaggregation	Data Source	Reporting Frequency	Responsible for Data Collection	Cumulative / Non-cumulative	Baseline Year 1 SY 15/16	Year 2 Achievement (SY 16/17)	Year 3 Target SY 17/18	Year 4 Target SY 18/19	Year 5 Target SY 19/20	Life-of-Project Target (Years 1–5)
08	2.4.1-9	<i>Number of civil society organizations receiving USG assistance engaged in advocacy interventions</i>	Cohort	Project record	Annual	RTI	C		7	7	10	17	17
<b>Custom Indicators (EGRP)</b>													
09	3.2.1-Z03	<i>Percentage of grade 2 teachers who score 9 or more out of 13 on a reading instructional index, demonstrating fidelity to effective EGR teaching practices</i>	Cohort Sex	EMES survey	Biennial (baseline, midline, endline)	RTI	C	48.8%	n/a	60.0%	n/a	75.0%	75.0%
10	3.2.1-Z04	<i>Percentage of schools that score 5 or above out of 7 on the remediation practice index, demonstrating supplemental support for struggling students (EGRP custom indicator)</i>	Cohort	EMES survey	Biennial (baseline, midline, endline)	RTI	C	47.7%	n/a	60.0%		75.0%	75.0%
11	3.2.1-Z05	<i>Number of schools that deliver reading instruction in a language spoken and understood by the majority of students (including Nepali as a second language) – status reporting indicator</i>	Cohort	Language mapping survey report	Biennial (midline, endline)	RTI	NC	—	—		n/a	TBD	TBD

Indic. No.	Indicator Number (as per AT+)	Indicator Title	Levels of Disaggregation	Data Source	Reporting Frequency	Responsible for Data Collection	Cumulative / Non-cumulative	Baseline Year 1 SY 15/16	Year 2 Achievement (SY 16/17)	Year 3 Target SY 17/18	Year 4 Target SY 18/19	Year 5 Target SY 19/20	Life-of-Project Target (Years 1–5)
12	3.2.1-Z06	<i>Percentage of parents or guardians who report reading to their children or listening to their children read to them at least once a week (EGRP custom indicator)</i>	Cohort Sex	EMES survey	Biennial (baseline, midline, endline)	RTI	C	69.2%	n/a	74.0%	n/a	80.0%	80.0%
13	3.2.1-Z07	<i>Average grade 2 oral reading fluency (correct words per minute [cwpm]) scores among students in USAID/ Nepal's EGRP target districts for Nepali language (EGRP custom indicator)</i>	Sex Ethnic group Nepali language (L1 or L2) Cohort	EGRA survey	Biennial (baseline, midline, endline)	RTI	C	6.9%	n/a	9.0%	n/a	12.0%	12.0%
14	3.2.1-Z08	<i>Percentage of target schools allocating at least 1 hour a day to reading instruction (grades 1–3) (EGRP custom indicator)</i>	Cohort	EMES survey	Biennial (baseline, midline, endline)	RTI	C	0.0%	n/a	75.0%	n/a	90.0%	90.0%
15	CBLD-Z10	<i>Percentage of local organizations (NGOs) with improved capacity and/or performance scores</i>	Cohort	Capacity assessment report	Baseline and endline (start and end of EGRP partnership)	RTI	NC		Baseline in Cohort 1 completed	80.0%	Baseline in Cohort 2	80.0%	80.0%

Indic. No.	Indicator Number (as per AT+)	Indicator Title	Levels of Disaggregation	Data Source	Reporting Frequency	Responsible for Data Collection	Cumulative / Non-cumulative	Baseline Year 1 SY 15/16	Year 2 Achievement (SY 16/17)	Year 3 Target SY 17/18	Year 4 Target SY 18/19	Year 5 Target SY 19/20	Life-of-Project Target (Years 1–5)
16	Missing in AT+	<i>Percentage of schools that score at least 10 of 14 total possible points on the school leadership and management index, demonstrating active support for EGR (EGRP custom indicator)</i>	Cohort	EMES survey	Biennial (baseline, midline, endline)	RTI	C	22.7%	n/a	35.0%	n/a	50.0%	50.0%
17	3.2.1-Z15	<i>Number of schools reporting progress toward standards for reading performance (EGRP custom indicator)</i>	Cohort	ERO	Annual	NGO / RTI	NC	—	2,605	3,000	TBD	TBD	TBD
18	3.2.1-Z18	<i>Percentage of parents and school management committee members expressing positive attitude toward EGR and mother tongue</i>	Cohort	EMES survey	Biennial (baseline, midline, endline)	RTI	C	58.2%	n/a	65.0%		70.0%	
19	3.2.1-Z19	<i>Percentage of teachers who score 18 or above of 25 on a knowledge / skills / attitudes index</i>	Sex Cohort	EMES survey	Biennial (baseline, midline, endline)	RTI	C	27.9%	n/a	35.0%		50.0%	50.0%

