

Blueprint for the Use of Evidence in Language of Instruction (LoI) Decisions (BUILD)

Framework Introduction

Authors: Pooja Nakamura, Kelsey Woodrick, Anna McBride, Chinmaya Holla, and Daniel Zaas

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Acronym List

AIR	American Institutes for Research
BE	Bilingual Education
BUILD	Blueprint for the Use of Evidence in Language of Instruction Decisions
FLN	Foundational Literacy and Numeracy
L1	First Language
L2	Second Language
LoI	Language of Instruction
M&E	Monitoring and Evaluation
MT	Mother Tongue
PD	Professional Development
SoR	Science of Reading
TLM	Teaching and Learning Materials

Introduction

Foundational learning—the ability to read and do basic arithmetic—has a profound influence on lifelong learning and earning potential.¹ However, millions of children across low- and middle-income countries (LMICs) are nowhere near acquiring foundational literacy and numeracy (FLN) skills.² While this problem includes many facets, language plays a central role.³ At least half—and in some countries over 90%—of all children in LMICs are being taught in languages they do not use and understand.^{4,5} Most children will have to learn to read at least two languages in their schooling years, making **bilingual and multilingual foundational learning** the norm across LMICs.

The fact that students need to learn in their own language to acquire foundational skills is not only intuitive but backed by evidence from across the world and from across disciplines.^{6,7,8} The benefits include better cognitive and learning outcomes in *both* the first language (L1) and in the second (or later acquired) language (L2);^{9,10} prolonged school attendance;¹¹ more engagement from parents and communities;¹² and some evidence of cost efficiency.^{13,14}

At the same time, education stakeholders increasingly demand access to education in a child's L2—most often a post-colonial language—earlier in their educational trajectory, given the strong relationship between skills in these languages and socioeconomic mobility.¹⁵ Country governments may even opt to educate their children *only* in the post-colonial language. In addition, varying political agendas cause the sociopolitical milieu affecting LoI choices to constantly shift. Therefore, decisions related to which language(s) to teach in, for how long, and to what end must be both politically palatable and empirically effective to improve FLN outcomes.

To support these decisions, there is an urgent need to treat FLN goals through the lens of bilingualism and multilingualism—not by framing the question of the acquisition of one language against another but by promoting bilingual and multilingual education outcomes. Decision makers need a systematic framework that politically and empirically reconciles this tension between the need to teach children in a familiar language as long as possible and the need to teach children in an unfamiliar language as early as possible.

To meet this need, American Institutes for Research® (AIR), in collaboration with the Gates Foundation, has developed the **Blueprint for the Use of evidence In Language of instruction (LoI) Decisions (BUILD)** to provide an *empirically grounded and politically workable* framework to guide decision makers to improve bilingual and multilingual foundational literacy outcomes across LMICs. We are working closely with education decision makers and stakeholders across

four countries in sub-Saharan Africa—Cote d’Ivoire, Mozambique, Rwanda, and Senegal—to apply the BUILD project framework and create actionable blueprints in each country to help leaders improve foundational learning outcomes.

