

IBBY-Yamada Fund

Project reports 2024

IBBY Peru

Leer en familia

Support programme on parenting competencies
through reading practices for vulnerable families in
Los Olivos



Every child has the right to become a reader

IBBY Yamada Project Report 2024

Reading with Families

CEDILI IBBY PERÚ and LEER EN FAMILIA

1. Project Description

The "Reading with Families" project was implemented in partnership with the municipality of Los Olivos, CEDILI IBBY Peru, and Leer en Familia. The project aimed to promote early literacy by incorporating reading mediation into home visits conducted by municipal social promoters. It also sought to improve parenting skills and strengthen the emotional bond between caregivers and children through shared reading experiences. The project built on previous successful literacy interventions and aimed to reach 600 families with children under three years of age and train 200 municipal actors in reading mediation techniques.

Specific Objectives:

- Sensitize and actively engage municipal workers and social promoters in the project activities, ensuring their committed participation.
- Provide comprehensive training programs on reading mediation for social promoters responsible for conducting home visits.
- Implement a family support program that focuses on improving parenting skills and strengthening the emotional bond between parents and children through the promotion of books and reading.
- Establish a book delivery service to enhance access to written culture, encourage daily reading practices, and facilitate effective communication in children under the age of three.
- Conduct regular follow-up and evaluation activities to assess the impact of the project on shared reading practices within the family context.

2. Actions Developed

Awareness and Sensitization Workshops (March - April 2024)

To ensure successful implementation, two strategic groups were targeted for these workshops:

Municipal Authorities and Workers:

- Objective: Introduce the project and raise awareness about the importance of early childhood reading promotion.
- Outreach: Secured significant attendance through the support of sub-manager José Miguel Cortés, who involved departments such as Education and Culture.

- Dynamics: Sessions included interactive presentations, testimonials on the impact of reading on families, and practical exercises to encourage municipal staff commitment.



Social Promoters:

- Objective: Introduce the project and raise awareness among social promoters about early childhood reading promotion.
- Outreach: Scheduled sessions coincided with reporting days for home visits, ensuring high participation.
- Strategies:
 - Flyers and WhatsApp messages managed by "Commitment 1" program coordinators.
 - Constant communication with municipal representatives to ensure participant commitment.

PROYECTO GANADOR DE ESTÍMULOS
ECONÓMICOS PARA LA CULTURA 2023



PERÚ

Ministerio de Cultura

Leer en
familia





Training Sessions on Reading Mediation for Social Promoters

To ensure the effectiveness of reading home visits and book distribution, training sessions were provided to social promoters.

Our training methodology was based on findings from the Center on the Developing Child at Harvard University and the reading mediation theories of María Emilia López and Yolanda Reyes. The curriculum was validated with municipal workers to ensure clear language, relevant examples, and easy-to-replicate strategies. Complex concepts about early childhood development and reading mediation were transformed into digestible, accessible content for promoters.

Training Structure:

- **Talking with Your Baby:** Approaches to stimulate language development through dialogue. A template was created for social promoters to envision conversation scenarios with babies and how to respond to their unique communication styles.
- **Singing with Your Baby:** Use of oral tradition songs to strengthen bonds and promote learning. This module emphasized respectful physical contact while singing, debunked the notion of needing a "good" voice, and discouraged the use of digital music as a primary stimulation tool.
- **Reading with Your Baby:** Importance of reading from the earliest months of life. This module trained social promoters to foster reading habits in families, highlighting the cognitive, emotional, and linguistic benefits of early reading.

Training Materials:

- **Printed materials:** Detailed brochures for promoters.
- **Digital content:** Shared via WhatsApp with families, including practical tips and motivational messages.
- **Book pack distribution:** Promoters received children's books to distribute to prioritized families.

Our workshops balanced theory and practice to develop competencies that enable social promoters to conduct effective home visits. These visits aimed to equip parents with tools to foster secure attachment and effective communication with their babies.









Implementation of Home Visits by Social Promoters

Home visits began in **July 2024**, led by trained social promoters who applied the strategies learned in training sessions.

The primary focus was language development and reading promotion, structured in three monthly visits: (1) July, (2) August, and (3) September. While social promoters also conducted visits related to anemia prevention and child health, reading-related visits included the distribution of specially designed book packs.

Each month, 300 prioritized families received:

- A children's book.
- A songbook and/or practical guides for incorporating reading into daily activities.

While the program benefited a total of 2,000 families, budget constraints limited book distribution to 300 prioritized families. However, all families benefited from regular home visits, integrating an early childhood development approach.

The selection of 320 families was coordinated with municipal officials and social promoters, leveraging their in-depth knowledge of family characteristics and needs. The municipality provided an updated registry to efficiently assign visits.

