Ulrike Hanemann, Juliet McCaffery, Katy Newell-Jones and Cassandra Scarpino

LEARNING TOGETHER ACROSS GENERATIONS

Guidelines for Family Literacy and Learning Programmes

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FOREWORD

The family is the principal source of support and motivation for learning, for children as well as for adults. Family literacy and family learning programmes are based on the premise that the family plays a leading role in the education and learning of its members. For decades, UNESCO has advocated family literacy and learning as part of a holistic approach to lifelong learning. It links three major objectives: (1) the wellbeing of children and their families; (2) universal basic education; and (3) the advancement of literacy and numeracy for all young people and adults. The relevance of intergenerational approaches to learning is highlighted in the crucial role family learning has to play in the achievement of Sustainable Development Goal (SDG) 4, as outlined in the Education 2030 Framework for Action, which emphasizes the need to promote lifelong learning opportunities for all.

Intergenerational approaches to learning have always existed and are present in all countries. As a sector-wide approach, family learning brings together the different components of the education system: early childhood and primary school education, youth and adult learning, and community education. By encouraging, valuing and bridging all forms of learning – formal, non-formal and informal – family learning programmes can support the development of literacy and other skills for all age groups by overcoming artificial barriers between home, school and community, and between different generations. Family learning has the potential to develop and strengthen a culture of learning in families and communities. It often goes beyond teaching literacy and numeracy, equipping learners with the life skills and tools to engage positively with their community through lifelong learning opportunities.

Families – by which we understand extended families – connect the past with the present and are a springboard to the future. As the nucleus of communities and societies, families are lead actors in the sustainable development agenda. While the necessity to engage families is clear with regard to SDG 4, their essential role in achieving other SDGs might be less obvious at first glance. Nonetheless, the empowerment of families, in particular girls and women and those living in conditions of vulnerability, is a key factor to 'ensure healthy lives and promote well-being for all ages' (SDG 3), 'achieve gender equality and empower all women and girls' (SDG 5), and 'promote peaceful and inclusive societies for sustainable development' (SDG 16).

This publication is the result of the UNESCO Institute for Lifelong Learning's latest activities in family learning. While reflecting the institute's long-standing commitment to support stakeholders in Member States by providing them with information on innovative and effective approaches to learning, these guidelines are meant to contribute to the strengthening of the most significant resources existing in countries: their people, their families and their cultures.

Arne Carlsen
Director, UNESCO Institute for Lifelong Learning

PREFACE

This publication was developed jointly by two members of the UNESCO Institute for Lifelong Learning (UIL) team and two consultants from the British Association for Literacy in Development (BALID). It arose from an International Workshop for the Development of a Resource Pack to Reach Vulnerable Families with Intergenerational Approaches to Literacy, held by UIL in Hamburg, Germany, from 23 to 25 November 2016. The workshop brought together 21 experts, representing organizations and institutions from different world regions, to share and analyse examples of promising family learning programmes. The objectives of the event were to:

- discuss the proposal of the development, dissemination and piloting of a resource pack for family learning;
- provide feedback on the structure, themes and content to be included in the resource pack;
- share and analyse good practices, strategies and recommendations on how to plan, implement, monitor, and evaluate family learning programmes;
- share and analyse examples of activities that have been successfully implemented in family learning programmes for the hands-on section of the planned resource pack;
- brainstorm about the next steps of the project.

The analysed programmes are part of the broad variety of scopes and methodologies that family literacy and learning initiatives can adopt depending on objectives and contexts, institutional settings, and types and sizes of target groups. While they do not exhaust the variety of existing family literacy and learning programmes, they provide good examples of the wide spectrum of approaches and sizes of intervention.

Additional information about the programmes and organizations represented at the workshop can be found on the UNESCO Effective Literacy and Numeracy Practices Database (LitBase: uil.unesco.org/litbase): an online platform that collects case studies on programmes providing literacy learning opportunities to youth and adults from all world regions.

ACKNOWLEDGEMENTS

INTRODUCTION

Family literacy and family learning are approaches to learning that focus on intergenerational interactions within families and communities. This, in turn, promotes the development of literacy, numeracy, language and life skills. Family learning recognizes the vital role that parents, grandparents and other caregivers play in their children's education. Furthermore, it values and supports all forms of learning in homes and communities. It seeks to break down artificial barriers between learning in different contexts: in formal or non-formal settings in schools or adult literacy courses, on the one hand, and in informal home and community environments, on the other. Very often, the desire to help children with schoolwork motivates parents or caregivers to re-engage in learning themselves and improve their own literacy, numeracy, language and other basic skills. For this reason, family literacy and family learning initiatives support adults, whose own education has been limited for various reasons, in helping their children with learning. The focus of family literacy and family learning is therefore on both children's and adults' learning.

WHY THIS PUBLICATION?

This resource pack offers an introduction to the concepts of 'family literacy', 'family learning' and 'intergenerational approaches to learning' as well as relevant guidelines for setting up and piloting a family literacy and learning programme, and examples of materials and tools. It is developed for stakeholders – mainly in sub-Saharan Africa – who are interested in piloting a family learning programme. These stakeholders include policy- and decision-makers, governmental departments and institutions, non-governmental and civil society organizations, community leaders, teachers, educators, facilitators and learners, among others. The pack has resulted from a process of identifying and analysing promising practices and from consulting resource persons from selected family literacy and family learning programmes in all world regions.

The resource pack does not, by any means, intend to offer recipe-like instructions on how a family learning programme should be prepared for piloting: there is no universal model of family learning. Rather, it provides examples of how the different steps and elements could be addressed by following a sequence of key questions that need to be considered when setting up such a programme. There is, of course, no single response that fits all cases and specific contexts. However, we do hope that the selected examples help to inspire discussion and contribute to the development of solutions tailored to specific purposes, objectives, target groups, opportunities and settings, and that these solutions will guide the preparation of a pilot family learning programme.

WHY FOR SUB-SAHARAN AFRICA?

In line with UNESCO's priority focus on Africa, these guidelines have been developed for stakeholders interested in family learning with a sub-Saharan African context in mind. Integrated approaches to teaching and learning seem to be an effective way towards lifelong learning for all, particularly in sub-Saharan Africa. These approaches address the huge challenges of disadvantage, vulnerability, inequality and exclusion. One of the

lessons that can be drawn from UIL's long-standing experience of working in different African countries is that the development of good-quality adult literacy and education programmes benefits most from access to concrete, hands-on examples of how innovative and effective programmes can be developed and piloted in different contexts. This publication tries to support such capacity development processes by making available guidelines and examples that can be tailored to specific needs.

While the selection of examples was guided mainly by the geographical focus on Africa, experiences from other regions were also included, since they offer inspiring solutions to the challenges many family learning programmes share around the world. These include limited 'literate environments', particularly in multilingual and rural areas; low levels of teacher qualifications; poor support with training and monitoring; and multiple barriers to gendered and empowering approaches.

The authors hope that the experience of piloting intergenerational approaches to learning in the African context will contribute to the enrichment of family learning in other regions. Community-based approaches to learning are deeply rooted in the African context, as is the value of indigenous knowledge and traditions.

WHAT ARE 'FAMILY LITERACY' AND 'FAMILY LEARNING'?

'Family literacy' and 'family learning' are relatively recent approaches to promoting literacy and a culture of learning, particularly in disadvantaged, vulnerable families. The underpinning principle is based on the most ancient of educational traditions: intergenerational learning. Family- and community-based learning practices are rooted in all cultures. Although educational programmes with literacy, numeracy and language components involving families are found in all world regions, they may not always be referred to as 'family literacy' or 'family learning'.

Family literacy and family learning present adults and children with opportunities to become independent, proactive lifelong learners. They further present opportunities for educational institutions and providers of literacy and learning programmes to bring learning and living closer together by bridging the artificial boundaries between formal schooling, non-formal education programmes and informal learning in homes and community environments. Family literacy and learning practices usually combine elements of pre-school or primary education with adult and community education to enhance the literacy, language and numeracy skills of both children and adults. This helps teachers and parents strengthen school readiness and prevent school failure and drop-out.
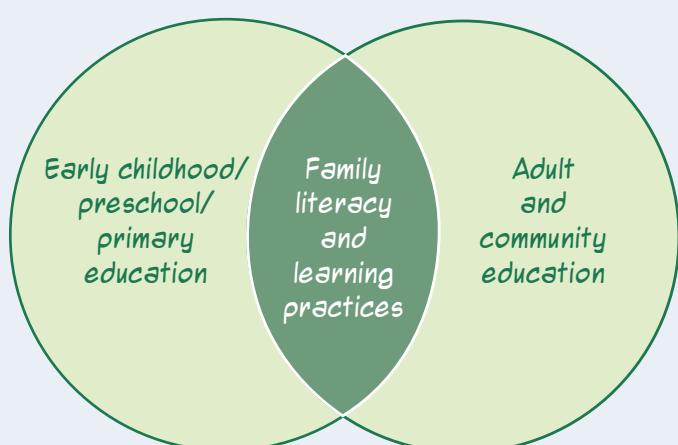
Figure 1. *Family literacy and learning practices*

FAMILY LITERACY OR FAMILY LEARNING?

Programmes that adopt intergenerational approaches to learning use a variety of names, including family literacy, family learning, family literacy and learning, intergenerational learning, community learning or two-generation education, among others. The designation 'family literacy' usually denotes a strong focus on the development of literacy, numeracy and language skills. The term 'literacy' does not refer just to the acquisition of reading and writing skills (often also embracing numeracy skills), but also to language, culture and orality. It is considered a social interaction that is developed between people in different contexts as a continuous process. The term 'family' describes a relationship of care and support between different generations. It encompasses diverse notions of family, ranging from the nuclear family to the extended family, neighbourhood or community, according to the cultural context in which they are embedded. Families include children, adolescents and the people who look after them, such as parents, foster parents, step-parents, guardians, grandparents, aunts and uncles, siblings, cousins and community members.

The term 'family learning' implies broader learning activities beyond, but including, literacy. It refers to any learning activity that contributes to a culture of learning in the family, that involves both children and adult family members, and in which learning outcomes are intended for both (NIACE, 2013). The term 'family literacy and learning' can be used to refer to literacy and learning practices within (extended) families that promote the development of literacy, numeracy, language and related life skills. They also address content that is relevant for the participants. Very often, such programmes are also described as intergenerational education programmes with a focus on literacy and learning. Family literacy should be considered a core element of all intergenerational learning. Family literacy and learning usually occurs within a broader community learning and development context. Related learning activities aim for social change in both families and communities or neighbourhoods. Developing a culture of learning is often the overall goal of national policies. Family literacy and learning should therefore be addressed from a lifelong and life-wide learning perspective.
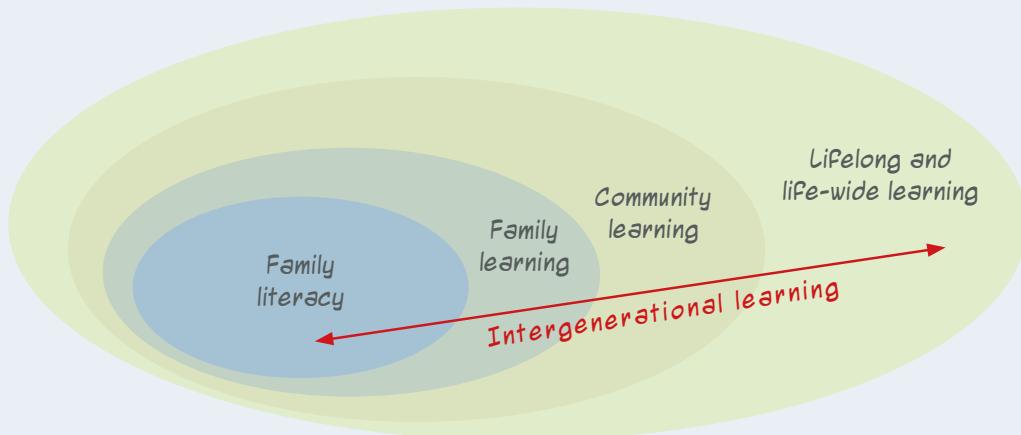
Figure 2. Intergenerational learning cutting across family literacy, family learning, community learning and lifelong learning

Intergenerational approaches to literacy and learning reflect the spirit of lifelong learning, which is a key principle of Sustainable Development Goal (SDG) 4 of the Education 2030 Framework for Action (UNESCO, 2015). Founded on the integration of learning and living, it addresses learning activities for people of all ages, in all life contexts and through formal, non-formal and informal modalities, which together meet a wide range of learning needs and demands (UNESCO, 2014).