Objectives

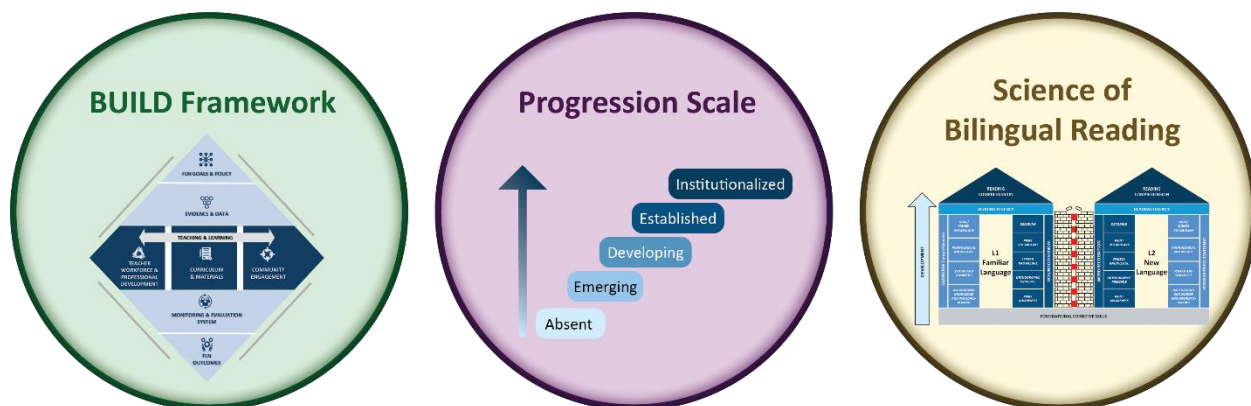
The main objective of the BUILD project is to support governments and education stakeholders to make effective LoI decisions to improve foundational literacy outcomes in their countries. BUILD aims to bring holistic understanding about how language is at the heart of improving foundational learning outcomes, including empirical, practical, and political considerations at key levels of the education system. The BUILD project specifically focuses on the question: ***What language(s) are educators going to use to overcome the foundational learning crisis in a specific country, and—once that is decided—how?***

This perspective allows us to overcome the consistent and prevalent issue of either advocating for instruction solely in children’s familiar languages without much foresight into the transition process or focusing solely on the post-colonial language without much planning for the integration of the familiar languages to better support bilingual outcomes. The BUILD project also aims to support decision makers to get a better sense of how different bilingual education models¹⁶ may be effective given all aspects of a country’s education system.

Overarching BUILD Approach

Our approach to this work includes the development of three components (see Figure 1): a BUILD framework, a progression scale, and a theoretical model for the science of bilingual reading (AIR’s Biliteracy House Model). The **BUILD framework** (Figure 2) encompasses the components of the educational system that will influence the relationship between language and learning. The **progression scale** (Table 1) helps track a country’s progress on the path toward effective integration of language considerations into solving learning poverty. The **theoretical model** (Biliteracy House; Figure 3) outlines the scientific underpinning of reading acquisition in bilingual contexts, which is central to all other decisions. Bringing these together, the BUILD project provides stakeholders with a blueprint for achieving the desired foundational literacy outcomes in bilingual and multilingual contexts.

