

Webinar 1: Handout 3

Considerations and conditions for scale up and sustainability

1. Demand for improvement is essential

- No program will be scaled up or sustained if there is not demand for it across diverse stakeholder groups (both at the “top” and at the “bottom”)
- Leaders, champions and “change agents” need to be identified and mobilized early on to support EGL improvement, and a path to scale-up and sustainability
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 - My program has only minimally considered and integrated this issue**
 - This a big gap in my program’s plan for scale up and sustainability**

2. Plan for scale-up, and plan with scale-up in mind

- Projects do not spontaneously scale up—a clear plan is needed to do so
- Decisions about a program’s design have a significant impact on scale-up and sustainability
- Consider the technical, human and financial resources needed at scale
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3. Consider cost and cost-effectiveness

- During the design phase, programs need to consider costs of the respective components
- Costs should still be reasonable—e.g., they should not be significantly more expensive than current expenditures for things like teacher training and materials
- During pilot implementation, the cost-effectiveness of the program components should be assessed
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4. Resource allocation and distribution are important

- Resources need to be accounted for in national and sub-national budgets and their timely distribution needs to be assured if activities are to be sustained (and successful)
- External funding may be critical during the initial stages of scale-up, before a country’s government is fully able to reorient its budget and assume all costs
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5. Assess and strengthen the capacity of the education system

- The capacity of the system as a whole, and individuals within it, is a crucial factor
- Need to assess and build leadership, technical *and* managerial capacity
- Systems strengthening efforts need to be integrated and well-planned
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6. Address disruptions in the status quo

- The introduction of a new way of “doing business”—namely teaching and learning reading—will likely require changes to “business as usual”
- It’s important to anticipate what disruptions will lead to push-back, try to avoid them, and identify how to confront challenges that arise
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7. Create and support effective partnerships

- Partnerships are required among multiple government agencies, donor institutions, implementing organizations, and other in-country stakeholders (public and private organizations, teachers’ unions, parent and community groups, etc.)
- Addressing capacity needs among diverse stakeholders early on during the design phase can help to empower and enable them to be engaged
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8. Policies, regulations and protocols need to support EGR

- Integrating and sustaining EGR improvement efforts into an education system usually requires changes to, or the development of, supportive policies, regulations protocols and practices
- Identify what policies and regulations related to key aspects of EGR improvement (e.g., curriculum or teacher PD) are needed
- Pilot efforts can be useful in gaining support for changes to policy, protocol or practices
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9. Identify incentives and accountability measures

- Incentives are external measures that are designed to influence behaviors towards achieving expected outcomes
 - Accountability measures serve to motivate actors to focus on the desired outcomes, in this case early grade reading improvement
 - Well-designed and well-implemented incentives and accountability measures can be helpful in scaling and sustaining an early grade reading program [Source: RTI (2014.) Incentives and Accountability in Education: A Review]
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