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Parental and Community Involvement in Early Grade Reading: A Literature Review

Alicia Menendez
University of Chicago and NORC

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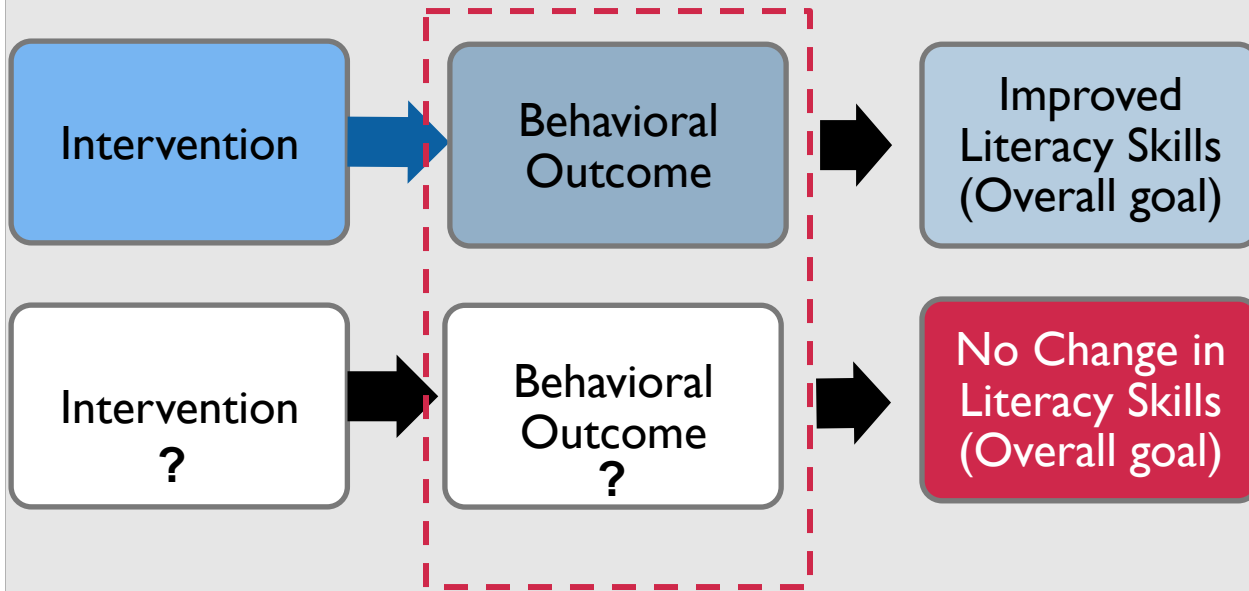
#LetGirlsLearn

#endpoverty

Methodology

We reviewed a total of 47 studies

Design	Experimental or Quasi-experimental
Countries	Low/Middle-Income High Income
Intervention type	Aimed at changing parental involvement through direct action with child Community-based interventions
Target age of children	Pre-K PI-P3
Outcome	Emergent Literacy Skills Literacy Skills



If we see improved literacy skills, we assume that the intervention led to an adoption of new behavior, which led to improved literacy.

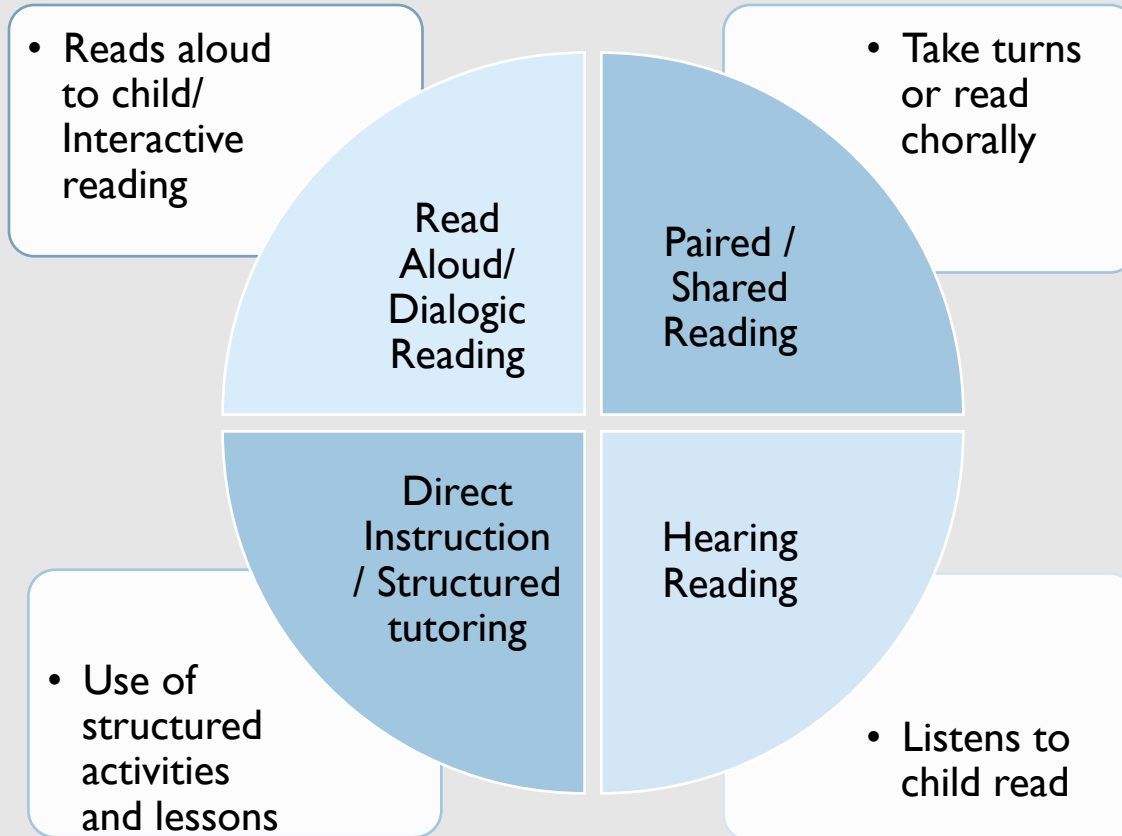
What if we do not see a change in literary skills? We could attribute this to either 1) no behavior change or 2) the behavior not being effective