## Annex B: Progress Summary

The following activity table is structured to correspond with activities in EGRP's Year 3 AWP and reports on activities at the sub-sub-IR level.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
<b>INTERMEDIATE RESULT 1: Improved Early Grade Reading Instruction</b>					
<b>Sub-IR 1.1: Evidence-based early grade reading instructional materials designed, distributed, and in use.</b>					
1.1.1 Provide support to MOE and CLAs to develop or revise scopes and sequences, TLMs, and other student material for grades 1–3 reading instruction in Nepali for first-language speakers of Nepali.				Support CDC during on-site technical support, monitoring, and supervision at district and school level.	CDC was invited to participate in the rapid assessment. CDC participated in finalizing the tools, but did not participate in the fieldwork.
1.1.2 Provide support to MOE and CLAs to develop scopes and sequences, TLMs, and other student material for grades 1–3 reading instruction in Nepali for second-language speakers of Nepali.				Technical assistance provided for development of a framework of instructional and supplementary materials for students who speak Nepali as a second language.	Initial conversations were held regarding an approach for developing the L2 framework.
1.1.3 Collaborate with the MOE and CLAs to develop scopes and sequences and to pilot TLMs for early grade reading instruction in three non-Nepali local languages.					
1.1.4 Collaborate with MOE and CLAs to produce accompanying teachers' guides for grades 1–3 for each set of materials.				Teachers' guides developed for Nepali and MT in conjunction with TLMs under 1.1.1–1.1.3.	The Grade 1 Rana Tharu teachers' guide was finalized.
1.1.5 Produce and distribute the approved reading materials and teachers' guides in early grades for each level and school context.					
1.1.6 Incorporate provisions for expenses related to the recurring costs of providing early grade reading materials into GON annual budget plans.				Presentations and discussions with GON on costs and efficiency of production and printing options.	Specific discussions on cost and efficiency of production and printing options were not yet initiated.
<b>Sub-IR 1.2: In-service training for teachers in public schools on reading instruction and the use of these materials provided.</b>					
1.2.1 Collect baseline data on teacher attitudes, practices, and skills in early grade reading instruction.					
1.2.2 Employ SBCC strategies to encourage teachers to change their behavior in teaching early grade reading.				Continued integration of SBCC strategies into teacher training and ongoing teacher support activities.	No new training materials were developed (the bridge course drew upon the existing TPD module, which incorporated teacher communication strategies).

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
1.2.3 Alongside NCED, train master trainers from all target districts on the use of the materials packages for reading instruction in grades 1–3.				Training materials developed for 3+5-day bridge course.  Plan initiated for NCED capacity building.	EGRP developed training materials for the 3+5-day bridge course.  Project staff held discussions with NCED to begin planning the NCED capacity-building program.
1.2.4 Provide technical assistance to MOE to train the trainers from all target districts on the use of materials packages for reading instruction in grades 1–3.					
1.2.5 Provide technical assistance to the MOE to train all grade 1, 2, and 3 teachers on the use of the materials packages for grades 1–3 instruction in Nepali.				Technical assistance provided for NCED to carry out on-site technical support and classroom observations.	NCED was invited to participate in the rapid assessment; NCED participated in finalizing the tools as well as in the fieldwork.
1.2.6 Provide technical assistance to the MOE to train all trainers transitioning to Nepali-only for reading instruction by the start of grade 4, for those schools applying mother-tongue instruction.					
1.2.7 Provide technical assistance to the MOE to train all grades 1–3 teachers on the use of the materials packages for second-language speakers of Nepali.					
1.2.8 Provide technical assistance to the MOE to conduct orientation workshops for head teachers on early grade reading.					
<b>Sub-IR 1.3: Monitoring and coaching for teachers in early grade reading instruction provided.</b>					
1.3.1 Support cluster and district-level partners to implement criterion-referenced classroom monitoring and coaching of reading instruction.				Rapid assessment undertaken to examine Reading Motivators, TLM use, and teacher training feedback.  Workshops or meetings held to examine options for ongoing teacher support and to identify a model to be used in EGRP.	The rapid assessment tools were finalized, and the fieldwork was completed.  The EGRP team initiated discussions with DOE/NCED to plan for workshops or meetings; reached agreement to hold workshop, but dates were not finalized.
1.3.2 Develop and test non-monetary systems for incentivizing teachers.				Workshops or meeting(s) to review existing information on teacher motivation and incentives and to identify information gaps and focus for study (with 1.3.1).	The EGRP team initiated discussions with DOE/NCED to plan for workshops or meetings; reached agreement to hold workshop, but dates were not finalized.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
1.3.3 Provide technical assistance to plan for teacher mentoring visits to classrooms implementing EGR.				Continued mobilization of Reading Motivators, Resource Persons, and School Supervisors in Cohort 1 districts.	Ongoing.
1.3.4 Provide technical assistance for incorporating provisions for expenses related to the recurring costs of early grade reading monitoring and coaching into GON annual budget plans.				Technical support and advising on possibilities for revising the system for providing ongoing teacher support and school monitoring, with budget and cost implications.	EGRP initiated discussions with DOE/NCED to plan for a workshop or meeting; reached agreement to hold workshop, but dates were not finalized.
<b>Sub-IR 1.4: Classroom-based and district-based early grade reading assessment processes improved.</b>					
1.4.1 Collaborate with education authorities to create item banks for the generation of EGRAs.				EMES tools reviewed and revised.  CB-EGRA item bank developed.	An EMES tools review and revision workshop was completed jointly with ERO. The draft revised tools are being finalized by ERO.  A CB-EGRA item bank development workshop is planned by ERO for next quarter (October 9–16, 2017).
1.4.2 Support districts to conduct CB-EGRA in Nepali and other three languages in selected schools in program districts at least once a year.					
1.4.3 Improve the capacity of Resource Persons to support CB-EGRA administration in schools.					
1.4.4 Collaborate with district monitors to collect assessment data using CB-EGRA procedures.					
1.4.5 Provide technical assistance to district representatives to plan for CB-EGRA for assessing EGR outcomes.				CB-EGRA item bank developed.	A CB-EGRA item bank development workshop is planned by ERO for next quarter (October 9–16, 2017). The item bank of CB-EGRA tools will be available to districts for the assessment to be conducted in February–March 2018.
1.4.6. Assist districts to analyze and report their CB-EGRA or modified-EGRA results.					EGRP provided capacity-development support to ERO on “statistical data analysis methods” using SPSS software. This will help with the analysis of EGR assessment data in future.



Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
<b>INTERMEDIATE RESULT 2: Improved National and District Early Grade Reading Service Delivery</b>					
<b>Sub-IR 2.1: Early grade reading data collection and analysis systems improved.</b>					
2.1.1 Provide technical assistance to improve national data collection procedures to enable the government to collect data on teacher assignment by grade.				IEMIS revision completed.	The updated IEMIS in DOE was established, including data on teacher assignment by grade. An orientation on the system and on data collection was conducted for DEO personnel and school head teachers in Banke and Kanchanpur districts. 72 participants were oriented.
2.1.2 Update the national data collection procedures to enable the government to record the language of communication of the students.				IEMIS revision completed.	The updated IEMIS in DOE was established, including data on language of communication of students. An orientation on the system and on data collection was conducted for DEO personnel and school head teachers in Banke and Kanchanpur districts. 72 participants were oriented.
2.1.3 Update the national data collection procedures to enable the government to record teacher assignment by language and qualification.				IEMIS revision completed.	The updated IEMIS in DOE was established, including data on teacher assignment by language and qualifications. An orientation on the system and on data collection was conducted for DEO personnel and school head teachers in Banke and Kanchanpur districts. 72 participants were oriented.
2.1.4 Support the development of school maps coded for language of communication.					
2.1.5 Assist the MOE and its line agencies to improve NASA for nationwide EGR data collection.					
2.1.6. Incorporate EGRA results into an EGR barometer-type instrument.					
2.1.7 Conduct a language survey in a sample of schools in the EGRP districts.				No separate activities planned in Year 3.	
2.1.8 Use the result of the surveys to generate GPS-based language maps.				No separate activities planned in Year 3.	
2.1.9 Support the GON to conduct a study on teacher management issues in the early grades.				Implementation of this activity in Year 3 is TBD.	
2.1.10 Introduce policy makers to the methodology for school language surveys and teacher mobility assessments.				See activities 2.1.9 and 2.1.11. No separate activities for 2.1.10 in Year 3.	

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
2.1.11 Investigate parent and community attitudes and beliefs about selected languages of instruction and Nepali instruction and learning.				Report on parent and community attitudes and beliefs about language of instruction.	<p>The external consultant completed the field data collection in six EGRP districts.</p> <p>Data compilation and analysis remained ongoing. The draft report is expected to be shared in the next quarter.</p> <p>The consulting firm continued to prepare the draft report on the PCAB study, incorporating the comments provided by the EGRP team.</p>
<b>Sub-IR 2.2: Policies, standards, and benchmarks that support improved early grade reading instruction institutionalized.</b>					
2.2.1 Support the GON to develop, validate, and apply a standards framework for student performance.					
2.2.2 Support the GON to develop and validate standards for teacher performance in early grade reading.					
2.2.3 Support the GON to develop, validate, and apply a timetabling/time-on-task policy for reading instruction.				Preliminary report on time-tabling/time-on-task received and comments provided to the consultants to incorporate into the report.	A draft report was submitted by the consultant; the next step is to present the draft report to EGRP and CLA teams.
2.2.4 Provide technical assistance to help the Ministry consider policy options that respond to local desires regarding language of reading instruction.				Data collection on PCAB study from the six EGRP districts and data processing and analysis completed.	A preliminary draft of the PCAB study report was completed by the consulting firm.
2.2.5 Assist the Ministry to understand the underlying teacher management issues—including teacher absenteeism and teacher assignment.					
<b>Sub-IR 2.3: Planning and management of financial, material, and human resources devoted to early grade reading improved.</b>					
2.3.1 Assist the MOE to develop and keep up-to-date a costed, five-year national early grade reading plan.				MOE forms a committee to update NEGRP costed five-year plan.	One meeting was conducted and the TOR of the committee was finalized for updating the NEGRP strategy document.
2.3.2 Develop a textbook and materials procurement and distribution plan, including cost-effective ICT that supports procurement and distribution.				The nature of this activity in Year 3 is TBD depending on the move toward a federalist structure.	
2.3.3 Determine the degree to which current teacher assignments and materials distribution patterns conform to the optimal reading MOI plan.					

