

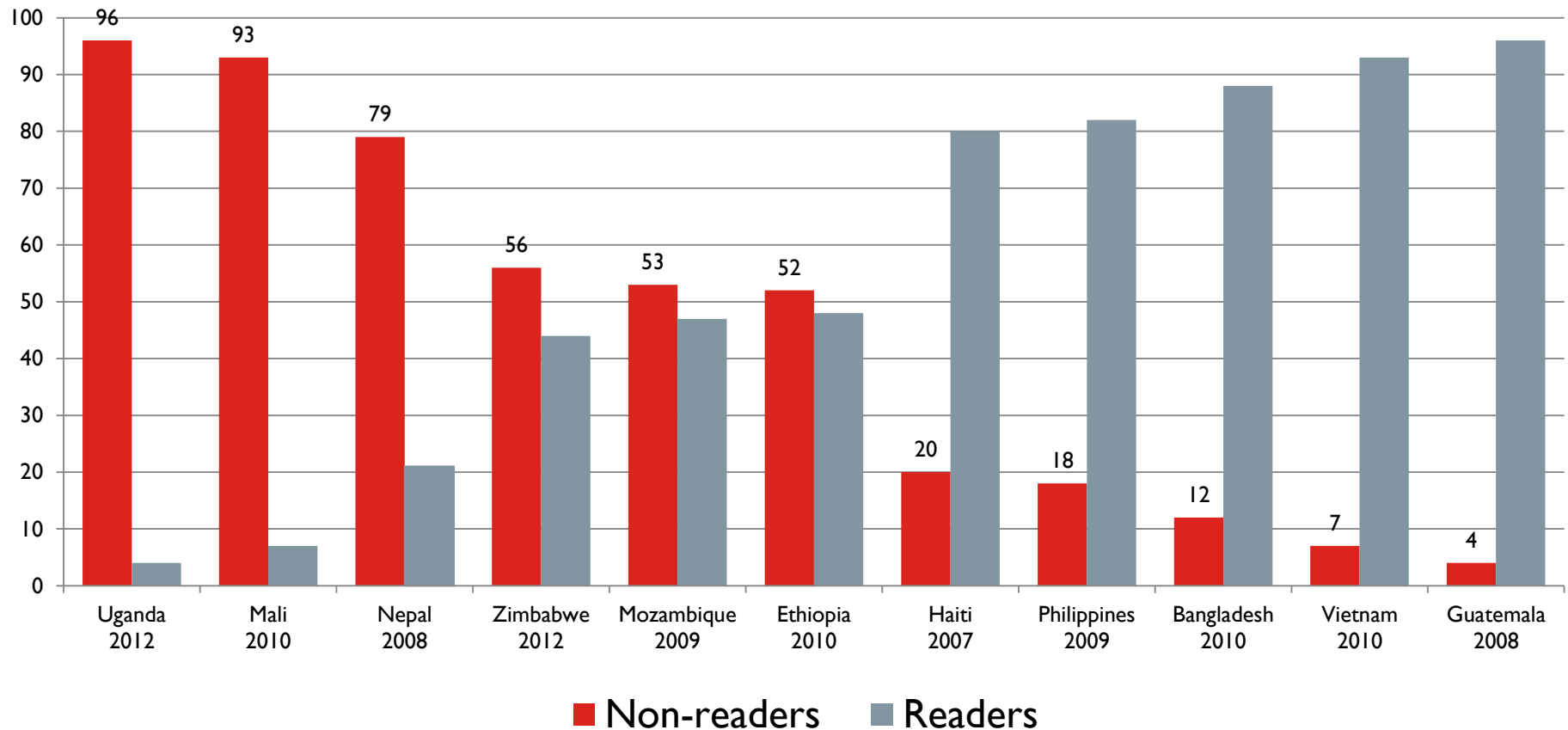
A grayscale photograph of three young children, likely of African descent, smiling warmly at the camera. They are positioned in the upper half of the frame. The child on the left is wearing a dark sweater, the middle child is in a striped shirt, and the child on the right is in a patterned shirt. The background is slightly blurred, suggesting an outdoor setting.

