



USAID
FROM THE AMERICAN PEOPLE

Using EGRA for Program Design and Agenda Setting

Prepared for the USAID workshop
“EGRA Basics and Beyond”
November 2015

Session Objectives

- Who will use the data, and for what purpose?
- What should users be cautious about trying to do with the data?
- What else do users need to know to make the most of their planning?

Exercise: What does EGRA tell us?

- What do we know?
 - About whom?
 - At what point?
- With what level of detail?

2 minutes with shoulder partners

What does EGRA tell us?

- Provides a snapshot of reading proficiency across a representative national sample of students
- Outlines the distribution of reading skills across the population
- Identifies skill areas in which students perform more or less well
- Identifies disaggregated areas of strength and weakness (regional, by gender, etc.)

What does EGRA not tell us?

- Does not provide information on the population of students who are not in school on the day of the test
- Does not, on its own, provide contextual information to explain reading proficiency patterns
- Does not capture complexity of classrooms
- Does not provide detail on learners at the margins (not all zero scores or 100s are the same)

Exercise: What other information might be needed for planning?

What information is needed to explain and contextualize EGRA data and plan for successful intervention?

2 minutes with shoulder partners

What other information might be needed for planning?

- What is the language policy?
- What languages do students actually speak? How are they distributed? Do their teachers speak the same languages?
- What training do teachers have? What is their knowledge of literacy? What do they believe about learning to read and write? What do they actually do in the classroom?
- What systemic supports are there for teachers? What is the role of the principal? District staff? Content experts? Inspectors?

What other information might be needed for planning?

- What time is available in the curriculum for literacy?
- What materials exist? How are they distributed and replenished? What is their quality?
- How stable is the teacher workforce? What are the patterns of retention and mobility?
- What are the patterns of teacher and student attendance? What social, economic, gender, health, and/or conflict factors contribute to attendance?
- What community investment is there in literacy in the focal languages?
- And so on ...

Exercise: Integrating EGRA with Contextual Data for Planning

Using the case study handout, discuss the ways in which the EGRA data can help shape the discussion around literacy programming, depending on the contextual factors provided.

- Where are the points of greatest need?
- Where are the points of greatest opportunity?
- What still needs to be explored?

10 minutes in groups of 6

How can we use EGRA data to inform planning?

For what planning purposes might EGRA (and relevant contextual data) be used?

2 minutes with shoulder partners

How can we use EGRA data to inform planning?

LAUNCHING

- Starting a conversation with a partner government about the importance of investing in literacy
- Designing a new literacy intervention

Launching: Who should do what?

USAID mission

- **Facilitates with host-country government** to ensure it (1) commits to literacy investment, (2) delegates appropriate personnel to participate in design planning, and (3) provides authorization as needed
- **Works with Goal 1 staff** to prepare procurement documents that support planned programs and reflect reasonable expectations, costing, and time lines

USAID Goal 1 team

- **Provides technical support** to facilitate program design

EGRA implementing partner

- **Provides technical support** to explain the EGRA process and the data. Does NOT assist with design of new programs unless explicitly tasked to do so.

How can we use EGRA data to inform planning?

PROGRESSING

- Moving an existing policy forward
- Setting benchmarks and standards
- Refocusing literacy efforts after initial work
- Moving to scale

Progressing: Who should do what?

USAID mission

- **Facilitates with host-country government** to ensure it (1) continues to commit to literacy investment, (2) delegates appropriate personnel to participate in program evolution work, and (3) provides authorization when needed
- **Reaches out to other development partners** to coordinate and consolidate investments
- **Works with Goal 1 staff** to prepare procurements

USAID Goal 1 team

- **Provides technical support** for program review and new designs

Implementing partners

- **Provide technical support** to (1) explain EGRA data before new procurement, and (2) build reflection on data into evolution of ongoing programming

How can we use EGRA data to inform planning?

SUSTAINING

- Maintaining momentum with existing policies
- Institutionalizing ongoing externally supported literacy efforts

Sustaining: Who should do what?

USAID mission

- **Facilitates with host-country government** to ensure it meets institutional commitments to structural and resource adjustments to sustain literacy
- **Reaches out to other development partners** to coordinate and consolidate investments

USAID Goal 1 team

- **Facilitates and coordinates with other development partners** at the global level

Implementing partners

- **Provide technical support** in which EGRA data are used to inform transition of literacy programming to government

Exercise: Integrating EGRA on the Planning Continuum

Using the case study handout, discuss the ways in which you would present this EGRA data to your host-country government counterparts, depending on your assigned place on the planning continuum.

- On what information will you focus?
- Who will you invite to the table?
- What areas of intervention will you recommend?

10 minutes in groups of 6