



EARLY GRADE READING ACTIVITY

Overview

The Early Grade Reading Activity (EGRA) is a 3-year, 4-month USAID activity ending in October 2016. It is designed to provide technical assistance to the Ministry of Education Science and Technology (MoEST) to improve the reading performance of Malawian learners in Standards 1–3. EGRA will improve early grade reading achievement through improved early grade reading instruction, greater parental and community engagement in providing reading support, and a strengthened policy environment to support early grade reading.

Geographic coverage

EGRA is implemented in 11 education districts in Malawi these include: Mzimba, Ntchisi, Lilongwe Rural East, Lilongwe Rural West, Salima, Ntcheu, Balaka, Machinga, Zomba, Blantyre Rural, and Thyolo.

Component 1: Provide quality reading instruction for early grades students

Provides quality reading instruction for Standards 1-3 learners building upon the Malawi Teacher Professional Development Support (MTPDS) activity's success with teacher training, scripted lesson plans, and coaching. This includes a practicum element to in-service training and performance incentives for teachers and schools.

Component 2: Provision of teaching and learning materials for reading

Draws upon existing resources from previous projects (Read Malawi, Primary School Support Program, etc.), and adapts them as necessary. It also develops decodable and leveled books, story cards, and letter cards to equip students to practice reading, both in-school and independently.

Component 3: Increasing parental and community engagement to support student reading

Drives parental and community engagement to support student reading. Recognizing that learning does not stop at the classroom door, it mobilizes communities to create a culture of reading.

Component 4: Improving policy environment to support early grade reading

Ensures sustainability through addressing the early grade reading policy environment. This includes formalizing collaboration through memorandums of understanding (MOU)s and promoting the integration of best reading practices, such as the extension of reading instruction time, in the classroom.

Cross-cutting issues

- Local Capacity Development
 - EGRA will prepare local organizations to implement reading activities
- Students with Special Needs/Learning Disabilities
 - EGRA will develop accessible reading materials
- Grants Under Contract (GUCs)
 - EGRA will manage small grants to help schools to improve reading outcomes
- Public-Private Partnerships (PPPs)
 - EGRA will leverage private sector resources to improve reading outcomes

Follow-on to Malawi Teacher Professional Development Support (MTPDS) Activity

- Expands support to Standards 1-3 in 11 education districts
- Continues the use of scripted lesson plans and the phonics approach to reading instruction
- Enhanced collaboration between USAID and MoEST counterparts, utilization of MoEST systems and personnel, and alignment with MoEST-approved materials.
- Increased focus on materials development and community mobilization to support reading.

Other Government of Malawi Partners

Ministry of Gender, Children and Social Welfare (MGCSW). Department of Inspection and Advisory Services (DIAS), Department of Teacher Education and Development (DTED), Department of Basic Education (DBE), Department of Education Planning (DEP), Malawi Institute of Education (MIE).