# LITERACY USE AND LITERACY ENVIRONMENTS: HOME, COMMUNITY AND BEYOND

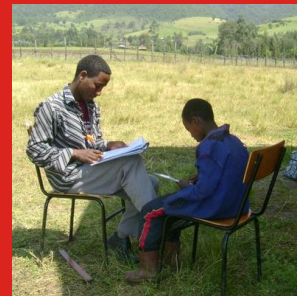
AMY JO DOWD  
SENIOR DIRECTOR, EDUCATION RESEARCH

# Struggling Readers Across the Globe

**Percentage of third graders who do not read a single word of a grade level text correctly in a minute**



# What is Literacy Boost?



# Effective classroom instruction

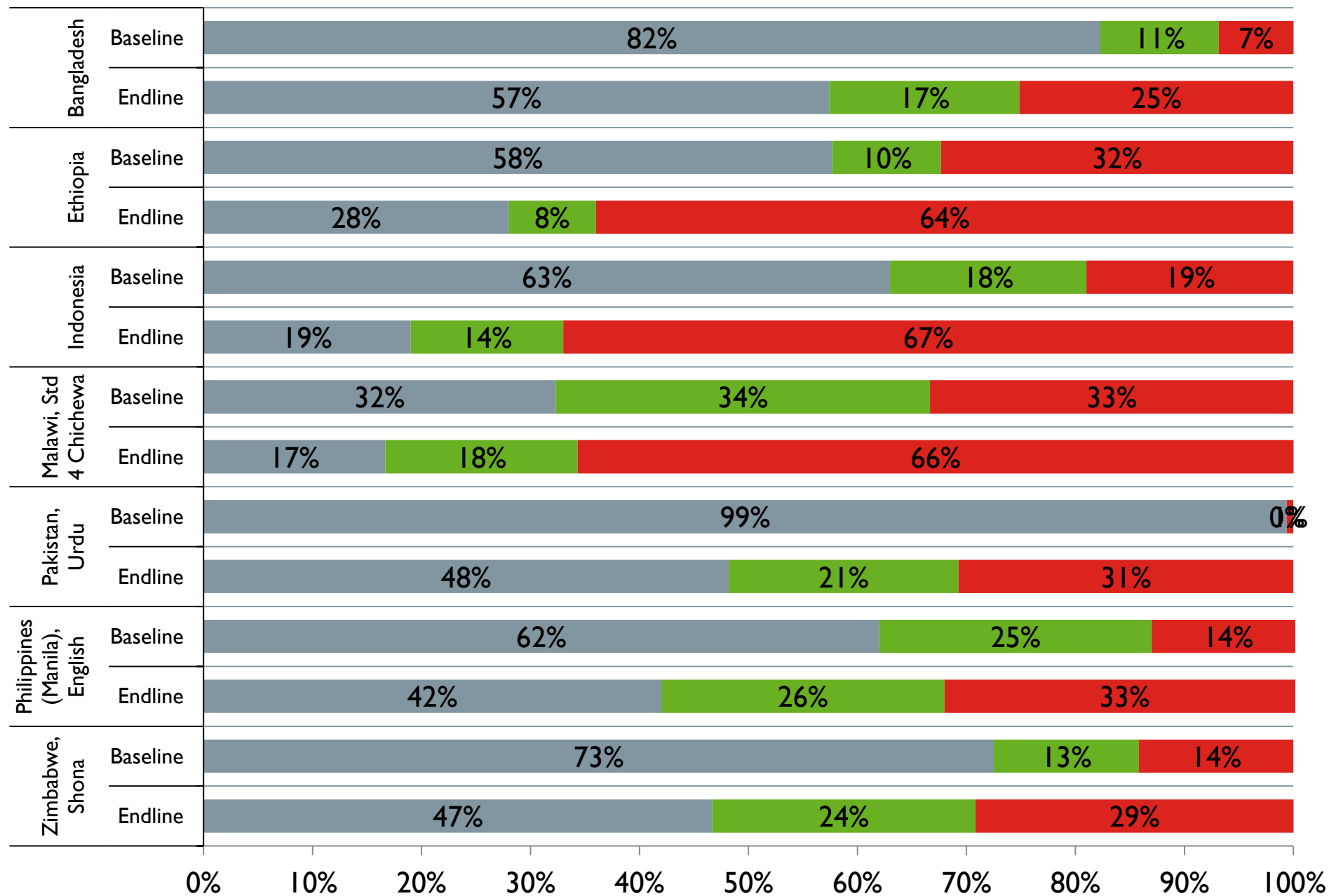




# Reading = fun, interesting, daily activity



■ Emergent   ■ Beginner   ■ Reading with Comprehension



# Where in the World Is Literacy Boost?



1. Guatemala  