A discussion of the added value of family literacy and learning programmes among participants at an international North-South Exchange on Family Literacy seminar (UIL, 2008), organized by UIL, noted that they

- bring out the potential of parents;
- question taboos;
- foster respect for families: 'Not for families, but with families';
- have the potential to bring about social change.

Contribution of family literacy and learning to SDG 4 targets

Family literacy programmes contribute directly to the achievement of several SDG 4 targets of the Education 2030 Framework for Action:

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Family literacy and learning programmes can also contribute to the achievement of other SDG 4 targets as well as to a range of SDGs addressing issues of poverty, nutrition, health and well-being, gender equality, water and sanitation, decent work and sustainable communities, among others.

Parents who engage in such programmes often become ambassadors for literacy and education in their communities. Family learning programmes bridge formal, non-formal and informal learning and utilize synergies between the different sub-systems and institutions in charge of education. From this, we can observe that adult, early childhood and primary education methods can complement and enrich each other. Different generations learn from and with each other and, because the learning is linked to home experience, there are opportunities to practise school learning in the real world in the context of the family and community. Real-world experience is also brought into school by opening the classroom to adults.

The intergenerational approach to literacy is supported by the view that the acquisition and development of literacy is an age-independent activity. It is never too early or too late to start literacy learning. The development of literacy skills starts ideally before school, continues during and after primary school and carries on into secondary and higher education. Many studies over the past decade have shown that the early years from birth to 2 years are essential for setting strong foun-

dations for learning. In summary, intergenerational approaches to literacy and learning offer opportunities for adults and children to engage in lifelong learning.

WHAT EVIDENCE SUPPORTS FAMILY LITERACY AND LEARNING?

Abundant research evidence indicates a strong association between parents' education levels and their children's literacy acquisition. Several studies stress the importance of involving families in literacy programmes by using intergenerational approaches to learning (Brooks et al., 2008; Carpentieri et al., 2011). Such approaches should address all aspects of childhood and focus on 'multiple life cycles' education, in which children are guaranteed a right to educated and literate parents and grandparents (Hanemann, 2014). Research on the results of family-centred literacy programmes shows that there are immediate benefits as well as a longer-term impact for both children and adults (see Brooks et al., 2008; Carpentieri et al., 2011; Hayes, 2006; NIACE, 2013; Ofsted, 2009; Tuckett, 2004).

Whether practised in the home, in neighbourhood libraries, in community learning centres or in schools, the impact of the analysed programmes (see UNESCO's LitBase) illustrates that family literacy and learning as a family-centred and community-based intergenerational approach to learning offers more than just educational benefits. High-quality family literacy and learning programmes

- prepare adults to succeed as parents and members of the community;
- enhance bonds and improve relationships between children, young people and adults;
- strengthen connections between families, schools and community-based institutions;
- vitalize neighbourhood networks, ultimately leading to social cohesion and community development.

HOW ARE FAMILY LEARNING PROGRAMMES STRUCTURED AND IMPLEMENTED?

Many different forms of family learning programmes have been developed over the years at international level (UIL, 2015). The extent of this diversity is evidenced by the different aims and objectives of such programmes, as well as by different contexts, target groups and institutional settings and capacities. Many programmes aim to build a reading culture into families' daily lives, to encourage families to make use of libraries, and to develop literate environments. Other programmes have included the learning of a second language in their curricula because their target groups need to master the national language. Some programmes are very structured and 'school-like', while others have very flexible timeframes and curricula. In Africa, we find examples of programmes that seek to empower rural families to engage in sustainable livelihood activities by integrating literacy learning with livelihood and life skills training. Other family literacy programmes prioritize learning *from* families, while still others place the wisdom of older generations at the core of their learning content.

Family literacy programmes often target pre-school and primary school children and their parents, relatives or caregivers and are based in (pre-) schools or community centres. The most common model of such programmes has three components: **adults' sessions**; **children's sessions**; and **joint sessions** bringing adults and children together.

Four fundamental approaches can be identified in family literacy and learning programmes and activities:

1. Programmes that provide broad services **to parents and children**, either together or separately.
2. Programmes that provide services to **parents** with the aim of developing their reading and writing skills directly and those of their children indirectly.
3. Programmes that focus on the development of **children's** reading and writing skills by using the parents (mothers and/or fathers) as 'instruments' and indirect receptors of change.
4. Activities that are developed in the community or other spaces without involving children and adults directly, but that have an **indirect impact on both** (for example, an awareness-raising media campaign about domestic violence). (Hanemann, 2015)

This resource pack focuses on the first type of programme approach that emphasizes the importance of addressing the learning needs of both children and adults. This is the most 'natural' way to facilitate a process of change in families because all members are engaged. Including parent–child time in a family learning programme increases the likelihood that related learning activities are also implemented at home and become a habit since they are practised under the guidance of the facilitator in a similar setting to home. This helps to achieve learning outcomes and increase the impact of the programme.

WHAT ARE THE SUCCESS FACTORS IN FAMILY LITERACY PROGRAMMES?

There is a sound body of evidence that suggests that successful family literacy programmes respond to the needs and concerns of learners, have adequate long-term funding and are committed to strong partnerships (National Adult Literacy Agency, 2004). According to the findings of a recent study produced for the European Commission (Carpentieri et al., 2011), four key factors shape the long-term success of family literacy programmes:

1. Programme quality
2. Partnerships
3. Research-based evidence of achievement
4. Funding

Some programmes cite media support as a fifth factor. The study contends that reading and learning must be natural and fun. This requires a cultural shift. National programmes must be flexible enough to meet local and individual family needs. Parents and caregivers have an active role to play in supporting their children's learning and development, and a supportive home environment is crucial.

An international seminar on family literacy held by UIL and the University of Hamburg in 2009 identified the following elements of good practice:

· Promoting collaboration between different institutions and stakeholders.
· Building on literacy practices and strengths already present in families and communities.

- Responding to the needs and interests of participating families.
- Demonstrating cultural and linguistic sensitivity in the use of resources and learning strategies.
- Celebrating and emphasizing the joy of learning.
- Using sound educational practices appropriate for the literacy development of children and adults.
- Employing highly dedicated, qualified and trained staff.
- Providing accessible and welcoming locations.
- Helping learners to overcome barriers to participation.
- Establishing ongoing, manageable monitoring and evaluation processes that produce information useful for programme improvement and accountability.

WHAT ARE THE ISSUES, CHALLENGES AND BARRIERS FAMILY LITERACY AND LEARNING PROGRAMMES FACE?

Barriers related to language, distance, gender relations, cultural traditions and rigid power relationships can prevent families from enrolling in programmes and attending them regularly. Such barriers are particularly prevalent in rural areas that have high levels of non-literate young people and adults and poorly developed literate environments. Here, action-research methods could be used to analyse and pilot possible solutions.

Some of the challenges that family literacy and learning programmes face include:

- motivating disadvantaged families to participate and remain in family literacy programmes;
- tackling limited or poor literate environments, especially in rural areas;
- delivering programmes in and for multilingual contexts;
- dealing with limited access to resources;
- difficult cooperation and funding settings due to differing responsibilities between governmental departments, ministries or providers;
- overcoming the predominance of traditional pedagogical ('deficit') approaches;
- improving staff attitudes and professional development;
- developing a sense of ownership among communities and target groups;
- ensuring the sustainability of interventions, particularly in the context of a pilot programme delivered by a non-governmental organization (NGO);
- dealing with lost opportunities to strengthen adults' literacy skills, since many programmes focus only on children's reading skills (creative writing, for example, receives much less attention).

MAKING IT WORK

There are many examples of innovative and promising programmes, including in sub-Saharan Africa, using intergenerational approaches to teaching and learning literacy and numeracy (UIL, 2009). These programmes treat each member of the family as a lifelong learner. Among disadvantaged families and communities, in particular, a family literacy and learning approach is more likely to break the intergenerational cycle of low education and literacy skills. It is also more likely to nurture a culture of learning than fragmented and isolated measures that address low levels of learning achievement and the lack of reading, writing and language skills (Elfert and Hanemann, 2014). However, to make such an approach successful, it is necessary to provide sustained teacher training, develop a culture of collaboration among institutions, teachers and parents, and secure sustainable funding through longer-term policy support.

It is our hope that this resource pack will inspire stakeholders to develop and set up their own pilot family literacy and learning programmes by adapting the content of this document to their needs, aspirations and contexts. We look forward to receiving feedback on the usefulness and content of this document so that its second edition can be enriched with new ideas and additional information.

If you have any questions or feedback on this publication, please contact the UNESCO Institute for Lifelong Learning at uil-lbs@unesco.org.

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GUIDELINES

PART 1
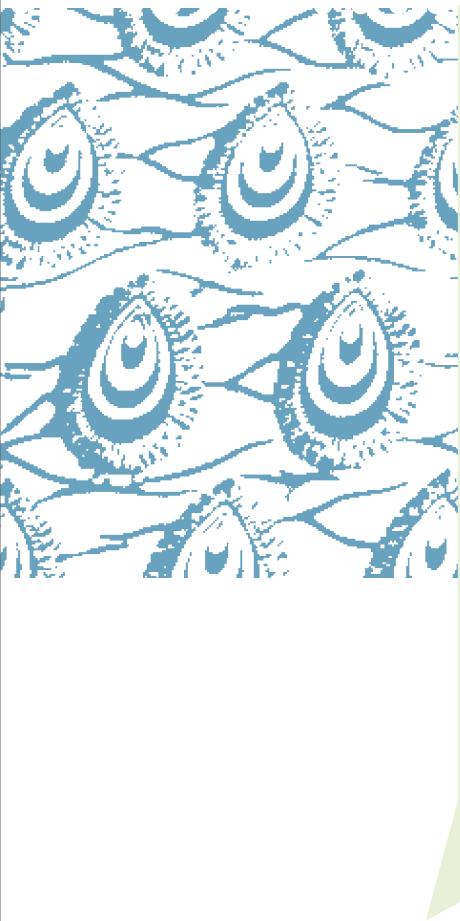
CONTEXT, SITUATION AND LEARNING NEEDS ANALYSIS

1

This section explores four key questions:

1.1. WHICH ISSUES NEED TO BE CONSIDERED
IN FAMILY AND INTERGENERATIONAL LEARNING?

1.2. WHAT ARE THE POLICY, SOCIO-ECONOMIC AND
LEARNING ENVIRONMENTS IN WHICH A PROGRAMME
MIGHT BE DEVELOPED?

1.3. WHICH LEARNING NEEDS SHOULD BE CONSIDERED?

1.4. HOW WILL THE INFORMATION BE GATHERED?

1.1.
WHICH ISSUES NEED TO BE CONSIDERED
IN FAMILY AND INTERGENERATIONAL LEARNING?

The concepts and rationale for intergenerational and family literacy and learning have been presented in the introduction. When developing a programme, it is important to analyse and address the context to ensure the programme's aims and methods of operation are appropriate to the setting and will be successful.

There are many different contexts in which an intergenerational and family literacy and learning programme can be developed and piloted. The crucial issue of establishing partnerships and support mechanisms is discussed in *Section 4*. Whatever the setting, it is important to identify possible 'entry points' and select the best one to help the programme launch and become sustainable over time. Basic questions include:

- Why is a literacy, numeracy and language intergenerational learning programme needed?
- Who needs it and why? Is it for mothers, for parents and children, for the larger family or for the community?
- What educational interest or motivation would attract potential beneficiaries to enrol in such a programme?
- In which communities, districts and provinces will the programme be piloted and with which criteria will they be selected?
- What funding will the programme need and where will this come from?
- How can the programme be made sustainable and can it be scaled up to reach as many beneficiaries as necessary in the future?
- Which existing legislation, policies or funding programmes can be used to mobilize funds and ensure programme stability?

- ❯ Which existing institution or organization is well positioned to pilot the programme given its mandate, experience and available resources?
- ❯ Which existing teaching and training personnel can be engaged, and is there a need to recruit additional personnel to pilot the programme? Which existing materials available within the communities can be used? Which materials need to be developed?
- ❯ Which language or languages are spoken in the selected communities and will be used in the programme? Which other language needs will be addressed through the programme?
- ❯ How will the programme be organized at local level and by whom?
- ❯ Which existing venues can be prepared and used at local level?
- ❯ Who, within the community, can assist in setting up and running the programme?