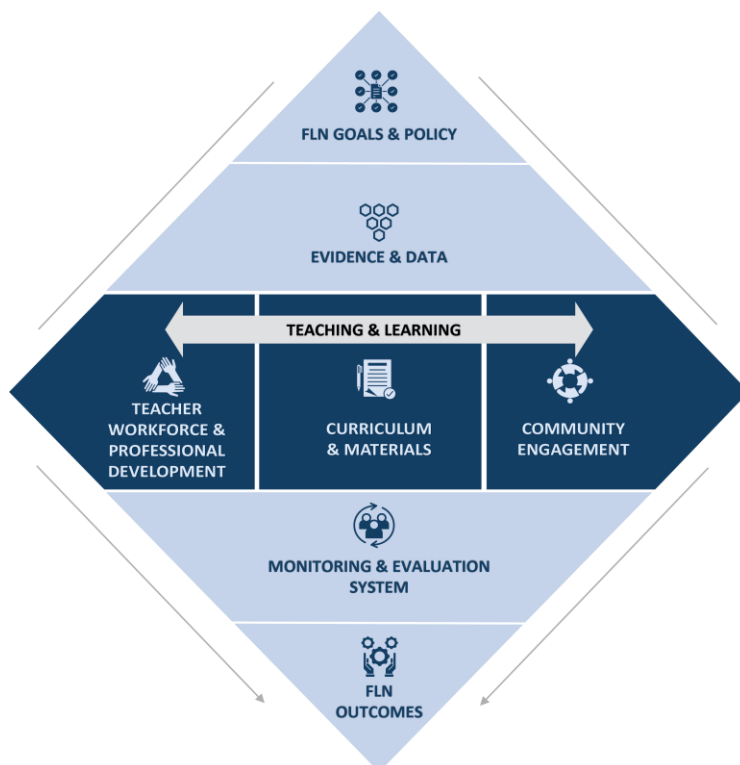
Figure 1. BUILD Approach



The BUILD Framework

The BUILD framework is designed as a series of tiers, representing the core components of the education system that are likely to influence the relationship between language and learning. The tiers are arranged in a diamond shape from top to bottom, with arrows indicating improvement of FLN outcomes as the overall goal. The top tier and the bottom tier are narrower than the center as they represent more focused topics: the FLN goals (topmost tier) and FLN outcomes (bottommost tier). These are presumably the most important components but the least “expansive” in terms of the components and concepts they cover—and thus are represented as taking up less space. As we work down the model toward the middle, the conceptual coverage increases, with the center of the model being the widest, as it represents the largest sections of the system together. These pieces work in tandem conceptually and temporally and are therefore represented next to each other as opposed to above or below each

Figure 2. BUILD Framework



other. In other words, curriculum and materials, teacher professional development (PD), and community components are all pieces of the education system that must be effective and functional at the same time. Each represents a large swathe of ideas, people, and materials involved, justifying its central and wide space in the model. In the following sections, we discuss each tier and present a set of questions that guide us in unpacking and understanding that tier in each country.



FLN Goals and Policy

The top tier, FLN goals and policy, represents the key objectives and policies that guide national education decision making at the primary-school level in terms of foundational learning. While foundational learning itself may or may not be part of the policy, there is an increasing presence of the term (or similar terms such as “early reading,” “early math,” or “basic education outcomes”) in policy documents and policy dialog, propelled in large part by evidence for its centrality in lifelong outcomes.¹⁷

The reason the BUILD framework uses “FLN goals” rather than “LoI goals” or another term that focuses solely on language is that the separation of language policies and FLN policies is part of the problem with identifying how to improve FLN outcomes (the top of the diamond) across the remaining systemic components of an education system. Decision makers need effective tools and guidance to articulate and define a country’s FLN goals *through language*. In other words, national FLN goals (e.g., “the objective of all children reading”) should clearly state the language(s) in which students should achieve learning goals (e.g., “all children will be reading in X language[s]”). At a minimum, policymakers must understand and articulate the language(s) in which students should achieve their goals.

In addition, each BUILD country report will provide a brief historical analysis of the LoI policies, stakeholder analyses, and key roadblocks in its implementation. FLN goals and policies are not static concepts. They are rooted in deep historical, cultural, and sociopolitical realities that constantly shift and influence each other over time.¹⁸ The key questions that we aim to answer under this tier are:

What are the country’s language-specific FLN goals?

What is the LoI policy (if there is one)?

What are the pertinent political realities that might affect the LoI policy’s implementation and future sustainability?



Evidence and Data

The second tier of the BUILD framework represents evidence and data on the status of learning and language use in the country. It represents a compilation and

secondary analysis of the extant data that our team could access at the time of publication of this report. It incorporates, for example, results on students' early grade reading or math scores, language abilities of students and teachers, empirical information on when children are best able to transfer from learning in one language to learning in another (if available), and the orthographic and linguistic properties of the languages students are expected to learn. This information helps us understand various aspects of the transfer of language and reading skills and timings of learning trajectories.

Too often, the generation, analysis, and application of evidence occurs in a vacuum, wherein the linkage to actual implementation and practice remains untapped. Filling this gap between the production of rigorous evidence and policymakers' use and demand of evidence is one of the bedrocks of the BUILD approach. By incorporating this step within the framework, stakeholders can see multidisciplinary results (or gaps in the evidence) for the most pertinent questions to developing and successfully implementing an Lol policy that is likely to improve FLN scores.

The following questions guide this section:

What are learners' current FLN levels across different languages, and how are these assessed?

What languages do teachers and learners understand best, and how do these align with the current languages of instruction (Lol)?

What factors influence first language (L1)–second language (L2) transfer and transition processes?

