

## Authors

Sharon Wolf  
University of Pennsylvania

Elizabeth Turner  
Duke Global Health Institute

Matthew Jukes  
RTI International

Margaret (Peggy) Dubeck  
RTI International



# Changing literacy instruction in Kenyan classrooms: Assessing pathways of influence to improved early literacy outcomes in the HALI intervention

This study uses data from the Health and Literacy Intervention (HALI) program evaluation, an in-service teacher training program focused on early grade literacy instruction for class one

teachers. We assess how changes in classroom instructional processes impacted by the HALI teacher training were associated with improved early literacy outcomes for children. We find that experimentally induced increases in exposure to print—measured both through changes to time spent reading in class and through print displayed in the classroom—were associated with improvements in students’ reading fluency and reading comprehension. Implications for global education efforts to improve learning outcomes are discussed.

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