To ensure success, those planning a programme should consider the above questions in depth and gain a thorough understanding of the social, cultural, religious, political and linguistic context. Situational and needs analyses are important and should be conducted as part of the programme planning process. A situational analysis provides an overall picture of the context, relevant issues, existing resources and potential partners. A learning needs analysis (described in *Section 1.3*), on the other hand, is conducted to provide insight into the needs of potential beneficiaries and, therefore, to set the stage for the scope of the programme. The identification of relevant stakeholders and the learning needs analysis are inherent parts of any situational analysis. For clarity, they are described separately in the following sections.

1.2
WHAT ARE THE POLICY, SOCIO-ECONOMIC AND LEARNING ENVIRONMENTS IN WHICH A PROGRAMME MIGHT BE DEVELOPED?

Whether these guidelines are used by civilian organizations or government stakeholders, having a clear idea of the needs and existing resources of a context is key to the success of a programme. It is therefore very important to analyse the policy, socio-economic and linguistic context as well as the learning environment and to plan accordingly. Local cultures and identities are also highly relevant and should be prominently borne in mind, specifically acknowledging the possible coexistence of multiple cultures in the same context and their relationships to one another. Lastly, it should not be forgotten that the same culture, whether it be a majority or a minority culture, is lived and experienced differently by each individual.

Successful programmes understand this and provide some flexibility to adapt to the particular situation in which they will operate.

Policy context
For the creation and implementation of a family learning programme, it is necessary to research and analyse existing policies and identify potential gaps that may need to be filled in the future. If supportive policies do not exist, decision-makers within educational institutions and local government will need to be convinced to support such a programme. Examples of a lack of support include politicians who feel the planned programme is not their priority, education stakeholders who are not open to change and innovation, and community leaders who fear an 'alien' cultural influence is being imposed. In this situation, the way forward may be to search for strategic allies to obtain the support of decision-makers, to at least demonstrate success through a pilot programme. It is important to understand these concerns, rationales and priorities and to discuss the purpose

and aims of the programme with the different stakeholders. A few guiding questions for exploring the policy context include:

- ▶ Are there government policies on education, in particular adult and early child-hood education, which are compatible with a family learning programme's aims?
- ▶ Which national language in education policy is in place for formal pre-school and primary school education? Is this also the case for adult literacy and education programmes?
- ▶ Is there a national early childhood education policy in place?

Socio-economic situation
There are several aspects to be considered when mapping the community situation. Questions should be asked to gain an understanding of community members' lives with regard to development-related areas such as:

- ▶ Health and sanitation
  - ⊙ What are the main health-related challenges that affect the community?
  - ⊙ What is the situation regarding water sources?
  - ⊙ What is the environmental situation facing the community?
  - ⊙ What are the infant and child mortality rates?
  - ⊙ What are the maternal morbidity and mortality rates?

- ▶ Nutrition
  - ⊙ What is the main source of nutrition in the community's traditional diet?
  - ⊙ What is the child malnutrition rate in the community?

- ▶ Social cohesion and political stability
  - ⊙ Are there conflicts between community groups?
  - ⊙ Are there conflicts with neighbouring communities or groups?
  - ⊙ Are there current conflicts affecting the area?
  - ⊙ Are there concerns or instability issues with regard to the political situation in the area?

Why is it important to consider nutrition?

When planning a culturally sensitive programme, it is very important to look at the everyday habits, routines and events linked to the community in which the programme will be implemented. It is also important to analyse available information on the nutrition, food security and livelihood situation in the region or country to identify possible problems with malnutrition, its causes and possible solutions. Health workers are often knowledgeable about issues to do with nutrition at local level.

Food and nutrition are key aspects to consider, especially for programmes that aim to have positive impacts on the lives of parents and their children. Food and feeding one's family are among the main priorities in all communities worldwide. Familiarity with the common food sources and food staples in a region is very important, as is awareness of the challenges potential participants might face in providing food for their families.

As a result, most family learning programmes deal with nutrition, often integrating information on how to provide a healthy and balanced diet for children and adults with opportunities to practise literacy and numeracy skills. Ideas on how to foster literacy and numeracy skills when dealing with nutrition in class can be found in *Part 2*.

▶ **Gender**

- ☉ What are the security concerns of women in their daily life?
- ☉ Are there issues with domestic violence?
- ☉ Are there women's groups in the community?
- ☉ Are there traditional and cultural practices that restrict and negatively affect the lives of girls and women? What about boys and men?

▶ **Socio-economic situation**

- ☉ What are the main sources of income in the community?
- ☉ What are the most common employment options for women and men?
- ☉ Do adults in the community need to travel to nearby communities, villages or cities to find employment?

The examples of questions above are not meant to be exhaustive but rather to provide some ideas of the kind of planning needed to create a programme that is both significant and relevant to the lives of target beneficiaries, and that is sustainable and achievable in its context.

Why is it important to consider the socio-economic situation of a community?

When designing a family learning programme, it is important to consider the socio-economic situation of those families who are to be targeted as participants in the programme. This is necessary in order to:

▶ provide information that is relevant and in alignment with participants' backgrounds and needs;

▶ manage logistical aspects efficiently, such as aligning a programme schedule with the working hours of the proposed adult participants.

Understanding the socio-economic situation will also aid the selection of programme materials. It is important to consider whether participants are able to purchase some of the required materials themselves, or whether they will receive everything from the programme. Finally, a programme in which participants' everyday priorities and challenges have been considered is, in itself, an incentive for community participation. The need to contextualize the immediate and long-term benefits of participating in family learning programmes is obvious.

Learning environments and resources

In sub-Saharan Africa, learning has traditionally taken place within the family and community. It continues to do so. Children learn from their parents and other family members the skills that they need to survive. Family and community learning remains an important element in education, particularly, though not exclusively, in areas where there are few educational opportunities, where the quality of teaching is varied and where the curricula do not appear to address local circumstances and needs. Additionally, the knowledge and skills required for survival and for making use of further opportunities are different in urban and rural environments. Increased mobility within and across countries and the requirement for a minimum level of basic education for all needs to be recognized. In the sub-Saharan African context, the mastery of different languages is also required.

Furthermore, there are significant differences in the management and organization of literacy and learning programmes located in schools, community centres, NGO locations, the workplace, libraries, prisons, health centres and family homes. Rural areas in particular are usually poorly resourced with reading material. Very few books – if any – can be found in the homes of families. The development of 'literate environments', including the provision of easy-

to-read and attractive books in local and national languages, should therefore be part of any educational programme in sub-Saharan Africa.

Physical spaces

The organization or institution planning to implement a family learning programme could consider the following questions within their situational analysis of physical learning environments:

- ▶ Where does the community congregate?
- ▶ Are there schools, pre-schools, community learning centres, libraries, health centres or religious spaces that could be used for the family learning programme's sessions?
- ▶ Are these spaces easily reachable, safe and open to the population the organization aims to serve? Does this include women and people with disabilities?
- ▶ Do these venues offer the minimum necessary conditions (e.g. water, sanitary facilities, safe storage for materials)? Is any additional equipment required?

These sample questions strongly relate to the scope and objectives of the programmes. They depend on and will influence, in part, the structure of the programme.

Cultural resources

The situational analysis should include a mapping of existing resources, including local history, songs, poems, folk tales, legends, stories, dances, games and other expressions of local culture, that can be used in the context of a planned family learning programme. If time and resources are available, such 'indigenous' knowledge should be collected in the target communities and may be included in learning material and published. Ideally, the situational analysis will be able to identify (senior) community members who are able and willing to engage in planned family learning sessions by, for example, sharing the history of the community, recounting local folk tales and telling stories about themselves. These contributions can be written down and passed around. They can also be illustrated by local people and published if funds are available to do so. Valuable reading material for different communities can thus be provided. The following questions can determine what resources are available and which materials might be adapted for the programme:

- ▶ Is there existing material that could be used for teaching and learning (e.g. signs, posters, magazines)?
- ▶ Is there any capacity and experience available in material development and production at the community, sub-national or national level?

Community support and community champions

Engaging with stakeholders is imperative for the implementation of any family learning programme. A situational analysis provides the opportunity to create potential connections and collaborations. These will be key for logistical aspects of the programme as well as its realization and success. Guiding questions could include:

- ▶ Are there influential people in the community who will support the programme?
- ▶ Will clan/tribal chiefs and local political leaders support the programme and encourage families to participate?
- ▶ Will religious leaders support the programme?

1.3
WHICH LEARNING NEEDS SHOULD BE CONSIDERED?

The questions in this section provide a starting point. *Section 1.2* stressed the importance of analysing the environmental and learning context. During planning and before set up of the programme, a thorough analysis and detailed consideration of learning needs should be undertaken. This is important to ensure that the project meets the real learning needs of the community and not the needs as imagined by 'outsiders'. The needs should be discussed with relevant organizations and potential beneficiaries in the community. If the learning needs are not correctly identified, the programme is likely to fail.

Literacy and numeracy needs

Identifying literacy and numeracy needs will help to find the potential target group and provide information on which to base the programme and develop the aims and objectives detailed in *Section 6*. Statistical data on the level of literacy and numeracy among children and adults from target families identified within the community serves as the baseline for measuring progress during the programme. If such statistical data is not available at national level, programme planners can estimate potential target families and their literacy and numeracy needs on the basis of information provided by community-based stakeholders (e.g. school teachers, literacy facilitators or community leaders). Planners can also use a survey asking potential beneficiaries about their skills in reading, writing, communicating and calculating as an alternative to or in addition to statistical data. Programme planners should seek information to answer the following questions:

- How many adults with pre-school and primary school-aged children did not complete primary education?
- How many of these adults have completed or are enrolled in an adult literacy programme, and at which level?
- How many children of pre-school age are not in pre-school?
- How many children of primary school age are not in school (either never enrolled or dropped out)?
- How many children are enrolled in pre-school/primary school but are struggling with learning and are at risk of failing to achieve expected learning outcomes or dropping out?
- How many parents of out-of-school children or those who are at risk of failing and dropping out have literacy, numeracy and language needs themselves?
- How many adults would like to improve their literacy skills to assist their children with learning?

Other learning needs

Different communities require literacy for different purposes depending on the context. It is therefore important to ask:

- What kind of reading and writing do people want and need in their everyday lives?
- What kind of mathematical operations do they want and need in their everyday lives?
- Which opportunities are available for continuing to learn at higher levels?
- Will the programme target mainly children and parents, or the extended family, or even the community?

- Is the primary purpose of the programme to develop children's school readiness?
- Will the programme include other topics such as family health and well-being?

Furthermore, it is necessary to identify the language needs:

- Which language(s) do the potential beneficiaries speak, and at what level of proficiency?
- Which language(s) do they need to learn because it is required as a medium of instruction at school/in adult education, or because it is necessary to be able to participate in society?

When deciding on the use of language(s) in family learning programmes, planners should also consider determining:

- the language used as the general means of communication in homes, across the communities, in the region and country and in different domains of life;
- whether the language(s) used in the communities has/have an orthography;
- the nature of the different languages, their scripts and the availability of written materials in the communities;
- the language(s) required for work in the formal or semi-formal sectors, in official communication, or through mobile phones or computers;
- the language(s) perceived by community members as necessary to master for economic, educational or religious reasons.

1.4
HOW WILL THE INFORMATION BE GATHERED?

In small communities, required information can be collected informally. In larger communities a more formal questionnaire would be appropriate.

A survey of the issues set out in *Section 1.2* would support an analysis of the issues the project needs to address and provide data on the number of adults and children who might be involved. It would also form a basis for assessing progress once the programme has started.

Both national and local governments can be important sources of the statistical information necessary to analyse community needs. They should hold statistics on school attendance, levels of attainment and drop-out. These statistics should give an indication of the level of pre-school and education attendance and attainment in the area.

In some programmes, partnerships with universities have been established to undertake detailed pre- and post-programme surveys. In many instances this can be difficult. If the organization or government institution is well-established and has sufficient funding, members of the organization might themselves carry out interviews with parents.

There are several ways of doing this. For example:

- A quick way is to train facilitators and send them into the community to collect relevant information. However, this does not provide baseline data. The collection of baseline data is explained in detail in *Section 11*.
- The participatory rural appraisal (PRA) methodology starts with community members discussing community issues and often drawing a map on the ground.

