

Webinar 1: Handout 2

Early grade reading program scale-up framework and checklist

EGR program design and implementation teams are encouraged to review and discuss this framework beginning during the conception phase, since decisions made at this point can greatly affect the likelihood of success for scale-up. Teams should review the checklists to verify whether they have considered and accounted for these factors in their plan for scale-up (e.g., their implementation plan for expansion). If particular factors have not been accounted for, or certain conditions are not present to enable successful scale-up, the team should discuss what actions need to be taken.

Early grade reading program: Scale-up checklist & steps for success		
Core components (ingredients for success)	Design and planning (roadmap for success)	Enabling environment (conditions for success)
<p>Are the following components included in the scale-up plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content and instruction: Appropriate EGR skills and evidence-based approaches to teaching reading, including classroom-based assessment <input type="checkbox"/> Teacher and educator professional development: Initial training and ongoing support (coaching) focused on reading instruction and effective teaching; PD for school leaders and others <input type="checkbox"/> Resources: Appropriate teaching and learning texts and materials <input type="checkbox"/> Enabling policies and standards: Learning standards, language policies, teacher incentives, etc. <input type="checkbox"/> Equity and inclusivity: Approach and activities designed to reach all learners, including girls, learners with disabilities and other marginalized groups 	<p>Is the approach/plan to be scaled up...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on evidence demonstrating improved instruction and student outcomes? <input type="checkbox"/> Aligned across activities? <input type="checkbox"/> Responsive to local needs? <input type="checkbox"/> Appropriate for the context and adapted for scale-up? <input type="checkbox"/> Achievable within the intended timeframe? (e.g., does not try to do too much too quickly) <input type="checkbox"/> Compatible with existing norms, values and arrangements? (e.g., does not require a complete reorganization of the education system) <input type="checkbox"/> Feasible for teachers and education authorities to take up in a timely manner? <input type="checkbox"/> Cost-effective, or provides a relative cost-advantage over the status quo? <input type="checkbox"/> Acceptable to recognized leaders? 	<p>Are the following conditions present?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Education sector leadership committed to EGR improvement <input type="checkbox"/> Demand exists among all stakeholders required for scale-up (education leaders, teachers and parents, etc.) <input type="checkbox"/> Government capacity for scale-up exists, or appropriate external technical support will be provided as a program goes to scale <input type="checkbox"/> Scale-up plan has been developed in collaboration with stakeholders, concrete activities have been specified, activities are well-coordinated among stakeholders, and the plan has been widely communicated <input type="checkbox"/> Financial support for scale-up has been secured; resources and inputs will be available on time <input type="checkbox"/> Plan for monitoring and evaluating outcomes “at scale” has been developed, with key actors aware of and able to carry out their responsibilities <input type="checkbox"/> Expectations are clear and have been communicated (stakeholders know their roles and responsibilities, and accountability mechanisms are in place)

Steps in the scale-up and sustainability process

Note: These steps are not necessarily chronological and should be revisited throughout the scale-up planning and implementation process.

- 1. Form a leadership team to support scale-up.** Who is needed to champion EGR scale-up and to implement it successfully? These people should form a core team that will collaborate to design and implement the program.
- 2. Determine the goal of scale-up.** What does the country aim to accomplish? The answer to this question will help to identify what will be scaled up, by when, and how.
- 3. Identify what will be scaled up and assess scalability.** What components of an EGR program (ideally one that has been piloted) are necessary, relevant and feasible for scale-up to be successful in your context? Review the “ingredients for success” and “roadmap for success” checklists in the columns above to help answer these questions. Fill in any information gaps regarding what will be scaled up. Remember that not all components of a pilot may need to be scaled up for the goal of scale-up to be accomplished.
- 4. Review and address “conditions for success.”** What conditions are currently present and which are not? For the ones that are not present, what actions need to be taken, and by whom, for them to be present? Pay particular attention to the level of capacity among key institutions and stakeholders—is it sufficient or will efforts need to be built into the scale-up plan to increase capacity?
- 5. Clarify timeframe, roles and responsibilities for scale-up.** Who will do what, when? Remember that scale-up can occur in stages. Those responsible for specific activities will need to have the time, mandate and skills to do so. Plan for capacity development as needed. Clarify how who will coordinate activities.
- 6. Prepare scale-up plan.** Draft an implementation plan for roll-out. Review and revise it as needed once scale-up is underway.
- 7. Communicate with and motivate stakeholders.** What do stakeholders need to know about scale-up? Develop and launch a communications campaign to keep everyone informed. Communications should be diverse and targeted towards specific audiences (e.g., education officials will need different information via different modes than parents and teachers). Identify ways to motivate stakeholders during what may be a busy time filled with change to avoid burnout.
- 8. Prepare for scale-up.** What changes need to be made to existing structures, institutions, job responsibilities, etc. for scale-up to be successful? What “vested interests” in the status quo will need to be addressed for scale up to be successful? Address these during a “pre-scale-up” phase and integrate necessary activities into the scale-up plan.
- 9. Develop M&E plan for scale-up.** What will be measured to assess scale-up progress and success? Identify specific indicators, benchmarks and data collection methods. In relation to M&E, establish accountability and incentive mechanisms for various aspects of scale-up.
- 10. Implement, monitor and evaluate scale-up efforts.** Track implementation and adjust as necessary.