Many studies do not systematically measure behavioral outcomes. When an intervention yields no change in literacy skills, it is difficult to understand why there was no change.

4 types of interventions

1. Home Reading Programs (HRP)
2. Family Literacy Programs (FLP)
3. Peer/Community Tutoring Programs
4. Other Community-based Interventions

Types of Home Reading Programs



Home Reading Programs: Key takeaways

- Dialogic Reading generally found to be positive with preschool-age children, although long-term effects are unclear
- There is mixed evidence for Paired Reading, Hearing Reading and Direct Instruction
- However, Direct Instruction may be more effective than other types of HRP
- Length of intervention does not seem to matter (HRPs tend to be short in duration, 4-10 weeks)

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Family Literacy Programs

Positive Impact		Mixed or No Impact	
Turkish Early Enrichment Project (TEEP) Kagitcibasi 1997 and 2009	Turkey	Open Society Institute (OSI) Getting read for School	Armenia, Kazakhstan, B&H
Birth to School Study Evangelou et al. 2007	UK	REAL project Hannon et al. 2005	US
Project EASE Jordan et al. 2000	USA	Aboud 2007	Bangladesh
		Rolla et al. 2006	Costa Rica
		Even Start St. Pierre et al. 2005	US

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Peer and Community Tutoring

Peer Tutoring			
Positive Impact		Mixed or no Impact	
UNICEF Getting Ready for School: A Child-to-Child Approach	Yemen	UNICEF Getting Ready for School: A Child-to-Child Approach	Tajikistan
	DRC		Bangladesh
Incentivized Peer Tutoring Li et al. 2010	China		
Community Tutoring			
Balshakhi Program Banerjee et al. 2005			India
Community Reading Camps Banerjee et al. 2010			India
TCAI – Duflo et al.			Ghana

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Other Community Based Interventions

Education TV: Some Positive Impact

Sesame Street (high exposure group only) –
Borzekowski & Henri, 2010

Indonesia: impact on letter recognition but not early
reading /writing

Will you Play with me? (high exposure group) -
Baydar et al, 2008

Turkey: impact on vocab and syllabification

Interactive Radio Instruction (only post-test data) – Ho
& Thukral, 2009

Zambia, Sudan, Somalia, Haiti

Other Community-Based Interventions

Read-a-Thon – Abeberese et al, 2011

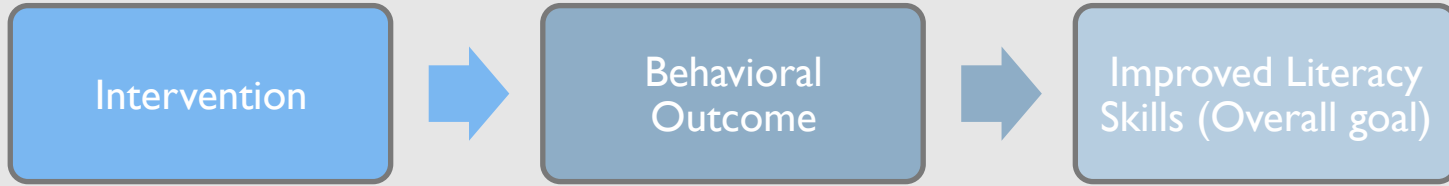
Philippines

Aga Khan Reading to Learn (RtL) Oketch et al, 2012

Uganda

Literacy Boost Community Action (midline) Kajangwa et al, 2013

Burundi



Interventions have focused on reducing the barriers to participation for parents and community members in three areas:

Skills

Tangible tutoring skills for parents and communities is linked to behavior adoption and improved literacy outcomes

Attitudes

Information is not enough— messages more successful if coupled with tangible skills or actions

Resources

Addressing the need for physical resources is a necessity: safe space to read, cultural- and age- appropriate materials



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