They identify relevant vocabulary, and a literacy programme based on community needs is developed. This approach is used, for example, by the Family Literacy Project in South Africa, in Uganda, and the West Africa Pamoja network.

- Ethnographic research is a more recent approach in which trained facilitators interview members in the community to identify requirements. They then report their findings to the organizers and jointly decide how to develop a programme.

- Meetings with library management committees regarding the needs of potential beneficiaries should also be planned. The organization READ Nepal, for example, is carrying out such meetings successfully in rural areas of the country.

- Education authorities at local level can provide information on schools, teachers, children's attainment levels, the problems schools face, and the existence and effectiveness of programmes for adults. They can also advise on the possibility of some schools providing a learning space for, and working closely with, an NGO as programme provider.

- Programme planners can meet and discuss with community groups to assess what literacy, numeracy and language learning skills they require, by, for example, showing or reading books to young children or assessing the ability to read and understand minutes, agendas and progress reports. The organization or institution aiming to establish the family learning pilot or contracted researchers could conduct these meetings. *Section 11* looks at this issue further in the context of monitoring and evaluation. An example from the Ugandan non-governmental organization Literacy and Adult Basic Education (LABE) on how to collect and share information with communities can be found in *Annex 2*. The example is from a resource book for parent-educators.

- Planners can conduct focus group discussions with parents, family members and teachers to gauge the barriers they face when teaching children, and with community members to see how improved literacy might assist the community as a whole.

These approaches can be adapted to context. Participation and local ownership is increased when both the target groups and the facilitators are involved in helping to collect and analyse information.

Programme organizers will choose the most suitable way to analyse the families' learning and literacy needs in their context. They can then select the best ways to collect the data which will be the basis for assessing whether the programme is progressing successfully.

The aims and objectives of the programme, as discussed in *Section 6*, will be determined by the results of the situational and learning needs analyses.

CROSS-CUTTING PRINCIPLES

2

This section introduces seven principles essential to guiding successful family learning programmes:

2.1
RESPECTING AND PROMOTING RESPECT FOR HUMAN RIGHTS

The UN Declaration of Universal Human Rights (United Nations, 1948) provides a framework to protect and empower people, including those who are marginalized or vulnerable.

Discussing human rights, especially the rights of children, women, and people with disabilities, is a good basis for considering a wide range of community issues, including increasing school attendance, reducing domestic violence, increasing food security and improving family health.

Programme organizers should, wherever possible, seek to protect vulnerable children, adults and families from those seeking to exploit or harm them.

2.2.
RECOGNIZING THE IMPORTANCE OF CULTURE

Family learning programmes should actively promote cultural sensitivity and intercultural dialogue.

The cultures and identities of families and communities are important in providing structure and values. Every family and community has different social norms and practices which shape social cohesion and tend to be deeply rooted in a community's history.

Sometimes local traditional practices, such as child labour, exclusion of disabled people, early or forced marriage, or female genital cutting, are contrary to the general understanding of human rights. This results in tension between those wanting to uphold local traditions and those wishing to challenge what they perceive as harmful practices.

The role of family learning programmes is not to force families and communities to change their cultures. It is to provide a forum for participants to learn about the rights of all, and especially of women, children and people with disabilities, and to then discuss these in relation to their own communities.

Organizers should make efforts to ensure that community leaders understand that the programme will not undermine communities' cultures but will instead be contextual and will respect traditions.

2.3
FOSTERING GENDER EQUALITY

When developing family learning programmes for vulnerable families, the role of both female and male family members should be respected and valued. Particular consideration should be given to supporting girls and women.

- Women should be consulted on policy and the programme design.
- Girls should receive as much support and encouragement as boys and both should have equal access to learning opportunities.
- Women should have access to literacy and numeracy learning opportunities as they require and desire.
- Learning materials should be gender-sensitive and include images and examples with women and girls. They should use gender-responsive language.
- The rights of women and girls should be respected. Where their rights are being infringed, they should be supported to explore their options.

Men should also be encouraged, supported and expected to attend the programme. Their participation has immediate benefits for their wives, daughters and sons, and for themselves as well.

- Fathers' and grandfathers' influence on very young children is extremely important and is often overlooked. Fathers, grandfathers and male relatives should be included in an intergenerational family literacy and learning programme. Fathers and male relatives should be expected and encouraged to attend learning and literacy sessions and to help their children.
- Men and women should both be employed as managers and facilitators of family learning programmes.

2.4
ENABLING AND ENCOURAGING THE PARTICIPATION OF PEOPLE WITH DISABILITIES

Inclusiveness should be a key principle of all family learning programmes. A range of physical disabilities, whether present from birth or acquired through accident, injury or illness, exists in most communities. It is important to include adults and children with physical or learning difficulties in the programme.

Family and intergenerational learning provides spaces for these disabilities to be discussed and understood, so that programme organizers can find ways to assist the person to overcome related challenges as

much as possible. One of the many advantages of family and intergenerational learning is that it is flexible and can adapt to different situations.

It is also important to acknowledge that people learn at different speeds and in different ways. While for some it might be easy to develop literacy skills or manage numbers, others might face great difficulty. If these difficulties are recognized, the learning activities can be planned and adapted to meet everyone's learning needs.

Some people might be experiencing mental health difficulties. Patience and understanding is required to support them and their families. A family and intergenerational literacy programme can arm people with tools to gain assistance and seek advice.

2.5
RESPECTING AND EMPOWERING LEARNING FAMILIES

A family and intergenerational literacy and learning programme can introduce a new approach to learning. This approach is designed to empower people, to encourage people to take control of their own and their children's learning, and to accept and understand the important role they play in their children's learning.

- In many communities in sub-Saharan Africa, education is seen as a process by which skilled teachers provide important information and teach learners the skills and information they require. Learners are not expected to question what is being taught, but rather to concentrate on acquiring new knowledge and skills. Family learning is based on a different kind of learning which often leads to individuals being empowered to take decisions and make real changes in their lives.

- In family learning programmes, the family is the centre of the learning process. The learning activities are designed not only to enable parents and children to gain new skills and knowledge, but also for them to learn with and from each other, thereby developing closer bonds and strengthening their relationships.

- Bonding is a crucial process for children. They need to feel secure and develop strong attachments to those who are responsible for them. In many cultures the mother and the maternal bond are the most significant elements in the child's life. This is not always the case and bonding with the father is also very important. Sadly, some children lose their parents through death, marriage breakdown or economically enforced distance. Some mothers, fathers, grandmothers and grandfathers have to bring up and provide for children on their own, often with little support. Some children are brought up by uncles, aunts or distant relatives. Any family learning programme must be aware of, and respond to, these different circumstances.

2.6
SUPPORTING THE DEVELOPMENT OF LITERACY
AND NUMERACY SKILLS

Reading, writing and managing numbers are increasingly important in everyday life, even in remote communities in which few books and little written information are available. One common denominator is that most, if not all, communities wish to see their children complete school successfully and have access to a wider range of opportunities than previous generations.

Vulnerable families tend to have lower education levels. Many parents have limited time due to the need to work. Even when time is limited, it is important to encourage parents and older family members to improve their own literacy and numeracy skills and to understand how they can stimulate their children's development and cognitive skills, since these are the foundation for future learning. Providing practical opportunities to develop the literacy and numeracy competencies of both children and adults is seen as a core feature of effective family learning programmes.

Intergenerational and family learning activities will always include literacy and numeracy components. Learning activities should respect the differences between the various ways in which literacy and numeracy are developed and used within home, school and community contexts.

2.7
VALUING LINGUISTIC DIVERSITY AND PROMOTING MULTILINGUALISM

One of the most complex issues is language, whether we are dealing with language acquisition, language of instruction or learning a second or additional language. This is particularly valid if languages are spoken in the same community and country. An approach that respects linguistic diversity and promotes multilingualism is essential. Africa's multilingualism and cultural diversity is an asset that must be put to use.

It is now recognized that instead of being a challenge, linguistic diversity should be seen as a resource. Multilingualism is beneficial in developing linguistic ability. The language-in-education policy in many countries is for initial teaching to be in the language spoken at home, and for the official language/s of wider communication to be introduced into the learning process as a subject before becoming the language of instruction. While this sounds reasonably straightforward, there are a number of issues to consider, particularly in multilingual contexts.

PARTICIPANTS

3

This section explores five key questions:

3.1. WHO ARE THE MAIN ACTORS IN FAMILY LEARNING?

3.2. WHO ARE THE PARTICIPANTS IN FAMILY LEARNING?

3.3. HOW CAN WE CONNECT WITH DIFFICULT-TO-REACH PARTICIPANTS?

3.4. HOW CAN WE ENGAGE THE COMMUNITY IN INTERGENERATIONAL AND FAMILY LEARNING?

3.5. HOW CAN WE MAINTAIN PARTICIPANTS' ENGAGEMENT IN FAMILY LEARNING?

3.1
WHO ARE THE MAIN ACTORS IN FAMILY LEARNING?

- **Participating families:** parents, grandparents, caregivers, children and wider family members who benefit directly from engaging in the programme.
- **The wider community:** those who benefit indirectly from changes in the community brought about by the intergenerational and family learning programme.
- **Providers:** government agencies, ministries of education, women's affairs and health, civilian organizations, small NGOs.
- **Partners:** organizations, institutions and associations linked to the community that have a stake in the success of the programme. These include schools, local authorities, community-based organizations and faith groups.
- **Funders:** bilateral and multilateral organizations, international NGOs, governments, faith organizations and the private sector.

For each of these stakeholder groups, it is important to: (1) identify their potential contribution; and (2) consider how they can be involved with the programme and contribute to its effectiveness and sustainability.

3.2
WHO ARE THE PARTICIPANTS IN FAMILY LEARNING?

Participants may be mothers, fathers, caregivers, grandparents or other family members: in short, all those who engage with children and would benefit from understanding more about how children can be encouraged to learn, and who are motivated to re-engage themselves in learning. Family learning usually refers to the broad concept of family in the context of sub-Saharan Africa. Programmes will also include learning oppor-

The Community Empowerment Programme (CEP) of the Senegal-based NGO Tostan trained religious leaders in best practices for early childhood development. Many imams are now including this information in their weekly sermons at the mosque, explaining the importance of interacting with babies. This engagement of religious leaders has supported participation and inclusion of topics that otherwise would have been perceived as 'foreign' by the community. (Tostan, 2014)

tunities to enable participating children and adults to improve their literacy and numeracy. Some programmes specifically target the grandparents' generation, building on the strong family ties and oral history tradition of many communities.

It is important that the benefits of family and intergenerational learning programmes are clear and explicit (see *Introduction*).

Many parents feel it is the school's task to educate their children. This may particularly be the case in vulnerable families, where parents and caregivers may not have had the opportunity to attend school themselves or possess a very limited ability to read, write or manage written numbers. They may not feel able to support their children with their homework, engage with the children's teachers or join a parent-teacher association or school committee if they themselves were not successful at school or they considered it a negative experience. An intergenerational literacy and learning programme will seek to change this attitude and ensure that learning becomes a positive experience.

Which families can benefit?

All families can benefit from intergenerational learning. However, most family learning programmes specifically target marginalized or vulnerable families. This might be to reduce inequality, to increase access to education, to improve health or to support social integration.

Questions for programme planners:

- ◉ Who are the marginalized and vulnerable families in the target community?
- ◉ How can the programme be made inclusive?
- ◉ Who are the decision-makers among these families?
- ◉ How can we consult with them and involve them in planning the family learning programme?

In principle, intergenerational and family learning approaches can be adapted to all age groups and generations. However, a trend towards engaging with younger children at pre-school age can be observed.

While different family learning programmes target children of different ages, most have included:

- ◉ families with babies and toddlers (0−3 years);
- ◉ families with pre-school-aged children (3−6 years);
- ◉ families with children in early primary school (6−9 years).

Two generations reading together (Family Literacy Project, South Africa)

Many programmes target pre-school and school-aged children as it is easier to work through schools than to identify children and their families in the community. Schools provide a structure, a place to meet and a network in the community. However, focusing only on families whose children attend school can exclude those whose children do not go to school. If an intergenerational and family literacy programme ignores families with children who are not in school, it misses an opportunity to engage with some of the most vulnerable families.

Grandparents share traditional stories with children at a 'My Grandparents' Stories, My Pictures' programme run by READ Nepal

3.3
HOW CAN WE CONNECT
WITH DIFFICULT-TO-REACH PARTICIPANTS?

Marginalized or vulnerable families are often quite difficult to reach as they may not be part of the usual community networks and may speak a minority language.