2. El Salvador  
3. Peru  
4. Haiti

5. Mali  
6. Egypt  
7. Ethiopia  
8. Kenya

9. Uganda  
10. Rwanda  
11. Burundi  
12. Malawi

13. Zimbabwe  
14. Mozambique  
15. South Africa  
16. Yemen

17. Pakistan  
18. Nepal  
19. Afghanistan  
20. Bangladesh

21. Vietnam  
22. Philippines  
23. Indonesia  
24. Sri Lanka







# Factors in literacy acquisition



## Parent/ home

- materials
- habits
- support
- value

## Social

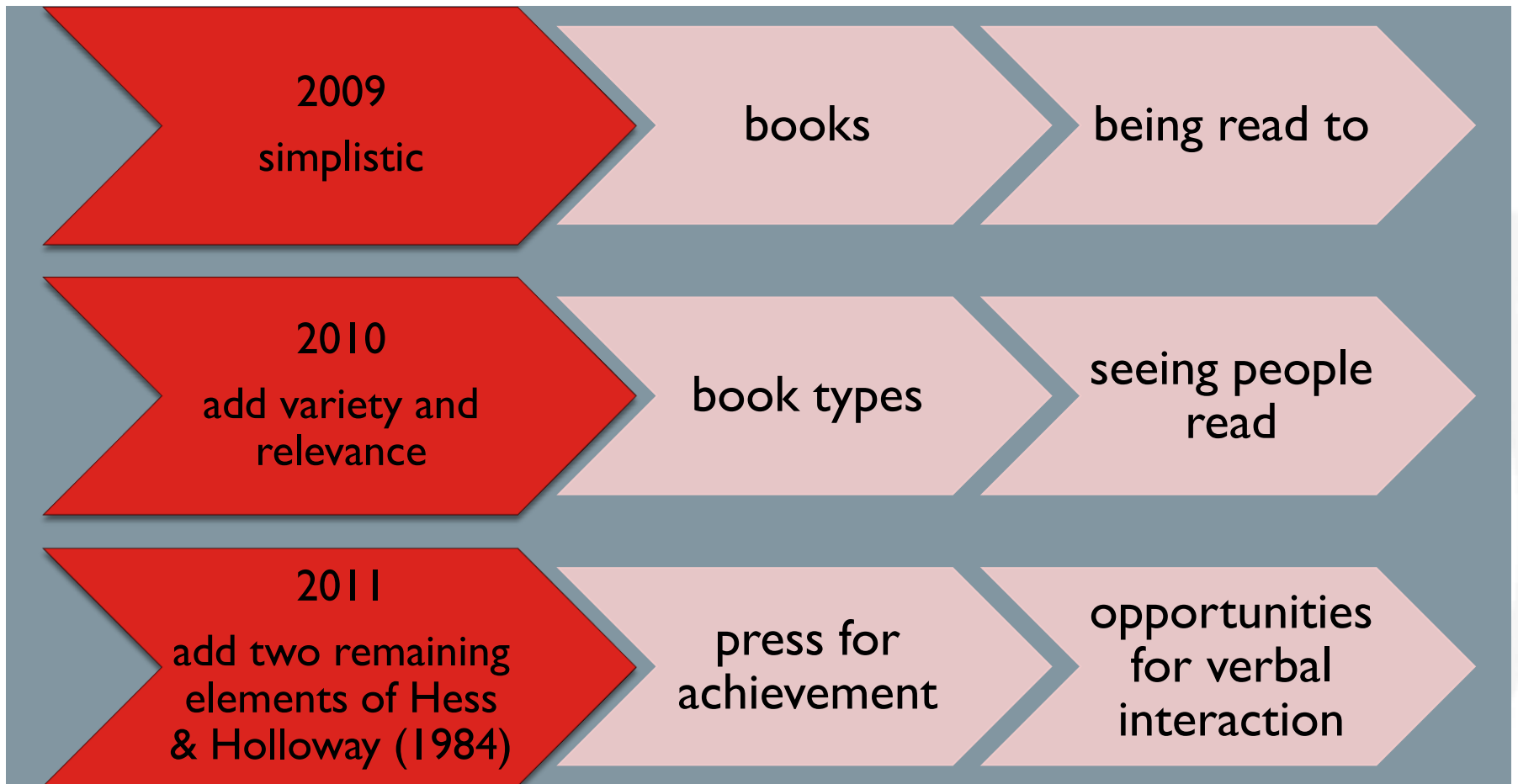
- peers
- scarce readers
- use in daily life
- agency

