

Experimental Evidence on Parental Engagement to Improve Child Outcomes through Remote and Hybrid Models

The Interamerican Development Bank (IDB) and Innovation for Poverty action (IPA) joined forces with governments in six countries to explore what works in caregiver engagement. A series of Randomized Control Trials (RCT) generated evidence on remote and hybrid models to foster children's cognitive and non-cognitive skills.

Treatment Type	Guatemala	Costa Rica	Peru - Matewasi	El Salvador - Growth Mindset	Mexico Juego todos los Días	Colombia Think Equal
	Caregiver Text Messages					
	Remote		Remote	Hybrid	Hybrid	Hybrid
Treatment Description	Text messages to caregivers with numeracy and literacy activities.		Caregiver coaching through messages and phone calls, encouraging them to tune into interactive radio education broadcast.	Caregiver coaching combined with an informational video during one household visit, and text message nudges about mind growth.	Caregiver coaching through face-to-face sessions and phone calls on play-based learning.	Caregiver coaching through face-to-face sessions and phone calls on socioemotional learning and self-care.
Main outcomes children	Cognitive skills (numeracy & language)		Cognitive skills (numeracy & language)	Non-cognitive skills (growth mindset & self-expectation)	Cognitive skills (language) Non-cognitive skills (socio-emotional well-being)	Non-cognitive skills (Prosocial behavior, self-awareness & self-regulation)
Effect size children	+ 0.08 SD cognitive skills*	+ 0.11-0.12 SD cognitive skills**	+ 0.12 SD cognitive skills****	+ 0.02 SD expectation of achieving a task*** No effect: growth mindset	+ 0.19 SD higher on the Child Developmental Milestones Checklist (CDC)	+ 0.13 SD prosocial behavior+ 0.14 SD self-awareness+ 0.15 SD cognitive skills No effect:self-regulation
Main Outcomes Caregivers	n/a		Parental investment (FCI) in mathematics activities (counting objects, comparing things, addition and subtraction)	Parenting style (Growth mindset; Feedback style)	FCI	Mental health FCI
Effect size caregivers	n/a	n/a	+ 0.09 SD counting objects+ 0.14 SD comparing things+ 0.10 SD doing addition and subtraction	+ 0.22 SD growth mindset***+ 0.14 SD effort-oriented feedback style*	+ 0.13 SD FCI	+ 0.36 SD FCI

Notes: FCI: Family Care Index (Kariger et al., 2012); *effect is concentrated in children participating in remote education; ** effect is higher among children participating in remote education (+ 0.16 SD cognitive skills), compared with those participating in hybrid and face-to-face models; *** Preliminary results; ****+ 0.12 SD Numeracy skills and + 0.12 SD Oral comprehension; Implementing partners: National Education Institute in Mexico (CONAFE); ICBF: Colombian Institute of Family Wellbeing, IDB: Inter-American Development Bank; IPA: Innovations for Poverty Action; MIFAM: Ministry of the Family in Nicaragua; MEP: Ministry of Public Education in Costa Rica; MINED: Ministry of Education in El Salvador; MINEDU: Ministry of Education in Peru; Sesame Workshop; FEN: Fundación Escuela Nueva.

Researchers: Magdalena Cazares Villa (CONAFE); Laura Velez (ICBF); Emma Näslund-Hadley, Cecilia Berlanga, Carolina Mendez & Loreto Biehl (IDB); Juan Manuel Hernández-Agramonte, Anna Balbuena, & Olga Namen (IPA); Guiselle Alpizar (MEP); Úrsula Luna, Luciana Velarde (MINEDU); Brunilda Peña de Ozorio (MINED); Clarita Arboleda (FEN).

Sources: Näslund-Hadley et al 2022; Hernández-Agramonte, Namen, Näslund-Hadley & Biehl, 2022; Näslund-Hadley, Hernández-Agramonte, Mendes & Fernández 2022;



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through Remote and Hybrid Models

In response to pandemic related region-wide closures of early childhood centers and preschools across Latin America, the Interamerican Development Bank (IDB) and Innovation for Poverty action (IPA) joined forces with governments to explore how to best support parents and children. A series of Randomized Control Trials (RCT) generated evidence on how to keep young children learning via parental engagement and how to prepare them for the return to school.

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	Remote					
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Effect size caregivers	n/a	n/a	+ 0.09 SD counting objects + 0.14 SD comparing things + 0.10 SD doing addition and subtraction	+ 0.22 SD growth mindset***+ 0.14 SD effort-oriented feedback style*	+ 0.13 SD FCI	+ 0.36 SD FCI

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