- Providers need to consider how to reach out specifically to target families to encourage them to engage in family learning programmes. For example, the most important way of attracting participants to family learning programmes is by word of mouth or on the strength of the programme's reputation. People respond particularly to recommendations from:
  - local leaders and opinion formers (head teachers, village elders, chairs of women's committees, religious leaders);
  - personal testimonies from previous successful learners or participants;
  - local community champions;
  - people they can identify with (role models).
- Clear, positive images and simple text are most effective when communicating through posters, leaflets or other written materials. It is important to remember that many of those we wish to engage either can't read or have very poor literacy skills.
- Organizers can encourage school children to recruit parents.
- Opportunities to participate in 'taster' events at which people can learn more about family learning, discuss the benefits and make suggestions for topics to be included can give potential participants a sense of ownership of the programme.

Annex 2 suggests ways to encourage the participation of adults in family learning activities and sessions.

Early childhood development in Uganda

Family learning programmes such as the Literacy and Adult Basic Education (LABE) programme in Uganda increasingly target pre-school children, usually in an attempt to prepare them for school and to ensure successful home-to-school transition. Family and intergenerational literacy and learning programmes can, however, have a broader impact on families and the community as well as on the progress of children in school. LABE, an NGO based in Uganda, has established home learning centres with management committees that are key to the selection, recruitment and retention of vulnerable families. These families then participate in LABE's Family Learning programme, which targets children aged 3–5 years.

How can male family members be engaged?

Engaging fathers and male family members in family learning programmes is usually more difficult for a variety of reasons. When family learning programmes are open to both mothers and fathers, only a few fathers become regular participants. To address this issue, some programmes have started to offer specific activities for fathers and their children/sons. This is the case, for example, in Malta, where fathers are attracted to participate with their children in community outreach projects on themes such as football; in Turkey, where the Father Support Programme implemented by the Mother-Child Education Foundation (AÇEV) helps fathers strengthen their parenting skills; and in the Family Literacy Project (FLY) in Germany, which has started to pilot groups run by male staff members exclusively for fathers. Fathers can also become involved, for example, by constructing learning rooms and by supporting their wives and children, as well as by participating with their children.

3.4
HOW CAN WE ENGAGE THE COMMUNITY
IN INTERGENERATIONAL AND FAMILY LEARNING?

Organizers need to develop a strategy for engaging the community in family and intergenerational learning at the beginning of the planning process and continue to use it throughout the programme.

Community mapping

Obtaining detailed information about the target community, as indicated in *Section 1.2*, is an essential part of the planning process. It also helps to engage the community to play a role in decision-making.

Community leaders and opinion formers

The importance of gaining the confidence of community leaders and opinion formers in family learning programmes cannot be overemphasized. Family learning programmes introduce new forms of learning and encourage participants to question some of the social norms in communities, such as eldest daughters being expected to remain at home rather than attend school, or the acceptance of domestic violence as part of a 'normal' marriage.

If community leaders oppose family learning programmes, enrolment will be difficult. Marginalized and vulnerable people are often strongly influenced by opinion formers and community leaders. They often do not have the status in the community to go against the guidance of the leader, so it is important that community leaders support and understand the programme.

Community leaders and opinion formers can be encouraged to support family learning programmes if they are:

- **approached personally to explain the benefits of the family learning programme to the community;**
- **involved in the needs analysis for the community;**
- **engaged in community mobilization;**
- **invited to be a member of the community consultation group or the programme steering committee;**
- **invited to open or speak at an awareness-raising event.**

Examples of how to approach community representatives are provided in *Annex 2*. The examples were prepared by the Ugandan NGO LABE.

Community dialogue

A family learning programme should engage the whole community in dialogue to pave the way towards effective, long-term programmes. By talking with others, community members can discuss the advantages of participating and support each other in overcoming barriers. Community members will often identify resources which could support a family learning programme, such as a community centre where sessions could take place, or older children who could act as volunteers in sessions.

Community dialogue can be encouraged through community meetings and community 'taster events', which could introduce key elements of the programme, including human rights or the rights of the child.

Radio/social media

Radio and social media are important means of sharing information, especially among young people. Local radio stations are used to share information locally.

Radio and social media are good ways of reaching more remote communities and of raising awareness of new programmes. However, they are best seen as part of an overall communications strategy, to be combined with more direct, personal methods.

3.5
HOW CAN WE MAINTAIN PARTICIPANTS' ENGAGEMENT IN FAMILY LEARNING?

As stated in *Section 1.3*, adult learners, especially those from poor and vulnerable communities, often have complicated lives and multiple commitments which pose challenges to their regular attendance in family learning programmes. They may be responsible for caring for relatives, or be involved in seasonal work or other income-generating activities. They may also be dealing with food insecurity, health problems, community conflict, domestic violence or a host of other challenges. Children's attendance in learning programmes can also be sporadic for reasons outside their control. They may be required to help at home when a new baby is born or at key times in the agricultural calendar.

In order for participants to continue to invest their time in the programme, **the benefits of participating need to outweigh the costs of doing so**, in both the immediate and the long term. This entails making the experience of attending the programme enjoyable and pleasant for both children and adult learners.

Careful consideration needs to be given to maintaining participants' regular attendance and active engagement in family learning programmes by ensuring that the programme meets the following guidelines:

Motivating

- Activities should be engaging and pleasurable, not boring.
- The programme should be kept practical, rather than theoretical, by incorporating activities that develop daily life skills.
- A focus on learning which improves the well-being of the family as a whole is likely to maintain the interest and engagement of the participants.
- The programme should make learning personal by considering the needs, experiences and aspirations of individuals in the group, not just the group as a whole (for example, by linking to personal family histories and events).

Flexibility

- ⊙ The programme should implement careful and flexible timing, scheduling and a modular structure so that it is easier to drop in and out when people find it difficult to engage full-time.

Participatory strategies

- ⊙ Programme organizers should use participatory activities and engaging materials to maintain the interest and engagement of the participants in family learning.
- ⊙ Organizers should discuss the content with participants and ask them what they wish to learn.
- ⊙ They should encourage participants to bring their own experiences to the sessions and to learn from each other.
- ⊙ They should use music, art, theatre, games and other playful, artistic and appealing activities that participants can enjoy to create a pleasant learning environment.

Celebrate success

- ⊙ The programme should recognize achievement and celebrate success. This can be highly motivating to participants and can also increase the profile of the family learning programme in the community.
- ⊙ Celebrating success can include: simple praise and songs in a family learning session, sharing a story of success in a community forum, or planning a graduation ceremony at the end of a course or programme.

3.6
OVERCOMING BARRIERS

There are several barriers that can hinder the recruitment and participation of potential beneficiaries. These barriers need to be considered and strategies to address them should be planned and put into place from the very beginning of a programme. Considerations include:

- ⊙ Anticipating the barriers faced by participants and removing or diminishing them through sensitive programme design and implementation strategy.
- ⊙ Adopting a flexible, non-judgemental approach to overcome barriers.
- ⊙ Following up sensitively. If participants don't attend, organizers should listen carefully to their reasons for not attending and, where possible, provide practical advice or solutions.
- ⊙ Encouraging participants to support each other to strengthen the learning group.
- ⊙ Linking participants to support to help them overcome the barriers they face (e.g. by providing childcare and facilitating the support of men, in-laws and the extended family).

PARTNERS AND PARTNERSHIPS

4

This section explores four key questions:

4.1. WHO ARE THE KEY PARTNERS IN FAMILY LEARNING PROGRAMMES?

4.2. WHAT WILL PARTNERS EXPECT FROM THE PROGRAMME?

4.3. HOW CAN PARTNERSHIPS STRENGTHEN A FAMILY LEARNING PROGRAMME?

4.4. HOW CAN EFFECTIVE PARTNERSHIPS BE FORMED AND MAINTAINED?

4.1
WHO ARE THE KEY PARTNERS IN FAMILY LEARNING PROGRAMMES?

A number of organizations can help establish and support intergenerational and family learning programmes. The kind of partners and partnerships a provider will be able to establish depends on the nature of the provider. The provider of a family learning programme could be a government agency or institution or a civil society organization.

Depending on the nature, working structure and financial means of the provider, the programme could be offered through partnerships in several ways, including, but not limited to:

- A multi-stakeholder partnership in which each agency provides or covers some of the costs by providing the logistics, material or staff, according to their area of service and speciality.
- Outsourcing to other sub-national or specialized government and non-governmental agencies (for example, the *faire-faire* strategy in West Africa entails governments contracting partner organizations which are then responsible for provision through a decentralized model).

Descriptions of the different types of potential partner are provided below.

National and local government
If the provider is a civilian organization, the programme could be planned and developed in conjunction with the national government and its education department and possibly funded by it. This would mean the government is fully supportive of the programme and might continue it after the pilot programme period ends. While the education department seems the most likely partner, other departments, such as those for health,

women and social affairs, might also be interested. If the provider is a government agency, identifying national and local government partners that can support implementation is key.

Local schools

There are many different contexts and institutional settings for family and intergenerational literacy and learning programmes. These include community centres, libraries and private homes. Many programmes have a partnership arrangement with the local primary school. The nature of this partnership can shape the format of the programme.

The school can encourage parents and carers to come into the classroom and work with the children. It can also provide space for a parents' learning group. Teachers in the schools can take on the task of facilitating family learning sessions.

If a school is less able or less willing to become a partner, it is still important that it is supportive and encourages parents and children to attend the programme.

Partnership between NGO and communities in Nepal

READ Nepal has established 48 self-sustaining, community-managed community library and resource centres (CLRCs) and 13 outreach projects in 37 districts across the country. Some of these are equipped with more than 9,000 books and other learning materials and resources. CLRCs also act as focal points for education and training activities that target community members of all ages. This work has helped establish CLRCs as important partners of local communities. This partnership between organization and community is key. Through the library management training provided to local community members by READ Nepal, library management committees (LMCs) are created which then become solely responsible for coordinating the implementation of centre-based educational and developmental activities. READ Nepal also assists LMCs and community members to establish and manage income-generating projects that raise money for family needs and for the sustenance of the CLRCs. (READ Global, 2016)

Nurseries, crèches and pre-school playgroups

The early years are most crucial, and crèches for very young children and nurseries and playgroups for slightly older children under school age play an important role in child development. They are, therefore, in a good position to partner with a family learning programme to help parents learn how to help their children. As with schools, they could provide a learning space and offer essential support in different ways.

Community libraries

Libraries can provide a comfortable place for everyone to relax and read for information and enjoyment. Libraries help to create a 'literate environment' and encourage the habit of lifelong learning. If there is a library within the proposed area of the programme, it would be useful to hold a meeting with the library staff to gauge their level of interest and willingness to be involved.

READ Nepal is an example of a family learning programme which has formed very successful community partnerships through local libraries.

Non-governmental organizations

Many intergenerational family literacy and learning programmes are run by NGOs and funded by external donors. NGOs active in the local area may be interested in piloting a family learning programme. NGOs which are already working in the field of early

childhood development or adult literacy might be interested in forming partnerships, whether this involves working together or focusing on separate elements of the programme. For example, a partnership could be established with a local NGO or existing programme providing early childhood care and education to younger participants, while adult learners are in class at the same time. Another approach could be to identify interested local organizations that are already offering literacy classes to youth and adults.

Religious leaders and faith groups

Religious leaders can play important roles in encouraging and supporting parents and carers to enrol in family learning. Many religious establishments engage by teaching religious texts to children. Some support general learning and provide space in their establishments. Discussions with religious leaders could explore the possibility of providing a learning space for the family and intergenerational learning and literacy programme.

Community-based organizations and groups

Many communities have a range of different local committees (e.g. village committee, education committee, water committee, village security committee) and community-based groups or organizations (e.g. women's groups, men's groups, traders' organizations, groups for people with disabilities). These groups are often aware of local need, can provide access to vulnerable families and are also influential in spreading the word about community initiatives.

Health centres

Working in partnership with a local health facility can be mutually beneficial. It can provide valuable information to family learning participants while increasing the knowledge of services available within the community and, consequently, the uptake of health provision. Linking with health centres might also represent a way to foster participation and increase attendance rates. By supporting participants with one of their most immediate priorities – health – and by including knowledge of health in any programme's curriculum, health centres and health workers can become key partners in education programmes.