# Parent and Social





# Evolution of thinking about HLE



# HLE framework used from 2011

| Dimension of HLE                            | Questions for children  |
|---|---|
| 1.Availability and use of reading materials | Types of reading materials at home (textbook, newspaper, religious text, magazine, storybook, comics) |
| 2.Value placed on literacy                  | Do they see family members read?  |
| 3. Press for achievement                    | Do family members help them study?  |
| 4. Reading with children                    | Do family members read to them?   |
| 5. Opportunities for verbal interaction     | Do family members tell them stories?  |

Hess, R. D., & Holloway, S. (1984) Family and School as Educational Institution. In R. D. Parke, (ed.), *Review of Child Development Research, 7: The Family*. (pp.179—222) Chicago: University of Chicago Press.



# Reading skills data

| Reading Skill         | Description  |
|-----------------------|--|
| Alphabet knowledge    | Number of letters/sounds known   |
| Single Word Reading   | Number of single words read correctly of 20  |
| Fluency               | Number of words in a grade-level connected text read correctly in a minute                       |
| Accuracy              | Percentage of words in a grade-level connected text read correctly (untimed)                     |
| Reading Comprehension | Number of comprehension questions answered correctly after reading a grade-level text read aloud |

# Replicating findings

## Materials matter

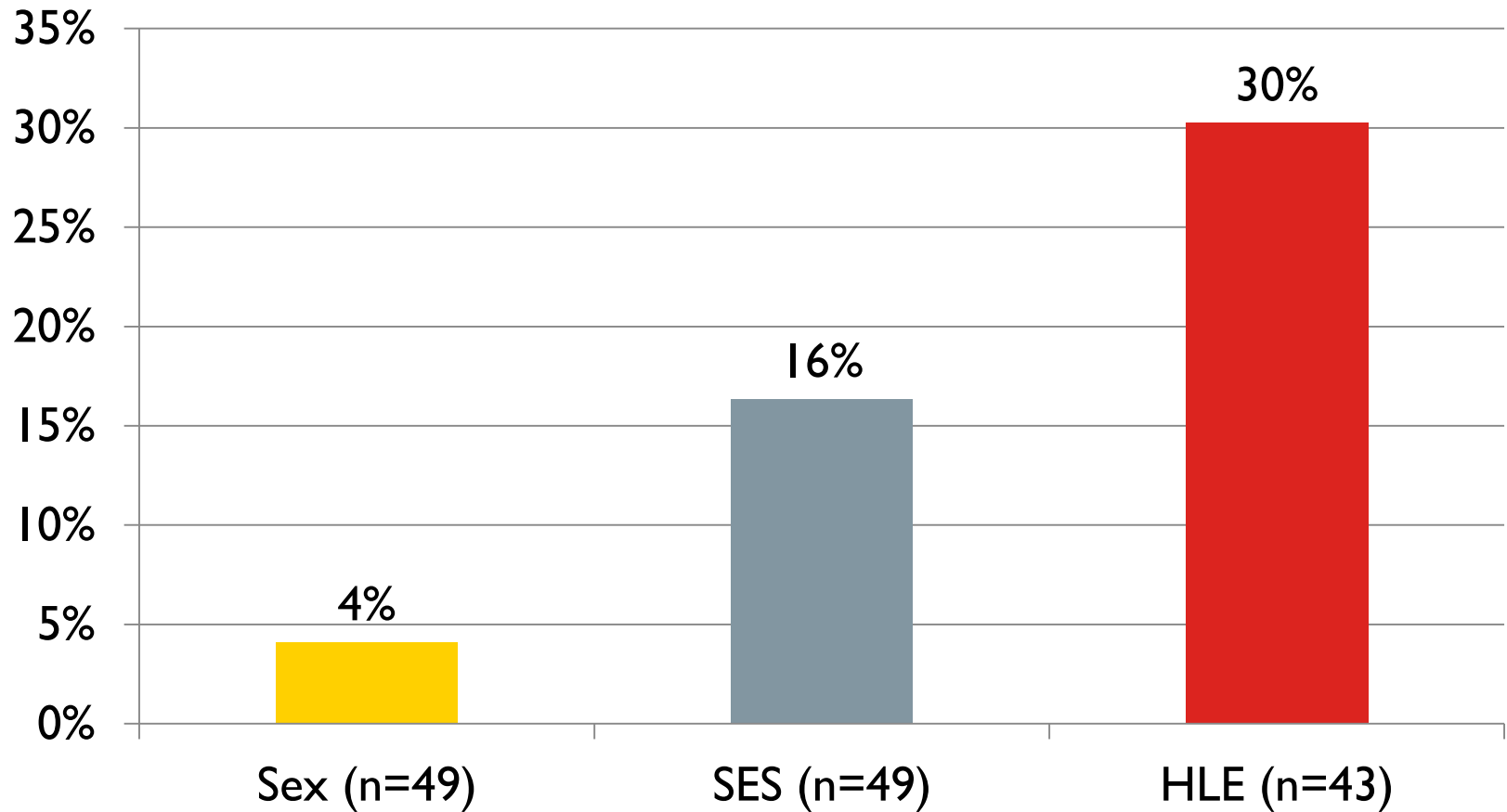
- Bangladesh
- Ethiopia
- Guatemala
- Mozambique
- Pakistan
- Philippines
- South Africa
- Yemen
- Zimbabwe

