



Family and Community Engagement in Pre-primary Education

A landscape overview

What's in a name?

Interchangeable terms

- family-school partnership
- parental involvement
- family involvement
- parental engagement (OECD, 2011)

Tags for community in early education

community development

employment generation (caregiver training)

women empowerment

Goal

Families and communities are active participants and partners in supporting children's learning and development across early learning settings



Goal 1
Include community

as strategic partners in pre-primary education



Goal 2
Support community

in fostering positive home learning environments



Goal 3
Build sub-sector capacity

to engage with families and communities effectively

Framework

for organising community interventions

HOME ENVIRONMENT		COMMUNITY				
CAPACITY BUILDING	Approaches	PARENTS		SIBLINGS	GRANDPARENTS	OTHERS
		MOTHERS	FATHERS			
	Training stakeholders					
	Model centers					
	Home visits					
	Input substitution					
	Material provision					
	Media approach					

Learning environments: Home | Informal community centres | Formal community centres | Pre-schools

Parents

“Mothers” + “Fathers”

- Affect 1/3 to 1/2 of variation in student outcomes
- Most interventions = Mothers
- Open research opportunities for role of fathers



Parents

“Mothers” + “Fathers”

What has worked:

Home learning environment

Targeted interventions (reading specific)

Home curriculum (involving children in daily activities)

Caregiver training programs

(child + parent employment + other children)

Conditional cash transfers

(OECD, 2011)

Grandparents

Knowledge & culture

- Longer lifespans
 - Massive untapped resources
- Grandparents > Pre-schoolers (USA)
- Intergenerational homes (China & South Asia)
 - Time
 - However, low self confidence

Grandparents



Knowledge & culture

What has worked:

- Grandparent education councils
- Volunteering at pre-schools and schools (R. Strom & Strom, 1995)
- Grandparent reading programs
- Intergenerational staffing at pre-schools (Larkin & Newman, 2001).

What could work: Home learning environment, stimulating socio-emotional learning through storytelling, and stimulating gross and fine motor skills

A background image showing several hands of different skin tones (light, medium, and dark) reaching up and interlocking in a supportive grip. The image is semi-transparent, allowing text to be overlaid.

Others

Siblings, Neighbours, NGOs, Local businesses, Community Groups

- Children are enmeshed in home, school, societal and cultural systems, each of which interact with and influence all aspects of children's lives
(Bronfenbrenner, 1979)
- Formal + informal
- protective factors, reduce environmental adversities, and increase the resilience of children
(Peters, 2005)

Others

Siblings, Neighbours, NGOs, Local businesses, Community Groups

- community centres, parks, households, and premises of private business
- Remedial programs
- Complementing curriculum
- Community libraries

Others

NGOs

- Setting standards
- disseminating information to pre-primary providers
- use of community based resources
- correlated with the early social development of children
(Doherty et al., 2000, as cited in OECD, 2012)
- understand the cultural context and drivers behind community mobilisation and are therefore good players to involve in the design, planning, and implementation phases of establishing pre-primary education



Approaches

Training & Materials

Training stakeholders

CONAFE (Mexico)
BRAC (Bangladesh), Hippocampus (India),
Save the Children's Emergent Literacy and Math program (Spier et. al., 2018)

Provision of materials

Home learning environment

Resources and activities that support classroom curriculum

Access to literacy materials (Bracken and Fischel, cited in Henderson and Mapp, 2002)

Access to media

Location

Home visits

Knowledge of home conditions and cultural context

- higher scores in math for children, reading and classroom adaptation
- participation in group activities Halgunseth and Peterson (2009)

Head Start program & High Scope Perry Preschool in the US (Heckman et al., 2010)

Home Interaction Programme for Parents and Youngsters (HIPPY) in New Zealand (OCED, 2012) parents as home educators

Model centres

Very common
Anganwadi centres (TADP, 2021)

Input substitution

Balancing a staff shortage

Volunteering

- For teacher support to reduce load
- Allows communities to bring their cultural knowledge into the classroom
- Pre-service teachers as volunteers in preschools

Media approach

- Educa3 program -Spain (OECD, 2012)
- BBC website CBeebies Grownups -UK
- Aprende En Casa (Learning at Home) and Telesecundaria -Mexico
- **Human intervention or nudges to accompany the media**

Conclusion

- Think beyond 'mothers' in the community
- Leverage NGOs and those with contextual knowledge
- Between school and home exists a whole world
- Media approaches are gaining popularity but require support systems

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