Universities

University departments and individual academics can make valuable contributions to programmes through initial surveying and analysis of a local community's literacy and numeracy needs. Lecturers or research students can provide invaluable assistance by undertaking continuous monitoring of the programme as well as mid-term and impact evaluation research.

4.2
WHAT WILL PARTNERS EXPECT FROM THE PROGRAMME?

It is helpful to identify what stakeholders who are not directly involved in the programme might expect from it. Some possibilities are that:

- National education departments will look for higher levels of attendance and attainment in areas in which an early childhood development programme operates.
- Schools and local education authorities will wish to see an increase in children's regular attendance and improvements in the educational attainment of children.

- Adult education departments will seek ways to motivate adults to engage in adult literacy and education programmes.
- Community-based organizations will have a general interest in the programme's outcomes and the possibility that increased literacy skills will benefit them and support their work.
- Faith groups will look for a greater ability to read and understand religious text.
- Employers will hope for increased literacy skills from employees to improve business.

4.3
HOW CAN PARTNERSHIPS STRENGTHEN A FAMILY LEARNING PROGRAMME?

Effective family learning programmes usually have strong partnerships with local authorities, committees, organizations and associations. These will be a variety of formal and informal partnerships which occur at different times throughout the programme and serve different purposes.

Some partnerships will serve to spread a message or to engage the community in dialogue and consultation. Others will provide specific resources which are key to the success of the programme. Examples include a school or community library providing space for learning sessions to take place, or a health centre providing expertise on managing childhood diseases or care during pregnancy, if these topics are selected for sessions.

Strong partnerships can support the programme by:

- publicly endorsing the programme;
- encouraging organizers at the community level to enter into dialogue with the programme and to reach out, especially to the vulnerable families in the community;
- providing practical resources;
- identifying facilitators and volunteers;
- helping to identify and recruit participants;
- suggesting or providing solutions to challenges and barriers;
- providing routes for progression for participants, such as further study, employment or vocational training.

4.4
HOW CAN EFFECTIVE PARTNERSHIPS BE FORMED AND MAINTAINED?

Building and maintaining partnerships requires time and commitment. Partnerships can be developed by:

- actively approaching as wide a range of potential partners as possible at the initial development stage;
- adopting an inclusive approach to partnership-building by inviting all local organizations to be 'partners' whether or not there is a direct benefit to the programme at that stage;
- holding partner forum meetings where all partners exchange ideas about the family learning programme and make suggestions for its development;
- drawing up partnership agreements or memoranda of understanding with key partners that set out the responsibilities of both parties;
- being prepared to invest some time into supporting the initiatives of partners to strengthen the relationship.

FUNDING

5.1
HOW DO FAMILY AND INTERGENERATIONAL LITERACY AND LEARNING PROGRAMMES SECURE FUNDING?

Funding for family literacy and learning programmes can be complicated because it spans the traditional boundaries of education funding. It is often necessary to seek funding from a range of sources, which are frequently dedicated to specific aspects of education or community development. Different government departments, such as those concerned with pre-school, primary school and adult literacy, could combine resources to co-fund a family learning programme. Alternatively, other government development programmes or NGOs could agree on co-funding schemes with partnership agreements.

Building on existing programmes, such as early childhood, adult literacy or community development programmes, could also be a way of piloting a family learning sub-programme. This would have the advantage of drawing on existing management and teaching resources, making use of existing infrastructure, and sharing already available materials. This may reduce costs in the piloting phase before the programme is rolled out or mainstreamed into the portfolio of programmes offered by government institutions, NGOs or other providers.

At the planning stage of a pilot programme, planners should develop a detailed financial plan that identifies the anticipated cost of each element clearly. This is essential for fundraising as well as for effective financial monitoring.

There are a number of national and international organizations that can be approached to secure funding and these need to be researched. In any case, partnerships have to be developed with the strategic view of increasing funding security beyond the pilot phase of a family literacy and learning programme.

The authors recommend starting a family learning programme with funding already secured for the salaries of trained and qualified staff. However, some projects are started by volunteers, such as the Literacy and Adult Basic Education (LABE) programme in Uganda, or by individuals who see a need in the community and feel they are in a position to assist, as with the Uganda Rural Literacy and Community Development Association.

5.2.
WHAT POSSIBLE SOURCES OF FUNDING CAN BE IDENTIFIED FOR A NEW PROGRAMME?

Funders can be national or international.

International development agencies which have provided funding for family literacy and learning programmes include the Department for International Development in the UK, the Swedish International Development Agency, the Danish International Development Agency, USAID and UNICEF. The European Union also provides funding to family literacy and learning programmes.

A number of international NGOs also support family literacy and learning, with the Bill and Melinda Gates Foundation, the Clinton Foundation and the Elton John AIDS Foundation among the larger funding organizations. All funders have specific interests, which often change over time. It requires time to research the organizations (details of most can be found on the web) and identify the best possibilities.

Funders' requirements

Once a potential funder has been identified, the application for support must respond directly and specifically to their requirements. It is important to identify how the funding organization will evaluate the achievements of the programme and what information they will require to do so. It is important also that the programme proposal includes sufficient time for monitoring, evaluation and reporting. National and local funders have many goals. It can be advantageous to link these to the family literacy and learning programme. This is particularly useful where adults are concerned. The programme might link with community development activities such as agricultural or health training.

Enhancement and cost reduction to secure funding

The Clare Family Literacy Project began with parents and children taking part in sessions together. However, this proved difficult and expensive in terms of staffing and the availability of venues to replicate the project around the country. The organizers therefore undertook further research, including visiting the UK to observe family literacy programmes. As a result, the Clare Family Literacy Project implemented primary- and then secondary-level programmes, which enabled it to develop partnerships with other organizations.

The experience of the Clare Family Literacy Project provides an insight into how to reduce implementation costs. The programme uses materials found in the community and in the home so that participants can practise class activities at their convenience. The organization has also developed online resources for home use. (Clare Family Literacy Project, 2000)

5.3
HOW CAN FUNDING BE MADE SUSTAINABLE?

Many funded projects report great difficulties in continuing when the period of funding ends (UIL, 2015). Even large projects with good funding sometimes find that the funder has changed its priorities and is focusing on a different area of support. Some projects undergo a period of stagnation. This occurs when a project is technically in place, but reliance on volunteers to manage in the absence of paid staff causes considerable difficulties and a decline in activities.

It is important to consider sustainability when initially planning the programme and perhaps discuss this with the funder. Large funding organizations may have different priorities and the programme can make adjustments to secure these. The Clare Family Literacy Project in Ireland is an example of a project that has done this successfully.

Suggestions for funding and sustainability:

- Link family learning programmes to existing long-term programmes with similar aims and missions to provide more stable funding.
- Adopt resource-sharing strategies once strong partnerships are established.
- If possible, a programme should have several sources of funding to avoid dependence on one donor, as a change in a donor's priorities can put the financial situation of the programme at risk.

6 PROGRAMME AIMS, OUTCOMES AND INDICATORS

This section explores two key questions:

6.1. WHAT ARE THE ANTICIPATED GENERIC OUTCOMES OF A FAMILY LEARNING PROGRAMME?

6.2. HOW DO YOU ESTABLISH AIMS, OUTCOMES AND INDICATORS FOR A PROGRAMME?
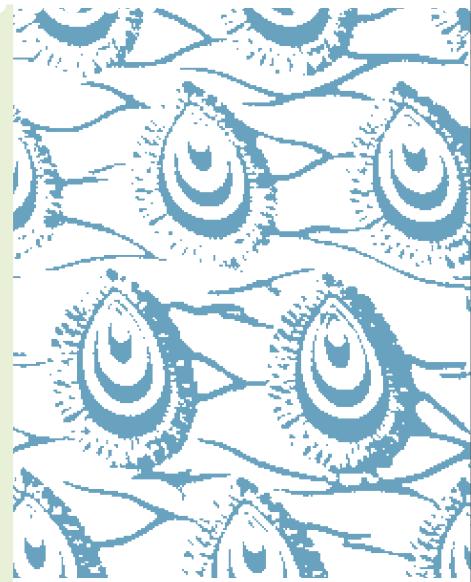
A family learning programme should define its aims, outcomes and indicators based on situational and needs analyses. This is an important stage of a programme's development as it facilitates discussion with key members of the community and helps to create a focus for the programme. Some family literacy initiatives set very broad goals; others opt for more education-focused goals.

6.1
WHAT ARE THE ANTICIPATED GENERIC OUTCOMES OF A FAMILY LEARNING PROGRAMME?

All programmes should define their intended outcomes. For individual family programmes, these outcomes must relate to the context, needs analysis and aspirations of the target families and communities. Linking the programme to national priorities or internationally adopted frameworks such as the SDGs would also be beneficial (UNESCO, 2015).

> ◯ Does your family learning programme link to any national policies or priorities?
> ◯ Does your programme contribute to the achievement of the SDGs?

Analysis of family learning programmes on the UNESCO Effective Literacy and Numeracy Practices database (LitBase) identified common themes towards which many family learning programmes are working (UIL, 2009*a*, 2009*b*, 2009*c*, 2010, 2011*a*, 2011*b*, 2011*c*, 2013, 2014, 2015*a*, 2015*b*, 2015*c*, 2015*d*).

  All of the LitBase family learning programmes included outcomes related to the following first two themes as well as additional objectives listed below. Relevant SDGs have been indicated where appropriate.

Progression in formal education (SDG 4)
This could include:

- an increase in the success of children at school (in terms of readiness, enrolment, achievement, retention rates, progression from primary to secondary school, etc.);
- an increase in the success of adults in education (in terms of progression of adults into basic, further or higher education and vocational training courses).

Increasing literacy, numeracy and language skills and practices for everyday life (SDG 4)
This could include:

- developing pre-school reading and writing skills in local languages;
- developing numeracy skills of pre- and schoolchildren;
- improving reading, writing and numeracy among adults;
- developing second-language proficiency among children and adults.

Increasing awareness of rights and responsibilities of individuals as citizens (SDG 4)
This could include:

- children and adults being aware of their rights and how this relates to their lives;
- adults being aware of their responsibilities as citizens in their community and nation;
- family learning groups taking action to ensure vulnerable groups can access their rights more easily.

Promoting gender equality by improving the lives of girls and women (SDG 5)
This could include:

- raising awareness that the rights of girls, boys, women and men are human rights;
- acknowledging the challenges faced by girls and women and how they affect the well-being of the entire community;
- empowering communities to make changes in their villages and cities to support improvements in the lives of girls and women.

Increasing sustainable livelihoods (SDG 8)
This could include:

- adults acquiring new skills to increase income;
- adults and older children developing business skills as a way to manage existing income-generating activities more effectively;
- adults and children improving their agricultural or livestock skills.

Increasing health and nutrition outcomes (SDG 2, 3)
This could include:

- ❍ adults and children learning about health and nutrition;
- ❍ adults learning how to manage health risks such as HIV and AIDS, anaemia in pregnancy or diabetes;
- ❍ adults discovering how to access health support services;
- ❍ first-aid education for children and adults.

Improvements in the community environment (SDG 6, 11, 13)
This could include:

- ❍ children and adults learning the importance of caring for their local environment;
- ❍ family learning groups taking action to improve their local environment;
- ❍ adults and children learning about agricultural practices which are less damaging for their environment.

Reductions in tension and conflict (SDG 16)
This could include:

- ❍ improved relationships within families and reductions in domestic violence;
- ❍ adults learning skills in managing community conflict, leading to improved relationships in the community.

Increased ability to identify problems in the community and to bring about change (SDG 1, 5, 8, 10, 16)
This could include:

- ❍ adults and children developing local skills and resources and making these available to the community as a whole;
- ❍ adults and children gaining skills in campaigning, leadership and community mobilization to address community problems.

Business skills in South Sudan: Sustainable livelihoods and community change

In the Western Equatoria State of South Sudan, parents were keen to include business skills in their pilot family learning project to increase household income, nutrition and well-being. Joint sessions therefore included teachers, parents and upper primary school students. Participants engaged well with the activities, with pupils helping their parents do basic calculations and parents providing information on market prices and material costs. Parents afterwards reported feeling more comfortable approaching teachers about their children's progress. Students said they understood the financial pressures on families better and were looking for ways to support their households.
(Newell-Jones, 2012)

6.2
HOW DO YOU ESTABLISH AIMS, OUTCOMES AND INDICATORS FOR A PROGRAMME?

The aim, or overall goal, is a brief statement of the broad intention of the programme. The outcomes and indicators form the basis for the programme activities: outcomes delineate what the programme is hoping to achieve; indicators define what will be measured.