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
2.3.4 Support GON to utilize data on language, teacher assignment, and materials distribution for management and planning purposes, including to identify and address mismatches.					
2.3.5 Support the GON to implement policies and/or an action plan for addressing teacher management issues, such as teacher absenteeism or teacher assignment and mismatches.				See 2.1.9. No separate activities planned for 2.3.5 in Year 3.	
2.3.6 Provide technical assistance to GON for considering policy options for Medium of Instruction, including joint examination of language for reading pilots implemented under EGRP.				Agreement to pilot Rana Tharu EGR materials next school year (2018–2019).	All parties agreed to pilot the Rana Tharu EGR materials in the next academic year (2018–2019).
<b>Sub-IR 2.4: National standards for early grade reading improvement adopted and geographically expanded.</b>					
2.4.1 Support MOE to advocate for sufficient GON resources to implement early grade reading reform (nationally) as a way to raise the profile of early grade reading as a development priority.				Year 3 will be exploratory as federalism is implemented. Activities will start in Year 4.	
2.4.2 Assist the GON to standardize government contributions to EGR from nongovernmental organizations (NGOs and INGOs).				No further activities planned for Year 3.	
2.4.3 Seek private partner support to facilitate a steady supply of EGR materials.				Meeting with the GON to develop a PPP strategy.	The EGRP IR 3 team agreed to develop a simple and workable strategy across the IRs, prior to meeting with the GON.
<b>INTERMEDIATE RESULT 3: Increased Family and Community Support for Early Grade Reading</b>					
<b>Sub-IR 3.1: Community awareness of the importance of language of instruction increased.</b>					
3.1.1 Support the DOE and NFEC to design and implement awareness and advocacy campaigns to promote early grade reading.				Broadcast of radio PSAs and programs at national level and in the EGRP first six districts (Cohort 1).  Research to assess effectiveness of public awareness and advocacy campaigns, including media mobilization outreach.	Two radio PSAs of 60 seconds and 30 seconds each, four episodes of 15-minutes radio programs, and 5-minute radio segments were broadcast until August 29, 2017, in four languages: Awadhi, Maithili, Nepali, and Rana Tharu.  A local research firm was selected through a competitive bidding process and contract was signed on August 28 for the period September 1, 2017, through January 31, 2018.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
3.1.2 Convene community fora to discuss results of classroom-based reading assessments and the ways in which parents/guardians and community members can support opportunities for early grade reading acquisition.				10 grants tendered and awarded to Cohort 2 district NGOs to support and implement social mobilization strategy.  Quarterly follow-up training held to share progress, in which the importance of LOI and assessment results will be one of many discussion topics (Cohort 1 districts).	An advertisement for submitting an EOI for Cohort 2 districts was published and the potential partners subsequently submitted their EOIs.  Quarterly follow-up training was held in four districts: Banke, Bhaktapur, Kaski, and Manang. The NGO partner in Kaski and Saptari districts conducted 584 TRG meetings and 15 VEC meetings, and participants were informed about the importance of LOI during the meetings.
3.1.3 Utilize community-based strategies to promote after-school activities where reading is supported with the help of community members.				Existing 6 NGOs (Cohort 1 districts) continue to work according to contract and activities.	NGO partners continued social and community mobilization activities in support of EGR. The partner NGOs organized 2,379 reading camps and 203 Reading Day celebrations.
3.1.4 Involve communities to develop reading materials for after-school activities.				Existing 6 NGOs (Cohort 1 districts) continue to work according to contract and activities.	The NGO partners in Kanchanpur and Manang districts supported development of local reading materials through four trainings (1 in Kanchanpur and 3 in Manang).
<b>Sub-IR 3.2: Family engagement to support reading increased.</b>					
3.2.1 Orient parents on use of locally produced reading materials.				Follow-up training for Cohort 1 district NGOs held to share progress. The development of reading materials is one of many discussion themes.	A three-day follow up training was held for four Cohort 1 district NGOs (Banke, Bhaktapur, Kaski, and Manang), and a detailed discussion was held regarding the development and use of local reading materials.
3.2.2 Develop approaches to work with literate and illiterate parents and guardians so they can support their children's reading acquisition.				Parents gain insight on seven key EGR SBCC messages and are further mobilized to disseminate the messages to other parents.	115 peer education trainings were conducted, 1,722 parents enhanced their understanding of seven key messages, and the trained parents were mobilized to disseminate their learning to other parents.