Data on the first question will allow stakeholders to assess whether and to what extent they are on track to achieving their FLN goals, get a better sense of indicators they need to measure for bilingual students, and help determine in what language(s) they should test students' FLN skills.

The second question helps us understand the *degree of proficiency* both students and teachers have in various languages. Most reports and available information tend to focus on children's FLN skills in a single language (most often the Lol). This makes it impossible to determine whether they have better skills in another language, whether they have skills in two or more languages, whether the level of their skill is strongest in the measured language, etc. Measuring

skills in only one language also makes it difficult to judge the extent of linguistic heterogeneity across students in a class. Furthermore, the lack of rigorous evidence on teacher skills—in terms of their own linguistic proficiency levels in the language they are teaching, as well as their pedagogical competence in teaching that language—is a serious impediment to effective teacher placement and training processes. Ultimately, classrooms should have as close a match as possible between the LoI, the proficiency levels of the teachers in both speaking/using that language and teaching that language, and the language proficiency of the majority of students (ideally *all*).

The third question focuses on the evidence that exists on L1–L2 transfer in the languages of the focus country and the impact of this evidence on the development of curricula, teacher training materials, and teaching and learning materials (TLMs). Most early learning programs treat L1 and L2 as separate entities, with many focused on improving local language education and others focused on supporting governments to implement a program in the post-colonial language. In the evidence and data tier, we aim to draw on the evidence of transfer between languages, orthographic and phonological processes that may affect such transfer, and other cognitive and linguistic processes (such as thresholds for transfer, thresholds for vocabulary, etc.) that may be necessary to plan and implement a program that accounts for bilingualism and multilingualism from the beginning.



Teaching and Learning

The central tier focuses on the heart of the education system in many ways—the teachers, curriculum and materials, and parents and communities—all of which support foundational learning outcomes in tandem.

In terms of teacher workforce, it is vital that teachers are placed in schools where they have high levels of proficiency in the language(s) they are expected to teach, as well as high levels of pedagogical skills to teach the language(s) they are expected to teach. In addition, teachers need training to teach bilingual children, in line with the bilingual science of reading (SoR). This requires a deep analysis of existing pre-service and in-service PD opportunities regarding multilingual teaching.

At the classroom level, learning outcomes are only as good as the teachers and the TLMs they use. Growing evidence specifies some of the key elements that support good teaching and learning in LMICs. For example, education systems need a strong link between policy

expectations and classroom realities.¹⁹ To be effective, systems also need a combination of teacher trainings, high-quality student learning materials, and clear teacher support for teaching and learning.²⁰ What is less clear, however, is how educators should design and implement these materials in bilingual or multilingual programming. In the BUILD framework, we closely examine the TLMs in light of the science of bilingual reading and ensure that the curriculum, scope and sequence of skills, pacing guides, and all materials in the classroom align with this theoretical foundation.

The role of communities in supporting literacy is well established, especially the role of parents and caregivers and the home language and literacy environment.^{21,22,23} However, the conceptualization of the home literacy environment and parental involvement (especially in cases of nonliterate parents and mismatches between home and school language) needs careful consideration.^{24,25} As such, for any policy framework to connect with student-level outcomes, it is important to consider community-level engagements and perceptions toward bilingual education. The BUILD framework considers issues such as parental perceptions, especially in terms of demand for language education vis a vis post-colonial language education, the language mismatch between schools and homes, and the degree of parental literacy skills. Together, these dimensions can help leverage resources for nonliterate community members (e.g., by using transferable skills from oral language storytelling) and for places of language mismatch (e.g., by supporting the transfer of home language skills to school language skills).

The following questions guide this tier:

How are language considerations integrated into teacher recruitment, placement, and training (both pre-service and in-service)?

To what extent are the curriculum and TLMs designed to support bilingual and multilingual learners?

How are parents and community members involved in decisions about the LoI?



Monitoring and Evaluation System

In a previous tier of the BUILD framework, we covered evidence and data, analyzed for understanding the evidence at any

given moment in time. However, an education system must be able to track, understand, improve, and sustain FLN outcomes over time. A functioning measurement and evaluation

(M&E) system ensures that each tier of the education system functions as intended and progresses toward the overarching FLN outcomes.