Aims of a family literacy and learning programme may include:

- helping families understand and support literacy, language and numeracy development in the home;
- developing better collaboration between home, schools and communities to promote the educational development of all age groups;
- strengthening the confidence of carers in their role as a child's first educators;
- promoting adults' enjoyment of reading and learning with children;
- helping parents improve their own literacy and numeracy skills;
- supporting children's literacy, language and numeracy in a family context;
- preventing school failures and drop-outs of children at risk;
- increasing the involvement of mothers and fathers in their children's learning;
- fostering lifelong learning.

When writing family learning outcomes and indicators, programme teams should consider the following points:

- Which of the themes in *Section 6.1* are relevant to the programme? Which are important to the community? Which themes take priority for sponsors or donors? Are there any other themes that should be included?
- Which groups (children, mothers, fathers, other carers or family members) will benefit from the programme based on the chosen themes?
- What specific outcomes are anticipated for each group covered under this theme?
- What are the specific indicators of success for each group covered under each theme?

Effective monitoring of any programme requires a set of agreed-upon indicators which are clearly linked to an outcome. Indicators can be both quantitative (involving numbers or percentages) and qualitative (involving examples or descriptions of observed changes). Quantitative indicators need to be measured at different times to reflect change; qualitative indicators record individual examples of change and can be used to provide greater depth of information. The widely used 'SMART' criteria stress the following as a guide to agreeing indicators:

S specific

M measurable

A achievable

R relevant and realistic

T time-bound

The aim, outcomes and indicators for a family learning programme

Aim of programme
To develop closer relationships and collaborations between homes, schools and the community in order to promote the educational development of all age groups

Outcomes	Indicators
▸ Increased involvement of parents with their children's school	▸ Percentage of adults involved in the family learning programme who have visited the school to talk about their children's progress ▸ Examples of adults participating in parent–school meetings or volunteering at the school
▸ Increased achievement of children at school (to be disaggregated by age and gender)	▸ Percentage of children in the programme progressing by at least two school levels / grades over the course of the programme ▸ Examples of children who have shown significant improvements in their literacy and numeracy abilities
▸ Increased confidence and skills of adults in literacy and numeracy	▸ Percentage of adults able to write their name and read signs and notices in the community ▸ Examples of adults using literacy and numeracy in new ways in their daily lives (e.g. record keeping for business, writing stories, taking notes at community meetings)
▸ Increased involvement of adults and children in learning activities at home	▸ Percentage of adults regularly looking at their children's schoolwork or reading with their children in their local language ▸ Examples from the learning journals of adults of learning activities they have carried out at home with their children

Top tip on developing outcomes from Diane Gillespie of the Tostan programme in Senegal

"With many donors with different interests funding our holistic programme, we find it helpful to have standard outcomes which cut across our different initiatives. This enables us to use the same data collection tools for different projects, provides comparable data and saves valuable resources."
Diane Gillespie, Tostan, Senegal

PROGRAMME STRUCTURE

7

This section explores three key questions:

7.1. HOW ARE FAMILY LEARNING PROGRAMMES STRUCTURED?

7.2. HOW DO LITERACY, NUMERACY AND LANGUAGE FIT INTO THE STRUCTURE OF FAMILY LEARNING PROGRAMMES?

7.3. HOW CAN LOCAL ISSUES BE INCORPORATED INTO FAMILY LEARNING?

7.1
HOW ARE FAMILY LEARNING PROGRAMMES STRUCTURED?

Family learning programmes are designed to encourage family members of different generations to learn together. There is a wide range of different models from which providers can select, according to their context.

The most common model of programme, which directly involves both adults and children, is sometimes referred to as the 'three-pillar approach' and incorporates three types of learning session:

a) sessions for adults
b) sessions for children
c) sessions for adults and children together

a)   Sessions for adults

In these sessions, parents, grandparents or other adult carers engage in learning activities that combine:

- topics that are relevant to them as adults (see *Section 10* for examples);
- the development of literacy, numeracy and language practices;
- information on how to support their children's learning.

Learning sessions should be located in a familiar and convenient place, preferably in the centre of the community. Sessions vary in length and frequency from programme to programme. For longer family learning programmes, it can be useful to break the sessions into blocks or modules that focus on a specific topic or project. This can help prevent drop-out by enabling participants to plan their involvement around other responsibilities. These sessions can also be part of ongoing adult literacy work.

It is important to balance the desire of adults to support their children's learning with their need to improve their own basic skills.

A session exploring how parents can support their children through school and with their homework could include:

- discussing the importance of setting routines, including with homework;

- discussing important days/events in the school calendar (e.g. enrolment day). Parents can write down these dates in groups and present them to the rest of the class;

- discussing parent-teacher meetings and preparing a set of questions to ask about children's progress in school;

- group work, such as parents reading documents and communications received from schools for other parents who need support with their literacy skills.

A session with children on numbers, incorporating the role of family members and relationships within the family, could include:

- children counting the number of people in their families (how many boys, how many girls, who is tallest, shortest, etc.);

- younger children learning to match numbers with symbols and the initial letter sounds of their own names;

- older children drawing pictures of their families and talking about what roles different people have and how they treat each other.

b) Sessions for children

In these sessions, children meet with a facilitator to learn skills through play and structured activities. The activities are often focused on preparation for school but can also explore other issues in the family and the wider community.

Sessions for children are often held in schools so that they can become familiar with school environments and routines. In rural communities, however, it may be more practical for sessions to be held within the home as part of a visit by the facilitator.

c) Sessions where the adults and children spend time learning together through a shared activity

In these sessions, adults spend time with their children or grandchildren following up on activities which took place in separate groups. These sessions tend to be very informal with the aim that they become a habitual part of family life. They are carried out with the support of a facilitator. Rather than leading the activities, the facilitator supports interaction between generations and models positive learning activities. The emphasis is on learning together and spending time together. Activities may vary according to the age of the children.

In some programmes, sessions with adults and children learning together take place in groups. In other programmes these sessions take place at home with supportive visits from programme team members. Joint sessions at the learning centre can also be supported by related activities in the family through home visits.


The Family Literacy Project (South Africa)

- The facilitator and participants make a list of different words used for subtraction, such as take away, minus, less than, etc.

- Adults and children think of ways in which subtraction is used in their daily lives.

- The children explain to the adults the type of subtraction they have been doing and write out some examples on the board.

- Adults and children work together to complete a sheet of simple subtraction puzzles using pictures and numbers.

- The facilitator explains the homework book and how it is used by students and teachers. Key terms are written on the board.

- Each child shows their parent their homework book and discusses when the adults will read it.
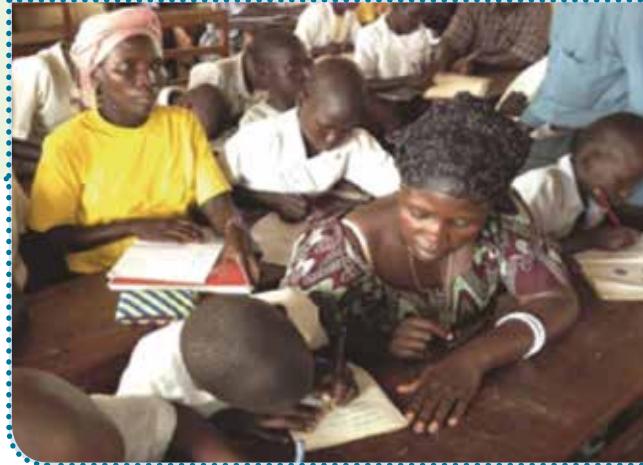
Informal activities for adults and children to do together

A key element of family learning is that adults and children engage in informal learning activities together outside the facilitated family learning sessions. This then becomes part of day-to-day family life. These sessions need not be long. For example, parents and children might sit and read together for between five and 20 minutes, depending on the child's age and on the participants' experience of books. Links to two videos can be found in *Annex 1* with examples of parents reading with children and tips on how to achieve positive and successful reading and other learning activities with young children.

There is great value in children joining adults while they carry out their household chores. This may take the form of talking to each other, thus helping build the vocabulary of younger children and teaching them new skills. Many counting and reading activities can be fitted around chores such as doing the family shopping.

Sometimes the three-pillar approach is extended to an approach with four or more pillars. This emphasizes the need to build a process cycle of activities that take place in and out of school, non-formally and informally, with guidance of facilitators and as part of family activities at home. The Mozambique family learning pilot is an example of a programme that stresses activity at home as an essential component of family learning.

Parents and children in class together in the LABE programme, Uganda

Informal activities for an adult and child as part of doing the family shopping could include:

- preparing a shopping list with items and numbers together before going shopping;

- working out the names of the fruit, vegetables and other products on the market in local and national languages;

- counting the piles of vegetables in the market, or people in a queue, or other items in the market;

- pointing out the name of the town, street, or other information on signs and seeing which letters, shapes and colours the child can identify.

Adults and children learning together in the Mozambique Family Learning Programme

The themes of the Mozambique Family Learning Programme (funded by the Malala Initiative) are:

- family (family members, roles and relationships);

- health and nutrition (healthy food and hygiene habits);

- food production and business skills.

Joint sessions with adults and children follow a four-step cycle.

- **Step 1:** Adults talk about how the tasks they agreed to do at home with their children worked, discussing both successes and challenges. They then prepare a new activity. In the meantime, the children take part in an activity or play a game supervised by another facilitator in a separate room.

- **Step 2**: Adults and children implement the new activity together.

- **Step 3**: Adults discuss how they can extend the activity to do it at home with their children. In the meantime, the children take part in an activity or play a game supervised by another facilitator in a separate room.

- **Step 4**: Adults and children carry out the extended activity at home.

Step 1 of the next joint session is to talk about how the extended activity at home worked, identifying the successes and challenges. (UIL, 2011c)

Timing of the three-pillar sessions

- **Should separate parent and children sessions take place at the same time?**

In some programmes, the three sessions take place on the same day. Adult-only and children-only learning sessions run concurrently in different spaces, followed by a joint session. In this way, carers do not need to make alternative childcare arrangements. It is also a more efficient use of facilitators' time. On the downside, it does require two learning spaces and two facilitators to be available at the same time and does take adults away from their daily chores for a long period.

In other programmes, the sessions take place on different days, allowing time for adults and children to practise individual learning activities before they come together for the shared learning session. Consequently, however, carers may end up making multiple trips to the meeting venue if it is necessary to take very young children there and back.

Home visits

⊙ **How can home visits enhance a family learning programme?**

Organizations use home visits in different ways, although the purpose remains the same: to see the parent or grandparent interacting with the child in the home environment and to provide encouragement and support while maintaining appropriate records and identifying any challenges.

Some organizations use home visits instead of facilitated sessions where adults and children engage in shared learning activities. This is especially the case in rural areas where households are quite a distance apart and it is difficult for families to travel to shared learning sessions. In other cases, this approach is used when it is difficult for women to leave their homes because they have to look after several children or sick family members, or for other reasons.

Others use home visits as an additional component to support and monitor informal shared activities. In this way, they are able to provide encouragement to adults and children who are succeeding. They can also provide advice to adults finding it difficult to establish the right environment in which to learn together.

Home visitor programme of the South African Family Literacy Project

The Family Literacy Project (FLP) has been implemented in rural villages in southern KwaZulu-Natal. All the facilitators and group members are from the community in which the groups operate.
The main objectives of the programme are to:

⊙ make literacy learning enjoyable and valued by the whole family;

⊙ develop a community of learners of all ages who see literacy as important and enjoyable;

⊙ stress the importance of the parent/caregiver as a child's first educator, and support them in assuming this role.

To achieve these objectives, FLP has launched a number of individual projects, one of them being home visits.
The objectives of the FLP home visitor programme are to:

⊙ share information and messages with regard to early childhood development and the integrated management of childhood illnesses through home visits;

⊙ demonstrate and build skills for play and stimulation during home visits;

⊙ link with local stakeholders who are involved with child health;

⊙ add new households on an ongoing basis, especially those with vulnerable children.