3.2.3 Propose innovative methods to engage both parents and children with cell phone applications to promote home-based early grade reading practice.				Small pilot study of potential cell phone applications to support reading at home completed and report is in hand.	The draft study report was completed and is being finalized. The IR 2 team is coordinating the study.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
<b>IR 3.3: PTA/SMC ability to contribute to quality reading instruction increased.</b>					
3.3.1 Build on current best practices for community mobilization to support early grade reading improvements.				Regular DCT meetings held.	Seven DCT meetings were organized and held, one in each of seven districts (Bhaktapur, Dadeldhura, Dolpa, Kaski, Manang, Mustang, and Rupendehi). Local partners of Bhaktapur, Kaski, and Manang, jointly with the EGRP district and regional teams, briefed DCT members on social and community mobilization progress.
3.3.2 Identify and mobilize local NGOs to provide support to PTAs/SMCs.				SMC grants are implemented with the technical support of NGO partners.	182 grant applications were received, of which 163 were approved by EGRP, and 125 were signed by both EGRP and the respective SMCs. The first installment of funding was released to 105 SMCs. As such, 105 SMCs are implementing planned activities.
3.3.3 Support PTAs/SMCs, RCs, and Community Learning Centers to hold community events in support of EGR.				PTAs/SMCs, RCs, and Community Learning Centers hold community events to support EGR.	This activity is ongoing.
<b>IR 3.4: Parent and community capacity to monitor reading progress increased.</b>					
3.4.1 Teachers periodically inform parents of reading assessment results.				Parent-teacher conferences are held to inform parents about the reading progress of their children.	686 parent-teacher conferences were conducted in Cohort 1 districts. 23,912 parents visited schools to get updates on the progress of their children.
3.4.2 Organize regular community forums in which reading data are shared and regular classroom assessments and parental support are discussed.				CB-EGRA reports and findings are shared with communities.	EGRP was unable to do this activity this quarter because the final CB-EGRA report had not yet been endorsed by ERO.
3.4.3 Set up mobile phone connected interfaces for dissemination of reading data and messages to parents and community.				Small pilot study of potential cell phone applications to support reading at home is completed and final report is received.	The draft study report was received and the final report is being finalized. EGRP's IR 2 team, in collaboration with the IR 3 team, is coordinating the study.
<b>Monitoring and Evaluation</b>					
<b>4.1 Develop and implement internal M&amp;E system for regular program monitoring.</b>					
4.1.1 Identify activity indicators of planned activities from IRs.				Mapping of EGRP major program interventions based on AWP.	EGRP is developing district-level "master" databases to capture data on the major program interventions completed for 6 EGRP Cohort 1 districts.
4.1.2 Design and develop tools, formats, and frameworks to capture IR-based progress.				Same as above.	Same as above.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
4.1.3 Orient IR teams and regional and district EGRP staff about the M&E system and requirements.				EGRP staff knowledgeable and conversant about internal reporting processes and requirements.	Some components of M&E concept orientation remained ongoing as part of NGO capacity development. More structured M&E system orientation is being planned for next quarter as part of AWP orientations.
4.1.4 Develop an EGRP master database and digital data visualization tools.				Databases and tools developed.	EGRP completed district-level “master” databases to capture data on the major program interventions for six EGRP Cohort 1 districts. Data visualization and monitoring dashboards will be developed next quarter.
4.1.5 Conduct small-scale studies (as part of the internal M&E in collaboration with MOE, DOE) to measure the effectiveness of key EGRP interventions.				Rapid assessment conducted.	A rapid assessment focusing on TLM use and on teacher training and mentoring components—covering 45 sample school from 5 EGRP Cohort 1 districts—was completed. Data entry, data cleaning, analysis, and report preparation are ongoing.
4.1.6 Monitor NGOs’ activities as per grant requirements.				Ongoing NGO monitoring and support.	Planned for next quarter.
4.1.7 Conduct intervention-based joint monitoring with GON personnel.					
4.1.8 Produce internal monthly and quarterly progress reports and share them with IR teams and regional teams.				Regular internal reporting.	Progress status report was shared with IR teams. This is an ongoing activity and will be prioritized in the next quarter also.
<b>4.2 Conduct EGRA/EMES midline survey.</b>					
4.2.1 Conduct EGRA/EMES midline survey.					An SOW for the EGRA/EMES pilot study and midline data collection was finalized with inputs from USAID, RTI home office, and NORC. The RFP for hiring a consulting firm was published for an open bidding process.
4.2.2 Monitor EGRA/EMES midline implementation.					
4.2.3 Data cleaning, data management and reporting.					
4.2.4 Midline results dissemination at center level.					
<b>4.3 Update PMP and capture data for PMP indicators.</b>					
4.3.1 Update PMP and periodically collect data for PMP reporting.					Data collection and compilation on the PMP indicators remained ongoing. The master database was being updated.