## Being read to matters

- Bangladesh
- Ethiopia
- Guatemala
- Pakistan
- Philippines
- South Africa
- Uganda
- Vietnam
- Yemen
- Zimbabwe

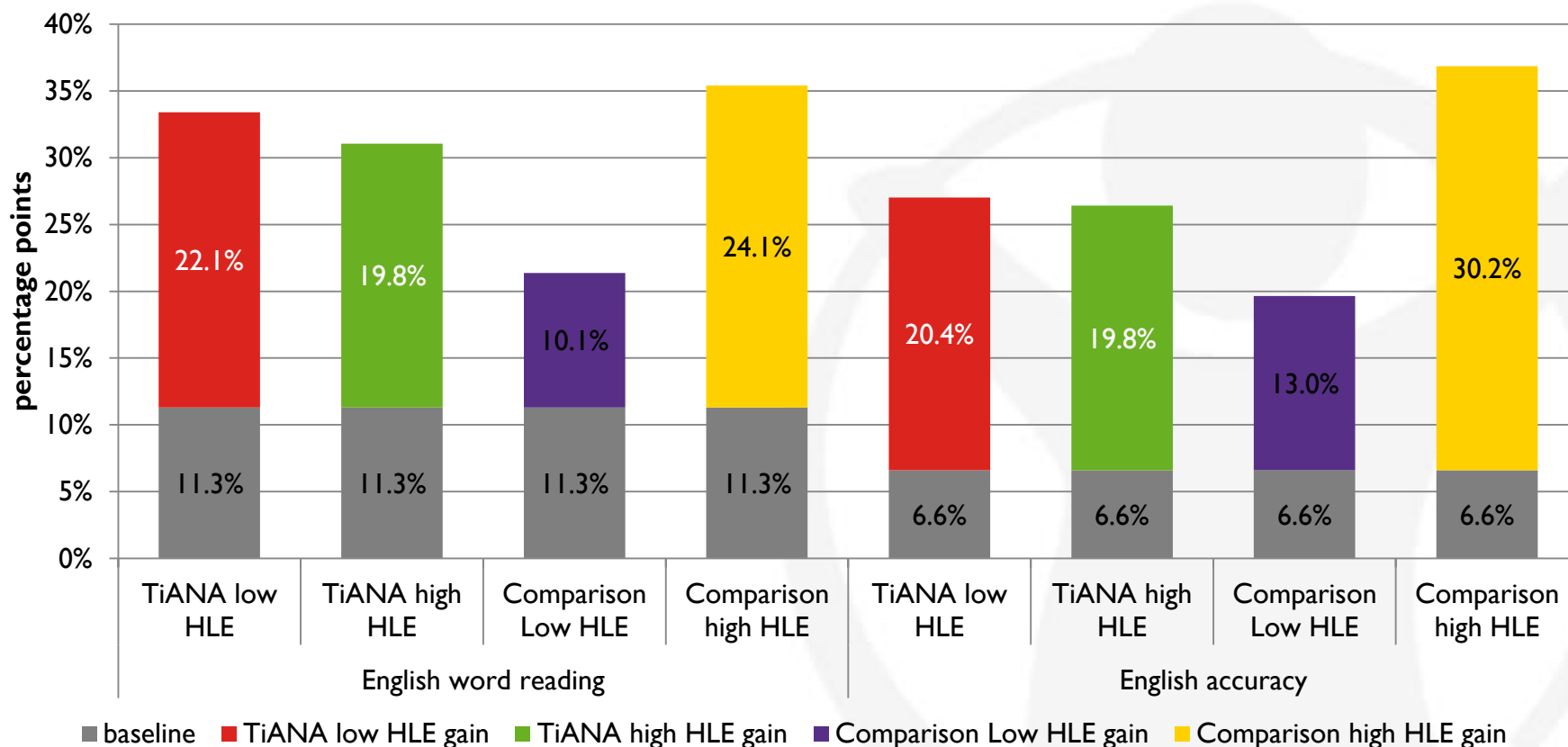


# Predicting **baseline** scores across 6 countries: HLE matters