We conceptualize the M&E tier as a continuous process of data collection, analysis, and data use to continually inform programs and interventions to improve learning outcomes. This tier explores whether the country's M&E mechanisms effectively assess the clarity, dissemination, and implementation of FLN goals and policies. It also examines if the M&E systems evaluate the effectiveness of teacher PD, the appropriateness and use of curriculum and materials, and the extent of community engagement. These assessments help identify areas for improvement and inform iterative adjustments to program implementation. Importantly, M&E also supports accountability by providing stakeholders with timely, actionable insights that can guide decision making and resource allocation.

This tier will be guided by the following questions:

Does the country have a regularly updated M&E plan, and are there national or subnational mechanisms to use these data for continuous improvement in FLN outcomes?

To what extent does M&E incorporate linguistic considerations, including data on teachers' and learners' Lol?

How are M&E findings used to inform and revise curriculum, teacher training, and Lol policies?

By embedding M&E within the BUILD framework, the model promotes a culture of evidence-based practice and continuous improvement, ensuring that all components respond to the dynamic needs of learners and the education system.

The BUILD Progression Scale

Within each tier, BUILD will support countries to determine their level of development and lead that into an action plan through the BUILD Progression Scale, as shown in Figure 2. The purpose of this scale is to consider each BUILD tier within the country context and—based on the analysis of the available evidence—decide the level at which countries are prepared to institutionalize their FLN goals.

The **BUILD Progression Scale** serves as a diagnostic and planning tool that enables countries to assess their readiness to improve FLN goals through their Lol policies and systems. Organized into five developmental stages—Absent, Emerging, Developing, Established, and Institutionalized—the scale reflects a country's journey from fragmented or nonexistent efforts

to full integration of Lol within national education systems. Each stage highlights progress across key system components: policy, teacher workforce, professional development, curriculum and materials, community engagement, and monitoring and evaluation. Countries may be at different stages for different criteria; for example, a country may be at the “Institutionalized” stage for its FLN goals and Lol policy but at the “Absent” stage for its teacher recruitment and placement practices.

At the **Absent** stage, countries lack an official Lol policy to support FLN goals. Teacher recruitment and placement practices do not consider language skills, and educators receive no training to accommodate Lol to understand and improve FLN goals. Instructional materials in relevant languages do not exist, and the curriculum fails to reflect linguistic realities. No systems exist for monitoring learning or evaluating language-related teaching practices. Communities do not engage in conversations about language in education, and parents do not know which languages schools use or why they matter for learning.

The **Emerging** stage marks the beginning of awareness and early action related to language. An Lol policy may exist, but it is often fragmented or poorly aligned with FLN goals. Teacher recruitment practices may acknowledge, but not yet operationalize, language dynamics. Training on multilingual instruction is minimal and insufficient for teacher preparedness. Some instructional materials begin to reflect language considerations, but they are inconsistent and limited in scope. Community engagement is largely one-way, consisting of awareness campaigns or information sharing, with minimal opportunities for parent or community input. Monitoring systems, where they exist, focus on outputs rather than learning outcomes.

At the **Developing** stage, countries demonstrate increased commitment to incorporating evidence related to language needs. Countries have more clearly defined Lol policies, which they back by government action. Teacher recruitment and placement practices begin to consider language backgrounds more systematically, though gaps remain. Pre-service and in-service training become more robust, incorporating both theoretical and practical strategies for teaching in multilingual classrooms. Instructional materials and curricula begin to reflect the SoR and students’ language contexts. Education systems consult communities through activities such as language mapping or early reading initiatives but do not fully consider their input for decision making. Policymakers monitor student learning outcomes, although they do not consistently use data to refine strategies.