Activity	Jul	Aug	Sep	Outputs	Actual status by end of quarter
4.3.2 Submit results on quarterly indicators as per AidTracker Plus requirements.					Will be done next quarter.
4.3.3 Submit information for performance plan reporting.					Will be done next quarter.
4.3.4 Submit results for assessment-related indicators (biannual, baseline indicators).					
4.3.5 Submit reports on AidTracker Plus.					Will be done next quarter.
4.3.6 Conduct endline capacity assessment of EGRP partner NGOs of Cohort 1 districts.					
4.3.7 Conduct baseline capacity assessment of EGRP partner NGOs of Cohort 2 districts.					



## Annex C: Success Story

***“It was challenging for my daughter to read and write the Nepali language.”  
“I was recognized with the best guardian award by the [District Education Office].”***



*Shanti and her daughter Puja reading together*

The guilt of sending her third-grade daughter Puja to a boarding school in Lamjung far away from home in remote Manang District haunted Shanti Lama for a while. “It was challenging for my daughter to read and write the Nepali language,” she said.

“I felt guilty for doing an injustice to my Puja as she is very young and she is away from all the benefits of our

community,” shared Shanti. Soon, she brought Puja back to Tal and enrolled her in Shree Bhanu Secondary Public School. “I feel honored and proud to bring my daughter back with us.”

Through 2,987 Tole Reading Groups (TRGs) established in six districts across Nepal, USAID is trying to embed the value that reading books with their children from the early grades is one of the most important things parents can do to help their children become better readers. “The peer education training organized by USAID was an eye-opener for me. I set up a reading corner for Puja and give her as much time as I can while she is reading,” said Shanti, who is among the 63,706 parents trained by USAID to manage and run the TRGs.

The TRG is a simple concept being piloted to help parents and community members understand the importance of reading and to empower them to strengthen their children’s educational achievement. Along with parents and community members, TRGs bring together public school teachers and students in a forum after school and during holidays, where they read together, hold reading camps and fairs, write and tell stories and folklore, and learn about improving reading skills. As a result, Puja is keen to read more. “Even after school and during holidays, Puja practices reading,” said Shanti, with a big smile on her face.

While the TRG’s simplicity in empowering communities may be alluring, its sustainability can be questioned, mainly because the model is based on an informal structure. However, considering the success of various informal groups in Nepal, one could argue that the impact of empowering communities could be rewarding in itself and might even influence policy-level decisions.

Otherwise, the Manang District Education Office would not have taken notice of Shanti's effort to improve Puja's education. "I was recognized with the best guardian award by the [District Education Office] at an educational ceremony," she said. Particularly in the case of education, approaches such as TRGs may help narrow reading-level disparities between public and private boarding school students.

To address such disparities, USAID is sowing the seeds of reading awareness through TRGs and similar interventions in parents like Shanti so she can encourage her peers to be involved in their children's education. Ultimately, this will raise the interest of early-grade students like Puja to read more and will influence the Government of Nepal's National Early Grade Reading Program to replicate the best practices and possibly formalize community engagement programs. This type of response would strengthen the public school system, one attended by the majority of Nepali children.

"USAID made me aware of my children's education, and I always suggest to other parents: *Ramailo Padhai digo sikai, Kakhya ek dui tin ka balbalikalai* (Fun reading, sustainable learning, for the children of grades one, two, and three)," said Shanti, reciting the slogan for the TRG with which she is involved.

## Annex D: Notable Activities

Notable activities for the Early Grade Reading Program (EGRP) this quarter were as follows:

Description and Next Steps	Outputs and Related Contract Result	Time frame
Some challenges were encountered when implementing the Early Grade Reading Assessment (EGRA)/Education Management Efficiency Survey (EMES) baseline during February–May 2016 because, to some extent, the activity was considered by the Education Review Office (ERO) to be outside the Government of Nepal's (GON's) purview and manageable interest. As planning for the midline started this quarter, EGRP wanted to change that perception and, to that end, engaged ERO in reviewing the issues that were encountered in implementing the baseline and reconfirming EGRP's commitment to make the EGRA/EMES an integral part of the GON's assessment portfolio.	Issues pertaining to dissemination of the EGRA/EMES baseline results as well as the first classroom-based (CB)-EGRA results remain, but EGRP is working closely to resolve those issues while, simultaneously, planning for the midline survey, which will be conducted during February–March 2018.	Ongoing
Wayne Holden, RTI's President and Chief Executive Officer, and Paul Weisenfeld, RTI's Executive Vice President, were in Kathmandu September 9–14 to meet RTI staff (in the education and health sectors) and to learn more about RTI's work in Nepal. In addition to meetings with the staff of RTI's three programs in Nepal, they met with Ministry of Education officials and USAID.	This visit was not directly tied to program outputs and contractual results, but was important for senior management at RTI to learn first-hand what EGRP is doing and the challenges to effective implementation program staff face. The visit also increased the profile of EGRP in the RTI home office.	September

## Annex E: Materials

The table below summarizes Early Grade Reading Program (EGRP) materials submitted to USAID. Those from the current quarter are highlighted in gray.