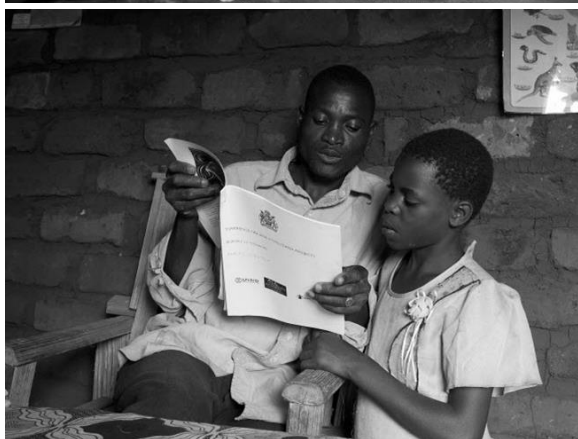


# Using HLE to probe equity: Malawi

Reading English single words and text by HLE and group



# Parent and Social





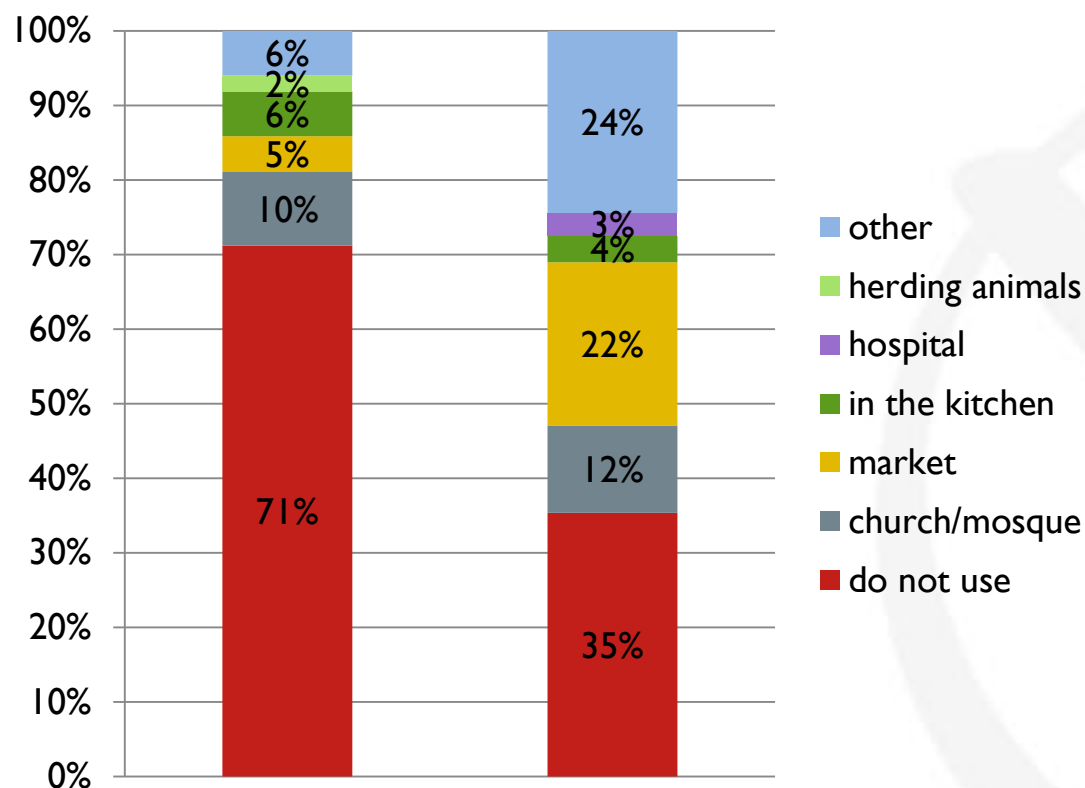
# How much non-school reading is in the home?