The **Established** stage is characterized by coherent and systematic implementation of evidence-based practices related to bilingual and multilingual learning. Clear operational guidelines and implementation structures accompany the Lol policy. The linguistic context informs teacher placement practices, and training systems integrate comprehensive professional development

related to L1 teaching and transition. Instructional materials and curricula align with multilingual pedagogy and the SoR. Monitoring and evaluation systems produce data on learning outcomes, which decision makers use to adapt and improve policies and practices. Education systems engage communities strategically by empowering families to support learning in home languages. Local leaders may contribute to school governance or teacher support, thus reinforcing Lol implementation.

At the **Institutionalized** stage, national systems deeply embed evidence-based Lol considerations. Education leaders routinely review and adapt all components of the education system, from policy to practice, in alignment with FLN goals. Teacher training is dynamic and responsive to shifting linguistic and demographic realities. Educators regularly update high-quality, evidence-based instructional materials. Monitoring and evaluation systems track both immediate outcomes and long-term impacts of Lol policies, thus supporting data-driven decision making. Community engagement is no longer peripheral—it is a formalized and valued part of the education ecosystem. Parents and community members actively shape curriculum, materials, and school governance, ensuring that language choices reflect and support learners' needs.

Ultimately, the BUILD Progression Scale underscores that effective implementation of Lol policies requires comprehensive system-level reform. It depends on sustained political commitment, investment in teachers, high-quality resources, strong accountability systems, and genuine partnerships with the communities that schools serve.

Table 1. BUILD Progression Scale

Component	Absent (0)	Emerging (1)	Developing (2)	Established (3)	Institutionalized (4)
FLN goal(s) and Lol policy	No official Lol policy is in place to reach the FLN goal(s).	A Lol policy exists, but it is vague, fragmented, or not aligned with the FLN goal(s).	Lol policy is defined, with growing government commitment and early implementation to achieve the FLN goal(s).	Lol policy is applied in practice and supported by implementation structures in support of the FLN goal(s).	Lol policy is embedded in national education systems and reviewed regularly in alignment with the FLN goal(s).
Evidence and data	Education stakeholders do not use or have access to evidence related to student language skills to inform and adapt policies and practices.	Education stakeholders have access to some data related to student language skills, but the data are only available on a limited scale or have suboptimal quality.	Education stakeholders have access to student language mapping on a large scale, some evidence on language transfer between some L2s and the desired L2, and some other Lol indicators.	Education stakeholders have access to student language mapping data on a national scale, language transfer data between the most prominent L1s and the desired L2, and data on additional Lol indicators.	Education stakeholders not only have access to language mapping, language threshold data, and other Lol indicators aligned with all BUILD tiers but also regularly use and update those data to inform policies and practices.
Teacher recruitment and placement	No official teacher recruitment or placement plan is in place that accounts for teachers' language skills.	A teacher recruitment and placement plan that accounts for teacher language skills exists, but it is vague, fragmented, and not operationalized.	A teacher recruitment and placement plan exists with a focus on Lol, though it is in early implementation and not fully operationalized.	A strong teacher recruitment and placement plan exists with a focus on Lol and is supported by implementation structures.	A strong teacher recruitment and placement plan that focuses on Lol exists, is embedded in national education systems, and is reviewed regularly in alignment with FLN goal(s).
Teacher PD	Teachers receive no pre-service or in-service training on teaching in multilingual contexts or using national languages for instruction.	Teachers receive limited training on teaching in multilingual contexts or using local Lols, but that training is not sufficient for teachers to feel prepared to teach in local languages.	Teachers receive more notable trainings on teaching in multilingual contexts and using Lols, yet these trainings are not yet comprehensive and system-wide. Some gaps exist in teacher preparedness.	Trainings on teaching in multilingual contexts and using national Lols are integrated extensively into in-service and pre-service teacher training.	Ongoing, adaptive training responds to demographic and linguistic shifts among teachers and learners.
Curriculum and materials	The curriculum does not address multilingual teaching. Instructional materials in local languages are unavailable.	The curriculum addresses multilingual teaching to a minimal extent. Some instructional materials integrate language considerations.	The curriculum and materials incorporate the SoR for multilingual learners, reflecting students' linguistic contexts. Instructional materials increasingly integrate language considerations.	The curriculum and materials are fully aligned with the SoR for multilingual learners, reflecting students' linguistic contexts.	A high-quality, regularly updated curriculum and corresponding materials support evolving FLN and Lol goals.
Community engagement	Communities are largely unaware of the benefits of multilingual education. Little or no sensitization efforts are in place. Communities have no tools to support children to read in school languages. Communities are not engaged in supporting education in school languages.	Information-sharing efforts such as awareness campaigns may be in place, but they are not yet at scale with proven effectiveness. Families and communities have limited involvement in supporting multilingual education.	Families and communities are generally aware of the benefits of multilingual education. Communities are somewhat engaged in decisions and/or implementation of multilingual education through, for example, language mapping, focus groups, materials development, or supporting student language and literacy development at home.	Families and communities are largely aware of the benefits of multilingual education. Parents and communities actively support learning in the home language and/or the transition to the L2.	Community engagement and commitment to multilingual education is deep and sustained. Families and community members are continually involved in governance, curriculum feedback, material development, and home language and literacy support.
Monitoring and evaluation	No systems are in place to monitor student learning or assess Lol-related practices.	Some basic monitoring of outputs occurs (e.g., enrollment, textbook distribution) but not of student learning outcomes.	Student learning outcomes are tracked but not yet used to refine or inform Lol strategies.	Outcomes are continuously monitored; early evidence of what works is used to adjust approaches.	Robust systems track learning outcomes, assess the impact of Lol policies, and inform iterative policy adaptation.