Some families discontinued participation in "Commitment 1" before completing the three reading mediation sessions. However, dedicated promoters voluntarily continued visiting

these families, ensuring they received the three planned book packs despite no longer being officially registered.



Home Visit Structure

Planning: Each promoter was assigned a family list and a detailed itinerary to ensure effective coverage of prioritized households.

Visit Breakdown:

- **Welcome:** Establishing rapport and trust with the family.
- **Main activity:**
 - Reading mediation using distributed books.
 - Promoters modeled interactive reading techniques, shared practical tips, and encouraged caregivers to replicate the activities at home.
- **Closure:**
 - Reflection on the reading experience.
 - Reinforcement of the importance of continued reading at home.

Not all families were able to follow the full methodology, as session length depended on their availability. Social promoters adapted to each family's schedule.

Monitoring and Follow-Up

To ensure effective implementation and measure project impact, Leer en Familia employed various monitoring strategies:

- **Random Calls:** Families were contacted to confirm book delivery and reading sessions.
- **Photographic Evidence:** Some families agreed to be photographed with books and social promoters for documentation.
- **Ongoing Communication with Promoters:** Regular dialogue was maintained to track progress, identify challenges, and adjust methodologies as needed.

This process not only ensured resource distribution but also identified opportunities to enhance family experiences and strengthen project impact.

Implementation of Group Reading Mediation Sessions

Health centers were identified as key venues for group reading mediation sessions, as caregivers frequently visited these locations for child wellness checkups. Coordination with the municipality's Health Sub-Management facilitated access to these spaces.

Health Center Coordination Process:

1. **Initial Contact:** Introduced the project via phone and WhatsApp to health promoters (PROMSA).
2. **Planning Meetings:** In-person meetings with PROMSA to formally present the initiative and schedule session dates.
3. **Space Selection:** Identified the most frequented health centers for family participation.

Health Centers Hosting Group Sessions:

- Sagrado Corazón
- San Martín de Porres Confraternidad
- Laura Caller
- Río Santa
- Primavera
- Los Olivos de Pro

Familiarity between social promoters and families facilitated effective participation and organization.

Video: <https://www.instagram.com/reel/C9kpySsxkPF/?igsh=Nmt4bTJrYm5uM3Vk>

Group Sessions in Other Community Spaces

Additional group sessions were held at:

- **Children's Room at the Los Olivos Municipal Library:** Selected for its conducive environment for literary activities. Invitations were extended via social promoters to visiting families.
- **Municipal Nursery "Cuna Jardín Casa de Los Niños":** This early childhood institution provided access to a relevant audience for the project.

The municipality's Education and Culture Sub-Management provided necessary permits and logistical support, ensuring the spaces were adequately prepared.

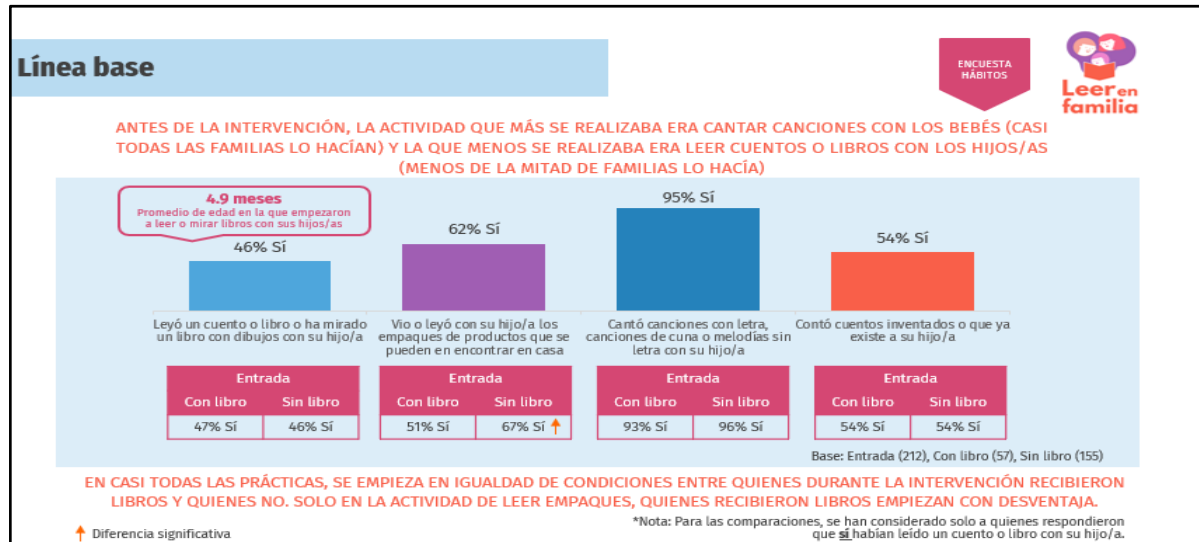
These group sessions not only fostered reading habits among families but also strengthened caregiver-child bonds and linguistic development.