- **Learning is peer to peer or intergenerational**
- **Readers can be scarce and not necessarily at home**
- **Most Literacy Boost interventions outside home:**
  - Reading Camps
  - Reading Buddies
  - Reading Fairs



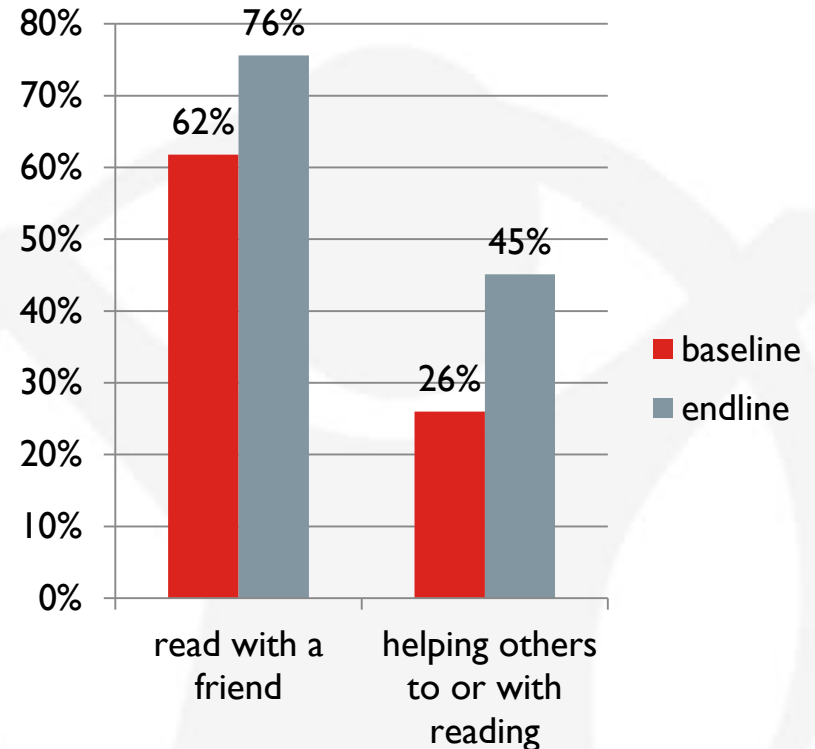
# Children report on where they use reading

Use of Reading Skills at baseline and midline



# HLE and children as agents of learning

- How much/how do children participate in generating learning?  
In what ways are they agents of change themselves?
  - Reading to/with others
  - Using reading to help others
  - Book sharing
  - Book lending...