No.	Title	Type of document or materials	Description	Location of digital materials
1	EGRP Year 2 Annual Report	Contractually required annual progress report.	To align EGRP's implementation and reporting years with the Government of Nepal's (GON's) fiscal year, EGRP agreed to shift to a mid-July to mid-July annual reporting and implementation year. Therefore, the program's Year 2 Annual Report spanned five quarters instead of four: April 1, 2016 through June 30, 2017. The alignment is not perfect but close enough. The Year 2 annual report also doubled as the program's April–June 2017 quarterly report.	Submitted to EGRP's Contracting Officer's Representative (COR) on July 31, 2017
2	Year 3 Annual Work Plan (AWP)—Second Submission	Contractually required annual work plan.	As per the above, EGRP's annual work plan years now follow the GON's fiscal year: mid-July to mid-July. EGRP hoped to complete its Year 3 AWP and have it approved by mid-July, but due to delays in trying to arrange a workshop with the GON to discuss critical issues such as federalism, integrated curriculum, ongoing teacher support—all of which have a direct bearing on finalizing the Year 3 AWP—the process of revising the draft AWP and resubmitting it did not happen until September 2017. The second version of the AWP was completed and submitted to USAID on September 8, and the final version of both the GON and USAID versions of the Year 3 AWP will be submitted in early October.	Submitted to EGRP's Acting COR on September 8
3				
4				

## Annex F: In-Kind Contributions

This is a new annex added to the Early Grade Reading Program's (EGRP's) quarterly and annual reports starting in the July–September 2017 reporting period.<sup>4</sup> The aim is to present, in as comprehensive a manner as is practicable, the in-kind contributions to the program made by the Government of Nepal (GON) and nongovernment entities, which can be considered a proxy indicator of GON and non-GON buy-in and support for the program.

### GON Contributions:

Material and Equipment Support					
District	Name of Materials	Numbers	Approx. Value	Contributed By	Brief Description of Contribution
Banke	Mats	114	NPR 39,000	Local Government	Kohalpur Municipality Wards 1, 8, 9, 11, 12 supported 37 sitting mats for 16 Tole Reading Groups (TRGs).  Duduwa Rural Municipality Wards 2 and 3 supported 20 sitting mats for 10 TRGs.  Rapti Sonari Rural Municipality Wards 2, 8, 9 supported 57 sitting mats for 28 TRGs to manage seating arrangements for the children at TRGs.
Banke	Mats/Plastic Jugs/ Register Books	24/ 16 /16	NPR 14,000	Local Government	In Baijnath Rural Municipality Ward 1 provided 24 mats, 16 jugs to be used by 16 TRGs for the sitting management of children and support for drinking water during children's gathering in the TRGs. 16 registers also have been provided to update or record the TRG's activities.
Banke	Bucket and Plastic Jugs	18/18	NPR 9,900	Local Government	Khajura Rural Municipality Wards 7 and 8 ward councils donated 18 buckets and 18 plastic jugs for 18 TRGs within the wards. The materials used by TRGs ensure that children have easy access to safe drinking water during their gathering in the TRGs.

<sup>4</sup> Because this is the first time EGRP is including this information in a progress report, we are still considering the best format for presenting the information. This being the case, after further discussions with USAID, the overall approach and format could change for the next (and subsequent) quarterly/annual progress reports. Also, the items that EGRP reports regarding in-kind contributions are in some ways different from RTI's contractual requirement to formally report on cost ingredients three times during the life of the program.

Direct Monetary Support					
<i>District</i>	<i>Supported Amount</i>	<i>Supported Unit</i>	<i>Duration</i>	<i>Contributed By</i>	<i>Brief Description of Contribution</i>
Banke	NPR 250,000	28 TRGs	Once @ July 2017	Local Government	Rappti-Sonari Rural Municipality Ward 2, ward council 8 and 9 allocated NPR 100,000, NPR 100,000, and NPR 50,000 respectively for 28 TRGs associated with 15 schools to manage seating arrangements and stationery materials to be used in the TRGs.
Banke	NPR 40,000	8 TRGs	Once @ July 2017	Local Government	Khajura Ruram Municipality Ward 4 ward council allocated NPR 40,000 for 8 TRGs associated with 4 schools in the ward to manage seating arrangements and stationery materials to be used by the children in the TRGs.
Manang	NPR 70,000	14 TRGs	Once @ Sept 2017	Local Government	Nasong Rural Municipality of Manang allocated NPR 5,000 for each of 14 TRGs under the rural municipality for the promotion of early grade reading through TRGs. TRGs will utilize the amount to manage and promote after-school reading activities at TRGs.