The Science of Bilingual Reading

The BUILD framework is grounded in the science of learning to read. Decades of research have led to several influential theoretical frameworks on learning to read (and reading to learn). Given that our current focus is foundational literacy, we rely on the theories of early reading development. We incorporate well-established theoretical models as well as emerging empirical trends from learning to read across languages and scripts and from across monolingual, bilingual, and multilingual models of learning.

First, in terms of the earliest stages of learning to read, the Universal Grammar of Reading²⁶ posits that all writing systems, regardless of language, fundamentally map orthographic (written) to phonological (auditory) information. However, the nature of this mapping varies across languages, influencing how children learn to read. Key dimensions that affect the reading process include:

- orthographic depth (how consistently letters map to sounds),
- symbol set size (the number of unique symbols or graphemes a learner needs to recognize and identify in order to decode words),
- phonological unit size (e.g., syllables vs. phonemes),
- visual complexity of the script, and
- tonality in tonal languages.

These factors are critical in shaping the scope, sequence, and timing of reading instruction.

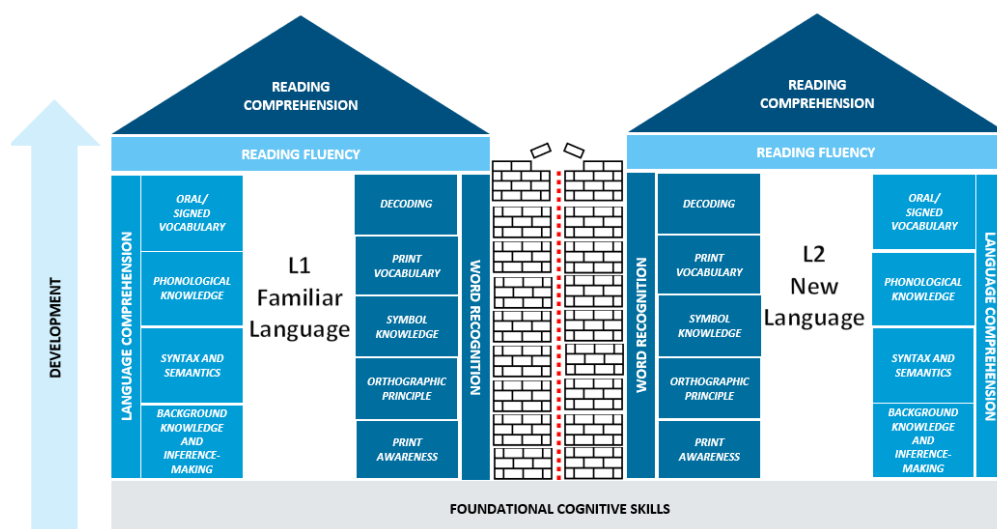
As students' ability develops beyond initial mapping of sounds and symbols toward basic reading comprehension abilities, the Cognitive Foundations of Reading Acquisition Model, articulated by Hoover and Tunmer, provides one of the most influential models of reading comprehension development.²⁷ This model, commonly known as the Simple View of Reading, emphasizes that reading comprehension in any language depends on the integration of two core skill sets: language proficiency and decoding (or word recognition). Through a review of multiple studies across language types, we propose that language proficiency includes a series of subskills such as background knowledge and inference making, knowledge of syntax and semantics (including morphological and other skills), phonological knowledge (i.e., understanding of sounds and sound patterns), and oral or signed vocabulary.²⁸ Word recognition also includes a series of subskills, including print awareness (i.e., understanding of the basic principles of text), knowledge of orthographic principles (i.e., understanding of *how*