Before long, we have wandered far from the **H** of HLE



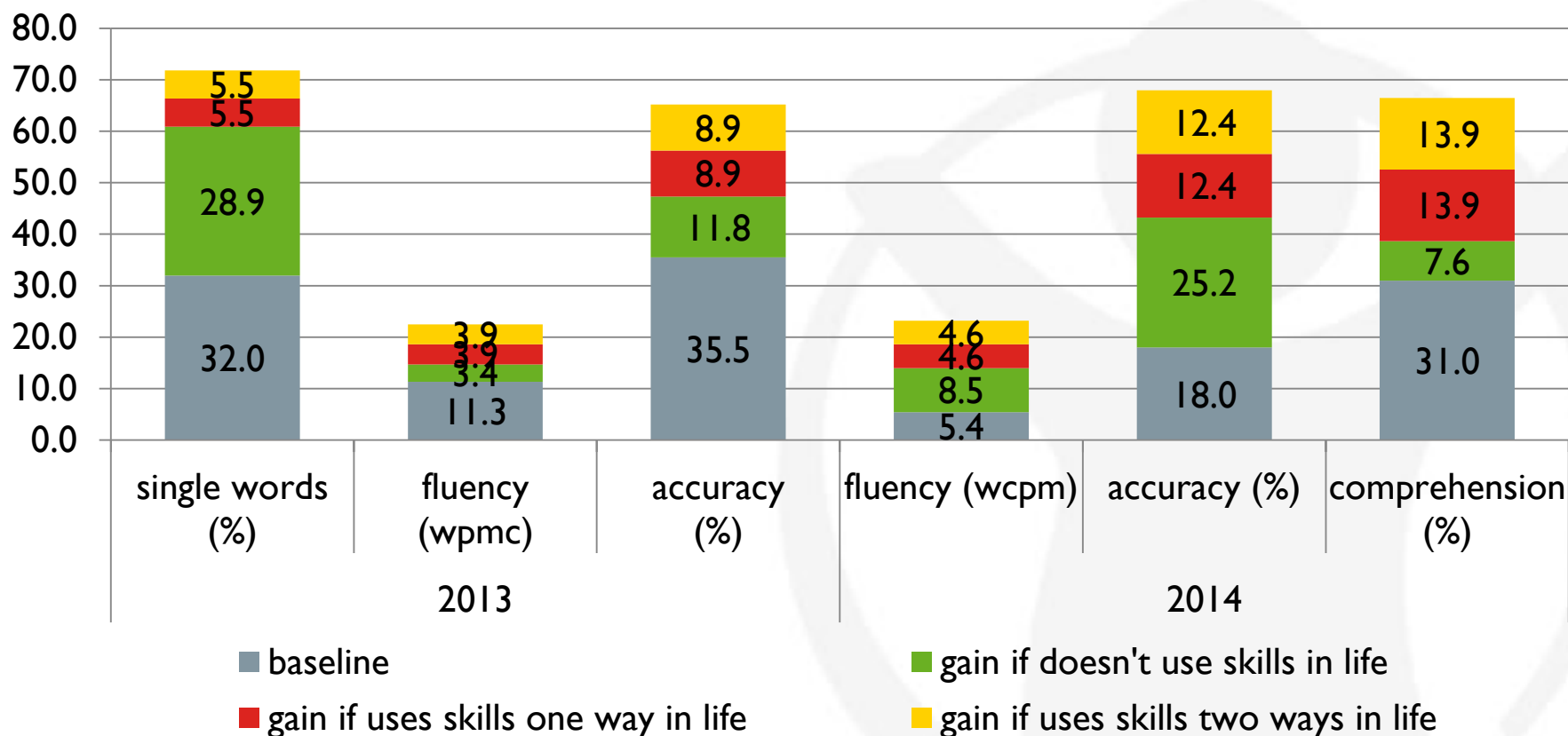
# Three questions to explore:

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- Outside of school, do you use reading skills?
- Do you read with a friend?
- Do you help others with reading?

# Malawi TiANA – All Children Reading

## Gains in Chichewa Skills Predicted by Use in Life



# Next Steps

- Add these questions or better questions in new sites, test and improve them (India, Vietnam and Thailand)
- Explore in more depth via focus groups how children use their reading and how parents value and support these skills
- Look at how indicators of parent and social contributions to literacy acquisition relate to one another



# Why might it matter?

- For several years, international reading interventions have been extrapolating instructional evidence to print contexts very unlike those in which the evidence was generated.



It works here.....



So it'll work here.....



and here...

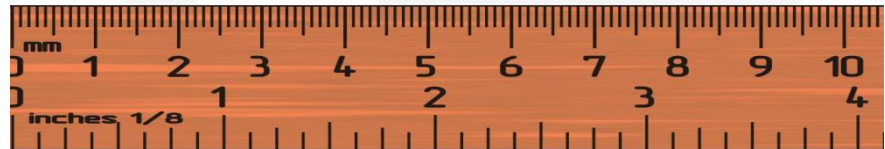
# Why might it matter?

- Save the Children's response to this is the community action side of our reading interventions and an advocacy agenda about readings importance outside the school walls.



Literacy  
environment  
matters!

But... our ruler has focused only on home  
literacy environment



# Why might it matter?

- As a result:

- 👉 We're learning a great deal about HLE and strengthening our advocacy but...
- 👉 We could be underrepresenting the social importance of reading by not capturing it as much as we do parent/home literacy interactions.
- 👉 We could be undervaluing the very social elements of literacy we're promoting.



[www.savethechildren.org](http://www.savethechildren.org)

**THANK YOU!**

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