

**Webinar 2: Handout 5**  
**EGR Program Planning Tool**

**RESOURCES: Key activities, questions and considerations**

**Purpose of this tool:**

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

**How to use this tool:**

1. Review the list of key activities at different stages of the program cycle.
2. Read and review the key considerations that will guide your planning.
3. In the "Your program experience and plans" column, for each key activity:
  - a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.  
*If you have already undertaken a particular activity:*
    - i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
    - ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
    - iii. identify how your approach might need to be modified when the program is scaled up
  - b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

## EGR RESOURCES – DEVELOPMENT & USE

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>1. Engage relevant stakeholders; form a materials development working group/team</b>	<ul style="list-style-type: none"> <li>• What institutions and individuals need to be involved in the materials development process?</li> <li>• Who should be part of a working group or materials development “team”?</li> <li>• What will they be responsible for doing? How frequently and where will they meet? Develop a “scope of work” for the working group that outlines responsibilities, expectations and timeline for work. Clarify issues of remuneration, if any, at the outset.</li> <li>• Who may need to be hired to develop materials? (Consider hiring a graphic design company or individual.)</li> </ul>	
<b>2. Review and conduct research to inform materials development</b>	<ul style="list-style-type: none"> <li>• What information already exists regarding student reading skills, teacher instructional practices, language use in the classroom, instructional time available and other issues that will inform materials development? (See list of information to gather in <b>Session 5, Handout 6: Research to inform materials development.</b>)</li> </ul>	
<b>3. Obtain stakeholder agreement on copyright and licensing</b>	<ul style="list-style-type: none"> <li>• Are all stakeholders knowledgeable about copyright and licensing issues?</li> <li>• Are all stakeholders aware of and in agreement about how materials will be copyrighted and licensed? (Organize meetings specifically on this topic to share information and obtain consensus.)</li> <li>• Do all stakeholders understand Creative Commons 4.0 attribution? (See additional resources listed for Session 3 for more information on copyright and licensing.)</li> </ul>	
<b>4. Identify what materials to develop</b>	<ul style="list-style-type: none"> <li>• What are the objectives of the program and how might these affect what materials need to be developed?</li> <li>• What are the timeline, budget and available human resources to develop materials?</li> <li>• What EGR materials already exist? Could these materials be used or adapted?</li> <li>• What will be the design parameters for the materials? (e.g., color, number of pages, binding, etc.)</li> </ul>	
<b>5. Draft a plan for materials development (and circulate and</b>	<ul style="list-style-type: none"> <li>• How much time and budget are available?</li> <li>• What local expertise needs to be involved in materials development? How long will it take to recruit and/or hire these people?</li> </ul>	

## EGR RESOURCES – DEVELOPMENT & USE

Key activities	Questions & considerations to guide planning	Your program experience & plans
<b>communicate it with all involved)</b>	<ul style="list-style-type: none"> <li>• How long will printing and procurement take? What local capacity is available?</li> <li>• What technology will be used to produce materials, or will be provided as a resource? What are the cost and timeline implications?</li> <li>• By when do materials need to be available for teacher training?</li> <li>• What holidays or events may affect the production schedule?</li> <li>• How might resource production be staggered to support quality production or other needs?</li> <li>• When will materials need to be field tested?</li> <li>• When and how often will materials be revised?</li> </ul>	
<b>6. Develop content</b>	<ul style="list-style-type: none"> <li>• Does a scope and sequence exist for the language? If not, develop one and use it to guide content.</li> <li>• Does the language writing system (orthography) need to be standardized?</li> <li>• What tools will be needed to develop decodable and leveled texts (e.g., Bloom software)?</li> <li>• How many lessons will be developed?</li> <li>• Who will lead and contribute to the development of content for the materials?</li> <li>• If content has been developed, ask these questions: Is it appropriate for context and learner needs and age? Is content aligned between teacher and student resources? Does it take gender equity and other issues of inclusion into account?</li> </ul>	
<b>7. Conduct quality control</b>	<ul style="list-style-type: none"> <li>• What materials and processes are needed for quality control? (Consider developing a lesson plan template for the teacher’s guide and student book, a “script” template, and processes for review, editing and formatting the document)</li> <li>• What tools and processes will be used to review materials for gender equity and other inclusive education considerations?</li> <li>• What is the process for officially approving materials, and who needs to approve?</li> </ul>	
<b>8. Field test materials</b>	<ul style="list-style-type: none"> <li>• When will prototypes be field tested?</li> <li>• Where will field testing take place? What logistics need to be arranged for the field test?</li> </ul>	

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	<ul style="list-style-type: none"> <li>• What instruments will be used to gather information during field testing?</li> </ul>	
<b>9. Plan for procurement, distribution and storage</b>	<ul style="list-style-type: none"> <li>• What is the process for procuring materials and the timeline for doing so? Who needs to be involved? (Discuss and develop a plan early on in the materials development process.)</li> <li>• How will materials be distributed? (Develop a process and procurement plan if needed; consider how technology could be used to support efficient distribution.)</li> <li>• How will materials be stored at the school level?</li> </ul>	
<b>10. Develop monitoring, evaluation and learning plan for materials</b>	<ul style="list-style-type: none"> <li>• How will materials use be monitored and evaluated? (Develop indicators, tools and processes for monitoring and evaluating a variety of issues, including content, design, use and storage.)</li> <li>• Who will be responsible for gathering, analyzing and communicating findings?</li> </ul>	
<b>11. Modify materials based on MEL findings</b>	<ul style="list-style-type: none"> <li>• Based on user feedback and monitoring and evaluation data, how do materials need to be modified?</li> <li>• What is the process and timeline for modifying materials?</li> </ul>	