

**USAID Nepal Portfolio Overview – June 16, 2020**  
**Questions & Answers**

1. Will the PowerPoint be available after the meeting?

*It will be posted on grants.gov.*

2. Thanks, Shannon for the presentation, really helpful. What were the years on the first slide for all the activities meant to show? I assume these were end dates?

*Yes, the dates provided are end dates for USAID funded education activities. See PowerPoint slide 2.*

3. As several of the priority Schools Meals Program districts like Bajhang Bajura and Darchula are not in the current agricultural project districts and you suggest synergy would you be anticipating the FTF and other USAID initiatives expanding into these more food deficit mountain areas?

*Feed the Future Nepal does not anticipate expanding its current geographic coverage. Among those 25 Feed the Future districts, where there is overlap, there are opportunities for collaboration.*

4. Who is implementing the current WASH and nutrition programs?

*The USAID/Nepal WASH implementing partners are as follows:  
Suaahara II- Helen Keller International; Swachchhata- SNV; WASH-FIN: Tetrattech; Safa Paani- SEBAC.*

*The USAID/Nepal Nutrition implementing partners are as follows: Helen Keller International, Tufts University, Ministry of Health and Population (MoHP), and Nepali Technical Assistance Group (NTAG).*

5. Are the minimum standards for education online?

*All USAID EGRP materials are on the Ministry of Education, Science, and Technology's (MOEST) [Curriculum Development Center's library](#). However, not all standards, policies, and directives are found there. Therefore, we have provided the Early Grade Reading Minimum Package developed and endorsed by the MOEST. See following two pages of this Q&A.*

NEGRP Minimum Package: Elaboration and Specification based on the Chapter 7 of NEGRP  
Standardization and Harmonization Guidelines (see document)

Requirements	Specifications
<b>1. Teaching Materials</b>	
a. Curriculum	The learning outcomes and scope and sequence are included in each of the grade 1-3 teacher's guides.
b. Student Practice Book	Each student in grades 1-3 has a student practice workbook.
c. Teachers Guide	Each teacher in grades 1-3 teaching Nepali has a teacher's guide.
d. Set of Instructional Materials	Each classroom should have: <ul style="list-style-type: none"> <li>• Decodable books</li> <li>• Alphabet Chart</li> <li>• Letter Cards</li> <li>• Matra Cards</li> <li>• Word Cards</li> <li>• Window Cards</li> <li>• Pinwheel Chart</li> </ul>
<b>2. Teacher Training and Classroom Support</b>	
a) Teacher Training – 5 days	Teachers teaching early grade reading undergo at least 5 days of training, covering the following topics: <ul style="list-style-type: none"> <li>• Introduction of NEGRP;</li> <li>• Importance of NEGRP;</li> <li>• Skill development, materials and educational pedagogy for NEGRP;</li> <li>• Phonological awareness;</li> <li>• Phonics/ graphophonemic awareness;</li> <li>• Reading fluency;</li> <li>• Vocabulary;</li> <li>• Reading comprehension;</li> <li>• Writing skill;</li> <li>• Practice Teaching (including promotion of low cost and no cost materials);</li> <li>• Evaluation and remedial teaching.</li> </ul>
b. Mentoring and Classroom Support	Head teachers/coordinators participate in: <ul style="list-style-type: none"> <li>• 5-day EGR fundamental training; and</li> <li>• 3-day training on mentoring and classroom support</li> </ul> Head teachers/coordinators observe each grade (1-3) once a month (three classroom observations per month) to provide mentoring and support to the EGR teacher.  Head teachers/coordinators and Nepali teachers hold a cluster level meeting once every 4 months, aligned with 5(a)

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<b>3. Community Mobilization</b>	
a. EGR-linked Annual School Improvement Plan (ASIP)	Orientation to School Management Committees (SMC)/Parent Teacher Association (PTA) and Rural/Municipality Education Committee (R/MFC) on EGRP, ASIP preparation and implementation, and social audit.
b. At least one review meeting/interaction with community stakeholders	Meeting/interaction can be either: <ul style="list-style-type: none"> <li>• With local level leaders on EGR before the local level planning process begins.</li> <li>• Dissemination of and interaction with parents on Classroom-based Early Grade Reading Assessment (CB-EGRA)/assessment results</li> </ul>
<b>4. Student Assessment</b>	
Either Early Grade Reading Assessment (EGRA) OR CB-EGRA	EGRA - grades 1-3 OR CB-EGRA - grade 2 (at school level)
<b>5. Monitoring and Evaluation</b>	
a. Bi-monthly meetings among Nepali subject teachers at school, cluster, or LEU level	<ul style="list-style-type: none"> <li>• 3 meetings focused on mentoring and classroom support (from 2b)</li> <li>• 3 meetings to review results/findings from continuous student assessment, monitoring checklist of material availability and utilization, and/or monitoring reports (i.e. classroom observation reports).</li> </ul> <p>Content for these meetings can include:</p> <ul style="list-style-type: none"> <li>• Classroom observations by head teachers (each class on monthly basis)</li> <li>• Resource Person/Local Education Unit in-charge conducts 10 classroom observations per year.</li> </ul>
b. Annual Review Meeting on progress at Resource Center (RC) /Local Education Unit (LEU) /District Level	Conduct one review meeting at RC/LEU to discuss results from continuous student assessment, joint monitoring visit (5c), checklist of materials availability and utilization, and/or monitoring reports, including classroom observation reports.
c. Joint monitoring visit at least 1 time per year	One joint monitoring visit by MOEST, province, DOE, CIA, local government, RC, and/or LEU per school. The monitoring visit should cover the following: <ul style="list-style-type: none"> <li>• Student and teacher attendance rates</li> <li>• Dropout and Retention rates</li> <li>• Promotion rates</li> <li>• School Performance</li> <li>• Learning Achievement</li> <li>• Checklist of availability and utilization of EGR materials</li> </ul>