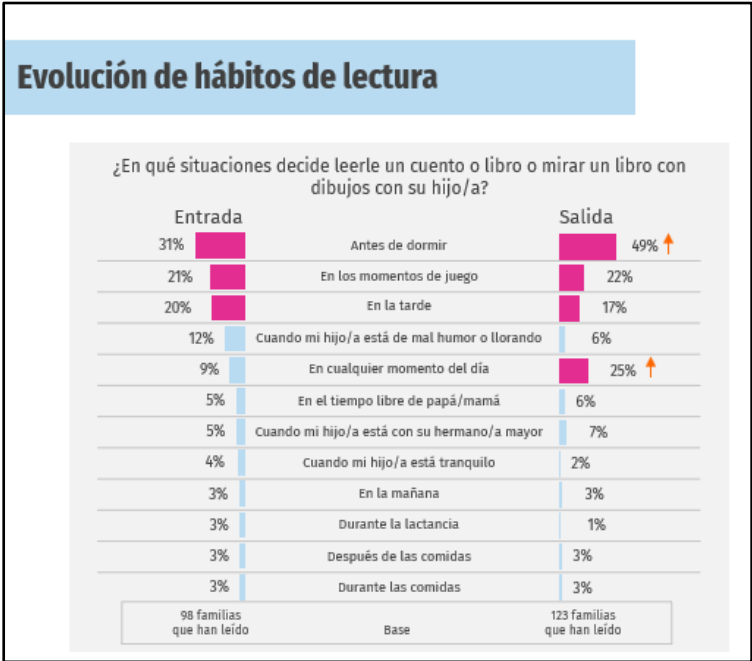


3. Assessment of the outcomes of the project

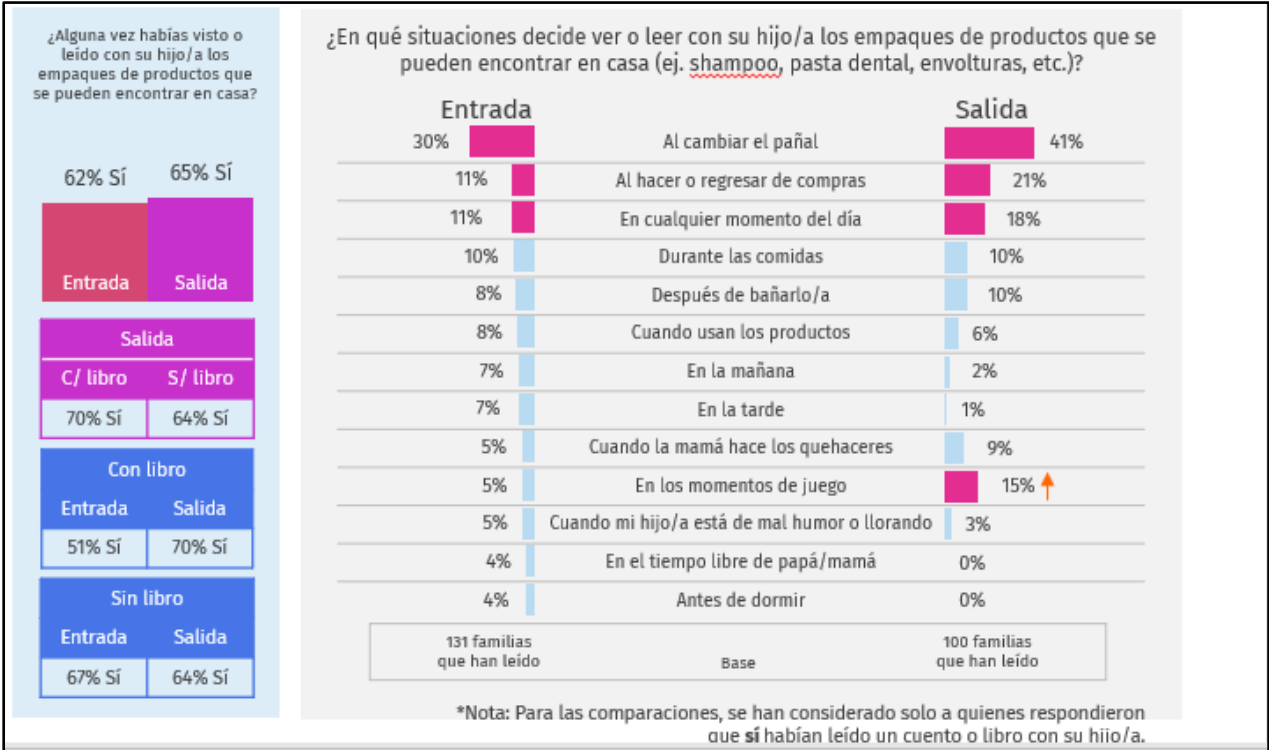
- **Reading Habits Evolution:** Before the intervention, the primary literacy-related activity among caregivers was singing to their babies, while reading books was significantly less common. After the intervention, a notable increase in reading and book exploration activities was observed.



