

LAC READS CAPACITY PROGRAM (LRCP) REGIONAL STAKEHOLDER ANALYSIS

The six-year regional USAID/LRCP, implemented by the American Institutes for Research in partnership with Juarez & Associates, seeks to increase the impact, scale, and sustainability of early grade literacy (EGL) interventions in the LAC region. The program spans from 2014-2020 and seeks to enhance efforts to boost EGL outcomes in 7 countries.

THE STAKEHOLDER ANALYSIS PROCESS

The intent of the stakeholder analysis is to identify, collect, and systematize information on key EGL organizational and individual stakeholders within the framework of the LRCP to determine stakeholders' strengths and needs.

Step 1 - Map



Identify & analyze the role of EGL stakeholders from the following categories

International Agencies

Governments

Teacher Training Institutions

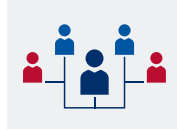
Academics + Researchers

International NGO's & Donors

Civil Society



A) **Classify** roles and **identify** responsibilities of each stakeholder



B) Understand **relationships, power differences,** and possible **interactions**



C) Recognize the **networks** that exist and how they connect

Step 2 - Evaluate



Conduct interviews & focus group discussions with identified stakeholders to answer key questions about EGL in the region.

A) Understand past, current & potential impact on EGL policy and practice.

B) Identify knowledge & capacity needs to enhance or sustain their impact locally and regionally.

C) Analyze how the project can utilize their existing skills for capacity building throughout the region.

LRCP KEY STAKEHOLDERS IDENTIFIED



The LRCP team conducted the stakeholder analysis in 5 of the 7 countries. The following numbers of key EGL stakeholders were identified in each country:

JAMAICA - 12

GUATEMALA - 36

NICARAGUA - 18

HONDURAS - 18

DOMINICAN REPUBLIC - 17

KEY FINDINGS OF THE LRCP REGIONAL STAKEHOLDER ANALYSIS

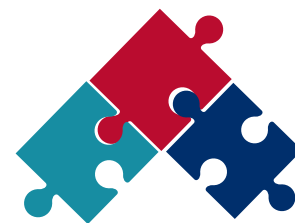
KEY EGL PROGRESS IN THE REGION

Creation of **professional development programs** where innovative approaches & evidence are debated.

Successful implementation of **permanent systems of evaluating learning**.

Design and use of **evidence-based materials**.

Pioneering work in mother-tongue instruction in some countries.



KEY GAPS IDENTIFIED IN THE REGION

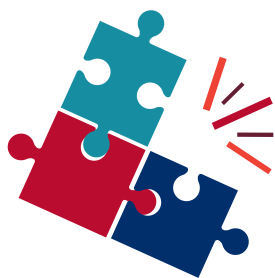
Need for access to high-quality, contextually-relevant and affordable EGL materials based on evidence and successful interventions.

Lack of opportunities for dialogue between researchers & policymakers.

Need for a cataloging EGL interventions & programs.

Scarcity of academic research in the area of EGL & **lack of a culture of evidence-based decision-making**.

Absence of an existing demand and will to organize local, and regional academic networks.



LRCP ACTIVITIES TO ADDRESS THE GAPS

Design & conduct a **virtual course**, “Fundamentals of Early Grade Literacy” for the region.

Implement a series of pre-writing and pre-reading **conferences & workshops regionally**.

Support researchers in the region to develop quality research proposals & studies focused on addressing EGL evidence gaps.



Develop and implement **social and behavioral change communication strategies** around the importance of EGL in the region.

- Training EGL experts on diverse media channels to increase dissemination of evidence-based EGL practices
- Supporting journalist and media influencers to promote evidence-based EGL practices.



Establish the Central American and Caribbean Early Literacy Network (**RedLEI**), to **develop capacities** to produce, disseminate, and use knowledge derived from evidence to improve EGL policy and practice.

- Conduct a **regional study examining whether and how pre-service teacher education for EGL** aligns with the evidence.
- **Design an online graduate-level program** on EGL theory, practice and research.

