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**Contextual Barriers & Enablers to successful Literacy programming: Lessons from 13 RCT Studies Across 3 Continents.**

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**Objectives/aims**

Since 2013, World Vision has been implementing an early grade reading programme Literacy Boost[[1]](#footnote-1), in different countries and context under our quality education theme. So far, 13 countries which have conducted RCT impact evaluations have shown varying levels of impact. Given that the programme has clear guidance and implementation protocol for its 3 core components, its baffling to see substantial variations in the impact results. Cognisant of the different factors that can influence literacy outcomes, this presentation focuses on lessons from 13 evaluations on contextual & cultural barriers and enablers to successful implementation of literacy programmes.

**Methods**

The 13 countries used Randomized Control Trial (RCT) design to allocate schools into intervention or control groups. A longitudinal cohort study approach where reading assessment and background data were collected from the same students at baseline (prior to program implementation) and at the end of program implementation, was adopted. Summary statistics, mean comparisons and multilevel regression were used to analyze data on learners’ performance and explore relationships between literacy skills and student background characteristics, for each country. Follow up interviews with programme staff and partners were used to validate & explain unexpected results and document best practice.

**Main findings**

This presentation is focused on contextual and cultural enablers/barriers that influenced results from 13 impact evaluations. Countries implemented the Literacy Boost programme and completed Randomized Control Trial literacy assessments with differing results. Some countries like Nepal reported impressive statistically significant gains with intervention students 1.5 times more likely than comparison students to be reading with comprehension. Particularly strong impact was observed among ethnic minority students. Other countries like Swaziland showed no evidence of gains in results compared to the control schools. One country returned what was considered marginal negative impact.

1. Save the Children Literacy program [↑](#footnote-ref-1)