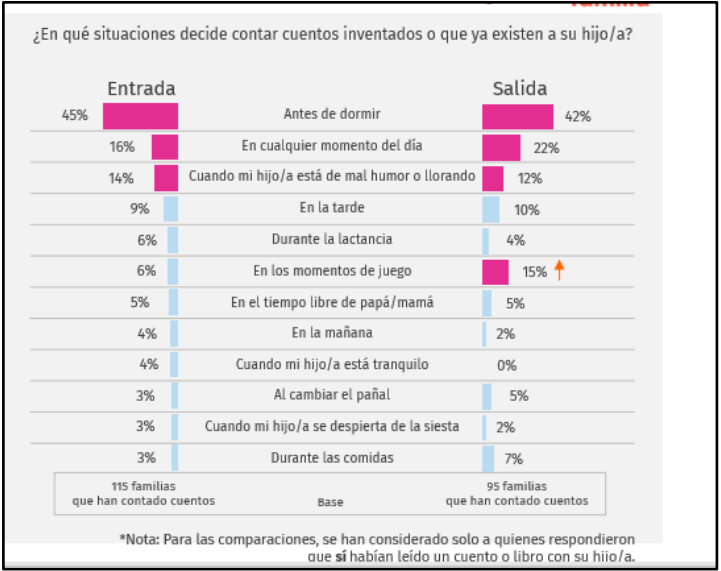
- Reading Schedule Changes:** Initially, reading was mostly confined to bedtime, playtime, and afternoons. Post-intervention, reading became more integrated into daily routines at various times of the day.



- Reading Beyond Books:** Regarding other reading activities, such as reading product packaging, families who did not receive books showed a similar frequency to those who did in terms of when they read or showed packaging to their children. For example, before the intervention, 30% of families read packaging labels while changing diapers, whereas after the intervention, this habit increased to 41% in the same context. This indicates an increase in the incorporation of reading practices into daily activities, regardless of the receipt of specific materials.



- Incorporation of Reading in Playtime:** Before the intervention, only 6% of families reported reading during playtime, increasing to 15% after the intervention.



- Increased Book Availability:** After the intervention, there was an increase in the availability of children's books for use with babies, both among families who received books and those who did not. Some families reported acquiring new books for their children or reusing books they had previously stored, aiming to integrate them into activities with their babies. This finding reflects a greater appreciation of reading as a fundamental part of daily family interactions.



- **Training Impact:** The training sessions proved to be highly enriching. The social promoters expressed great satisfaction with both the methodology and the content covered in the workshops, emphasizing the acquisition of meaningful learning experiences that they actively sought to transmit to families. Among the various activities, book reading was identified as one of the most impactful components for the promoters.
- **Positive Reception of Home Visits:** Home visits provided a valuable space for family engagement. The majority of families responded positively to the books distributed and the guidance provided by the promoters. From the families' perspective, the promoters' supportive and proactive approach was particularly appreciated, as they demonstrated genuine commitment to the well-being and development of the babies.
- **Age-Appropriate Books:** The books provided were deemed age-appropriate. Both the promoters and families highlighted that the illustrations and stories effectively met the needs of young children. Beyond fostering a habit of reading, these materials also helped families in managing their children's behavior, particularly in challenging situations.

4. Possible extensions/prolongation of the project

To build on the successes of the "Reading with Families" project, several potential extensions and prolongations can be explored:

- **Expansion to Additional Municipalities:** The project model can be replicated in other districts, integrating early childhood literacy promotion into existing municipal programs.
- **Integration with Health and Nutrition Programs:** Strengthening collaborations with public health initiatives to incorporate book distribution and literacy guidance into child wellness and nutrition visits.
- **Longitudinal Impact Study:** Conducting follow-up assessments to measure the long-term effects of reading mediation on language development, caregiver-child bonding, and early literacy skills. This will require Academic and Research Grants, partnering with universities and research institutions to secure funding for longitudinal studies and impact assessments.
- **Digital Literacy Resources:** Developing an online platform with reading resources, training modules for caregivers, and interactive content to reinforce key messages from home visits. Additionally, exploring ways to improve and strengthen a **Text Messaging Program for Parents** to provide ongoing literacy support and engagement.
- **Sustained Book Distribution Programs:** Partnering with publishers, libraries, and cultural organizations to ensure quality and ongoing access to age-appropriate books for families beyond the initial intervention.