#### Nongovernment Contributions:

Material and Equipment Support					
<i>District</i>	<i>Name of Materials</i>	<i>Numbers</i>	<i>Approx. Value</i>	<i>Contributed By</i>	<i>Brief Description of Contribution</i>
Kaski	White Boards	10	NPR 30,000	Community members	10 whiteboards provided by the community members of Makaikholi RC for its 10 TRGs, which are used for conducting different events such as reading in TRG/reading camps, TRG meetings, and peer education training.
Manang	Pfoam mat, exercise books	1/24	NPR 2,200	Community members	TRG coordinator provided the Pfoam mat (100 sq. ft.) for use in the TRG to conduct after-school activities at the TRG.  TRG member (parent) provided 2 dozen exercise books to be used by the students at the TRG.

Direct Monetary Support					
<i>District</i>	<i>Support Amount</i>	<i>Support Unit</i>	<i>Duration</i>	<i>Contributed by</i>	<i>Brief Description of Contribution</i>
Kaski	200	TRG	One time	Individual parent	An individual in Kristi Resource Center donated NPR 200 for the TRG to buy reading materials (one-time purchase).



## Annex G: Short-Term Technical Assistance (STTA) and Home Office Support

The following consultants and/or RTI home office colleagues came to Nepal during the quarter to provide STTA; in each case a trip report was submitted to USAID.

Advisor	Dates	Assignment	Outcome
Alastair Rodd	June 24–July 5	<ul style="list-style-type: none"> <li>Work with the IR 2 team to review (1) Year 3 activities and program implementation, including the IR 2 policy studies and their use to engage the Government of Nepal (GON) on key early grade reading (EGR) issues; (2) progress in establishing an EGR minimum package from a budgetary standpoint; and (3) the ongoing GON actions toward federalism.</li> <li>Work with the IR 1 team to confirm understanding and expectations for setting reading benchmarks, and the possible role of the community-based Early Grade Reading Assessment (CB-EGRA) in reporting and dissemination.</li> <li>Support the monitoring and evaluation (M&amp;E) team in preparing for the midline EGRA data collection, and support the ongoing monitoring activities to better inform the “ingredients costing” reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Met with all EGRP technical teams to discuss current status of implementation and proposed activities for Year 3. Particularly focused on the likely impact of federalism on the program going forward. Reviewed the EGR “minimum package” and the work recently completed on finalizing the EGR standardization/harmonization guidelines. With regard to federalism, although this was discussed at length, it is clear that there is considerable uncertainty about federalism will look like and how it will impact EGRP.</li> <li>Discussed both EGRA and CB-EGRA in anticipation of a full week of meetings with NORC the first week of August in Nepal. Discussed how EGRA and CB-EGRA might be correlated by adding a silent reading passage to EGRA in the midline administration.</li> <li>Discussed myriad issues pertaining to the midline EGRA/Education Management Efficiency Survey (EMES), which will be administered in February–March 2018. In particular, focused on the scope of work for recruiting a local partner to assist with data collection and logistics. Also, shared documents and tools for the M&amp;E team to use in assisting with collecting information and documenting the implementing of cost ingredients accounting in the field.</li> </ul>
Alastair Rodd	July 31–August 7	<ul style="list-style-type: none"> <li>In collaboration with Alicia Menendez, assist the EGRP M&amp;E team to develop a template of key results and findings from the EGRP baseline report.</li> </ul>	<ul style="list-style-type: none"> <li>Information was collated and provided to the M&amp;E team to allow them to develop a presentation on the baseline exercise, including the instrument development and design and baseline data collection process. In addition, Ms. Menendez provided information on the analysis of the baseline data and interpretation of the baseline results. All background data and reports from the baseline were presented to the M&amp;E team. The EGRP M&amp;E team in collaboration with USAID/Nepal will present to the Education Review Office (ERO) and GON a presentation that includes Aims, Methodology, Data Collection, Findings, and Conclusions of the EGRA baseline.</li> </ul>

Advisor	Dates	Assignment	Outcome
		<ul style="list-style-type: none"> <li>Review the IR 3 Year 3 work plan activities (this assignment was not completed due to Mr. Rodd's early unexpected departure from his June STTA visit).</li> <li>Support the M&amp;E team as they prepare for the midline EGRA data collection.</li> </ul>	<ul style="list-style-type: none"> <li>A short meeting with the IR 3 team to review the Year 3 work plan and provide feedback from the school visits in July concluded with an agreement to review whether Toile Reading Groups should be replaced with direct support to school management committees and parent-teacher associations in Cohort 2 implementation.</li> <li>A review of the timeline for midline confirmed the steps needed, including (1) reviewing the EMES questionnaires with ERO; (2) tendering for data collection services; (3) conducting a baseline to test revised EMES questionnaires and EGRA sub-tasks—specifically, it is expected to add a silent reading comprehension subtask that will be used to link reading fluency on EGRA to comprehension scores on CB-EGRA; and (4) preparing in advance logistics for data collection. Given that the sample schools will not change, it is possible to map the schools to estimate number of days for travel between schools, map current enrollment to assess amount of time required at each school to conduct EGRA, and use the CB-EGRA to identify schools with specific non-Nepali language environments (particularly for parents) to identify data assessors with the language. It is expected to conduct the pilot in late November and the data collection for the midline in mid-February.</li> </ul>