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Retrofit and Rapid Scale Up: Sticky Situations and Surefire Solutions

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Problem: You are mid-way in the implementation of a project. You are informed by the client to change the primary focus to make it align with a change in agency strategy. The MOE is NOT excited about this change and you are met with:

» **Reluctance**

» **Resistance**

» **Refusal**

1. How do you leverage government ownership to ensure realignment to best practices within the context of an on-going reform effort?
2. What kind of information and approaches can be used when data about students' reading performance is not available to promote and foster the dialogue and to leverage support for change?
3. What are the necessary steps to implement this change?

Sticky Situation #1:

There is no EGRA data or key stakeholders challenge EGRA data.

Solution: Provide opportunities for “naysayers” to see for themselves what is happening.

- Conduct classroom observations
- Conduct rapid ASER type assessments on children in target grades

Result: Provides a window into “reality” of how well children are learning to read.

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Sticky Situation #2:



There is no reading curriculum or time in the daily time table to teach reading.

Solution: Give decision makers "learning by doing" experience.

- Conduct a policy and/or curriculum mapping and gap analysis.
- Compare their curriculum with other exemplary curriculum.
- Host a reading research workshop.

Result: They can make informed decisions about the direction they want reading to go in their country.

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Sticky Situation #3:

Going from **0-60 wpm** with wide scale implementation without benefit of a pilot.

Solution: Build in a pilot.

- Phase activities in by grade and/or activities (first "learning to read"--grades 1 & 2--and then "reading to learn"—grade 3 and up)
- Carry out action research in a subset of schools

Result: Provides a window to modify intervention based on what is learned; puts emphasis on quick results in phonics and decoding.

Sticky Situation #4:

You say you have reading materials? I don't think so!

Solution: Let them do the math.

- Carry out an analysis by counting syllables and words and so forth on the reading materials to determine if the materials "pass" the decodability and readability test.
- Host workshops with potential authors to introduce concepts of leveled and decodable reading materials

Result: Underscores the need for a holistic approach that aligns development of instructional materials with the research-based reading approach.

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Sticky Situation #5:

The ministry is on a totally different page.

Solution: Look for a common point to jump start reading.

- Identify alignment points that create entry points for the reading (i.e. ICT, e-content, etc.).
- Negotiate a short window of implementation for part of the activities to produce early results.

Result: Enables implementers the timeframe to demonstrate the value-added of the proposed project modification.