sounds and symbols correspond with each other), symbol knowledge (i.e., understanding exactly *what* sounds correspond with specific symbols), and decoding (i.e., the ability to sound out words and symbols).^{29,30,31} Language proficiency and decoding then support the acquisition of reading fluency, which is the automatic (quick and accurate) sounding out of words and passages. Altogether, these abilities support reading comprehension—the overall goal of reading comprehension (or foundational literacy).

In bilingual settings, the Transfer Facilitation Model³² offers a framework for understanding how L1 and L2 abilities influence reading skills in L2. According to this model, predictable and significant patterns of transfer, cross-linguistic cognitive resource sharing, and transfer facilitation affect literacy acquisition. This means that skills acquired in one language can support and enhance reading development in another, highlighting the interconnected nature of bilingual literacy acquisition. Children who learn to **read two** or more languages develop a metaphorical “house” for each language, as illustrated in AIR’s Biliteracy House Model (see Figure 3). The model provides an intuitive and metaphorical representation of the skills and subskills (pillars and bricks) and transferable skills (shared walls) needed to support the development of biliteracy acquisition. In these cases, the child’s L1 impacts the development of reading in second or later-acquired languages in significant and predictable ways, namely the transfer of decoding skills from an L1 to an L2 when an empirically defined threshold level is reached.^{33,34,35}

The BUILD framework will apply the biliteracy house as its theoretical underpinning for the science of bilingual reading, and as such, the model will guide all aspects of our analyses and the development of the country Lol blueprints.

Figure 3. AIR Biliteracy House



These theoretical models provide a comprehensive foundation for understanding how children learn to read in bilingual and multilingual contexts. By integrating insights from the Universal Grammar of Reading, the Cognitive Foundations of Reading Acquisition, and the Transfer Facilitation Model, the BUILD framework offers a robust, evidence-based approach to biliteracy development. The Biliteracy House model operationalizes these theories into a practical structure that highlights both language-specific and transferable skills. As the guiding framework for BUILD, it will inform all aspects of our analysis and the design of country-specific LoI blueprints, ensuring that our work is grounded in the science of how children learn to read and read to learn across languages.

Endnotes

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¹³ Christopher Stroud and Kathleen Heugh, "Language Rights and Linguistic Citizenship," in *Language Rights and Language Survival*, ed. J. Freeland and D. Patrick (Manchester: St. Jerome Publishing, 2004), 191–218.

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¹⁵ Mehtabul Azam, Aimee Chin, and Nishith Prakash, "The Returns to English-Language Skills in India," *Economic Development and Cultural Change* 61, no. 2 (2013): 335–67.

¹⁶ For example, “straight for” models that teach only the post-colonial language, early and late exit models, models that transition via subjects, models that transition via time on task for each language, and additive bilingual/multilingual models.

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AIR Headquarters

1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
+1.202.403.5000 | [AIR.ORG](https://www.air.org)

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