The adult groups regularly discuss issues related to children, consider ways of supporting their development, and have fun with them as they read or look at books together. The group members' desire to spread the message of early literacy gave rise to the home visits scheme. Women (facilitators and group members) take books with them to read to children. They also talk to mothers about their role in their children's healthy development. Once a term, each site supports the women by running a workshop on activities that can be done at home. These workshops focus on storytelling, reading books, and other games and activities designed to support the development of early literacy skills. (FLP, 2014)

7.2
HOW DO LITERACY, NUMERACY AND LANGUAGE FIT INTO THE STRUCTURE OF FAMILY LEARNING PROGRAMMES?

Literacy, numeracy and language should be regarded not as topics to be taught, but as core elements central to the way a family learning programme is constructed and implemented.

No matter what topics a family learning programme includes, participants should have opportunities to develop their ability to read, write, use numbers and express themselves in their local language and possibly other language(s).

Literacy and numeracy
Different family learning programmes incorporate literacy and numeracy to different extents. Some programmes adopt a structured approach, following a national literacy and numeracy curriculum framework linked to standardized competency tests. Other programmes adopt a more informal approach with literacy and numeracy activities. See *Section 10* for examples of how literacy and numeracy can be linked to different topics.

- Which approach to literacy and numeracy is most appropriate for your family learning programme?
- How interested are your family learning participants in obtaining recognized national certificates in literacy and numeracy?
- How interested are your family learning participants in developing reading, writing, numeracy and language practices, and how can these be directly linked to the topics they want to learn about?
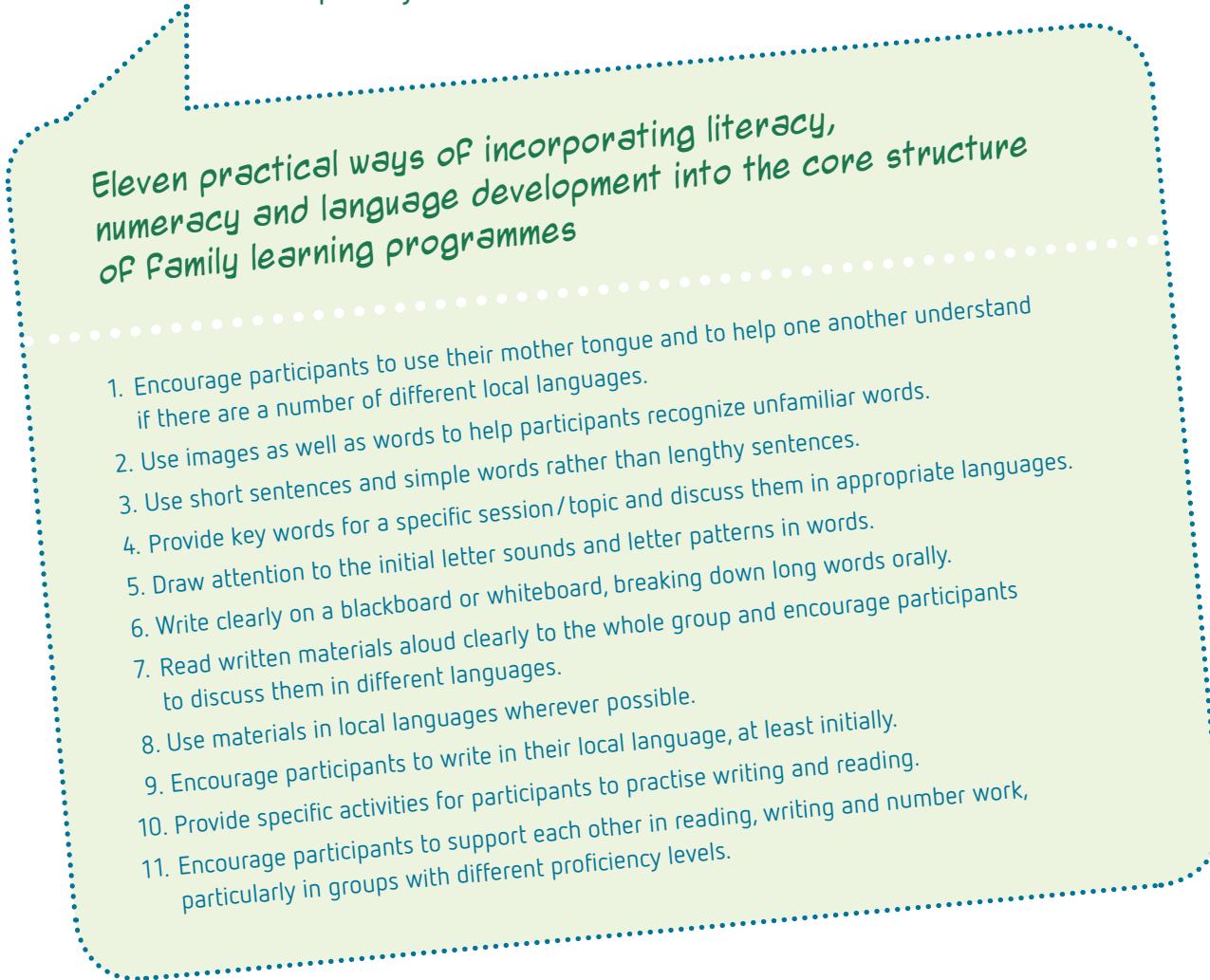
Eleven practical ways of incorporating literacy, numeracy and language development into the core structure of family learning programmes

1. Encourage participants to use their mother tongue and to help one another understand if there are a number of different local languages.
2. Use images as well as words to help participants recognize unfamiliar words.
3. Use short sentences and simple words rather than lengthy sentences.
4. Provide key words for a specific session/topic and discuss them in appropriate languages.
5. Draw attention to the initial letter sounds and letter patterns in words.
6. Write clearly on a blackboard or whiteboard, breaking down long words orally.
7. Read written materials aloud clearly to the whole group and encourage participants to discuss them in different languages.
8. Use materials in local languages wherever possible.
9. Encourage participants to write in their local language, at least initially.
10. Provide specific activities for participants to practise writing and reading.
11. Encourage participants to support each other in reading, writing and number work, particularly in groups with different proficiency levels.

Language

The language(s) in which sessions take place, stories and experiences are shared, and materials developed will influence who is included or excluded from participating in a family learning programme. Multilingualism is the reality in many communities and should be respected and nurtured (UIL, 2016*b*). If an intergenerational learning programme is to encourage learning between older and younger generations, the choice of language is crucial. If children and adults want and need to develop proficiency in a second language, sufficient time has to be allocated for related activities in a family learning programme, and, ideally, learning materials will be offered bilingually, or even in several languages.

READ Nepal has engaged with different communities to develop reading materials in English and Nepali

Mother Tongue-based Education in northern Uganda for children and adults

LABE's Mother Tongue-based Education programme operates in six post-conflict districts of northern Uganda. Five local languages are spoken across the six districts: Acholi, Kakwa, Aringa, Ma'di and Lugbara. The main goal of the programme is to strengthen the status and use of local languages in marginalized Ugandan communities. It is expected to contribute to rebuilding these post-conflict communities by:

- enhancing local language-based early-years instruction and bilingual education (mother tongue and English) by supporting teachers who provide effective instruction in children's local languages;

- bridging the gap between home and school by providing parents and community members with adult literacy programmes in their mother tongues, and engaging children and their parents together in interactive after-school learning activities in their mother tongue. (UIL, 2015*c*)

Below are four questions to consider when planning how language fits into the structure of a family learning programme. The first two questions suggest using local or mother tongue-based approaches, while the last two recognize the need for people to also learn and communicate in national languages or languages of wider communication.

- Which languages are used most commonly in homes in the community?
- In which languages do participants tell their stories and feel most comfortable communicating?
- In which languages are family learning materials and easy-to-read books already available?
- Are there any languages of wider communication (national languages) which family learning participants would like or need to develop?

7.3
HOW CAN LOCAL ISSUES BE INCORPORATED INTO FAMILY LEARNING?

Community issues are an excellent way of structuring a family learning programme that is both relevant to the participants and develops literacy, numeracy and language practices. Most community-based initiatives can benefit from literacy and numeracy activities: this may be in the form of note-taking, record-keeping, designing posters and signs, writing to authorities or planning expenditure. They can include activities for children of all ages and adults.

Figure 3 depicts the framework used by the Family Literacy Project in South Africa. Units are based on an issue selected by the group as relevant to their lives; for example, Getting Involved in Your Community, History, Culture and Traditions, Children, and HIV and AIDS.

Participatory approaches engage the group in a wide range of activities to build literacy and numeracy. External speakers also provide instruction. In this way, an action plan for change within the community can be developed.

Figure 3. *Unit framework from the Family Literacy Project in South Africa.*
Source: The Family Literacy Project (South Africa)

PROGRAMME MANAGEMENT

8

This section explores three key questions:

8.1. WHICH STRATEGIC FACTORS MUST BE TAKEN INTO ACCOUNT WHEN MANAGING A FAMILY LEARNING PROGRAMME?

8.2. WHICH STRATEGIC MANAGEMENT TASKS ARE REQUIRED TO LINK A FAMILY LEARNING PROGRAMME TO THE NATIONAL CONTEXT?

8.3. WHICH LOCAL MANAGEMENT TASKS ARE NECESSARY TO IMPLEMENT A FAMILY LEARNING PROGRAMME?

8.1
WHICH STRATEGIC FACTORS MUST BE TAKEN INTO ACCOUNT WHEN MANAGING A FAMILY LEARNING PROGRAMME?

Each family learning programme will have its own unique management structure depending on the feasible resources, the national and sub-national structures, and the kind of local services and organizations available.

Figure 4 (see overleaf) is based on a framework from LABE in Uganda. It identifies some of the political, financial, organizational and partnership factors to consider when developing a management structure for a pilot family learning programme.

It is useful to start by considering the management tasks that need to be undertaken at strategic and local levels. It may also be necessary to consider administrative tiers (e.g. small community level, district level, province level).

8.2
WHICH STRATEGIC MANAGEMENT TASKS ARE REQUIRED TO LINK A FAMILY LEARNING PROGRAMME TO THE NATIONAL CONTEXT?

Strategic liaison and networking

To be sustainable, family learning teams need to link closely to key organizations at national, sub-national and local levels. The management team therefore needs to be aware of:

- the government's intentions in relation to family learning, including national policies, committees and initiatives on family learning;
- potential local, national and international sources of funding for family learning and related initiatives;

Figure 4. *Factors to consider when establishing a pilot family learning programme.*
Source: LABE, 2016

○ available resources on family learning from national and sub-national initiatives
such as a national family learning curriculum, shared learning resources, facilitator
training packs and national assessment schemes;
○ relevant conferences, working groups, seminars and training workshops for
networking, exchanging experiences, and to raise the profile and visibility of the
pilot programme;
○ networks involving national and local organizations engaged in programmes
linked to family learning.

These activities take time, creative thinking and careful planning, especially if resources are limited. Networking meetings are often open to new members, although time and travel costs need to be taken into account. Strategic networking can result in opportunities to share learning materials, exchange experiences of recruiting and training facilitators, or to explore potential sources of future funding.

8.3
WHICH LOCAL MANAGEMENT TASKS ARE NECESSARY TO IMPLEMENT A FAMILY LEARNING PROGRAMME?

Community consultation
Consultation with the community needs to be an ongoing part of a family learning programme to ensure that its feedback influences planning and review processes.

Community consultation should take place with a wide range of stakeholders, including:

- past and present family learning participants;
- partnership groups and organizations (see *Section* 4);
- community leaders, both female and male;
- key local authorities (i.e. health, education);
- programme facilitators;
- programme team.

Community consultation could simply comprise meetings every six to 12 months. When planning a community consultation, the following should be considered:

- Notification of the meetings should be shared widely both orally and in writing.
- Meetings should be inclusive and conducted in a language that encourages vulnerable people to speak out.
- Community members should be encouraged to raise issues and concerns and to make suggestions, as well as to respond to particular questions from the programme team.
- Agendas and minutes of the meeting should be written in an accessible and inclusive language and style.
- Refreshments could be made available for those attending the community consultation meetings. Payment for participation should be avoided.

Advisory boards or committees
There is great benefit in having a small group of experts or stakeholders – often called an advisory board, steering group or advisory committee – at the national, sub-national and/or community level who take a close interest in the family learning programme and advise the programme team at regular intervals. Representatives might include:

- different units at the ministry of education (e.g. pre-school and primary education, adult literacy and education, teacher training, monitoring and evaluation);
- different line ministries;
- national and international NGOs;
- donor and aid organizations;
- academic and research institutions;
- local community leaders;
- key partners relevant to the specific programme (e.g. schools, early childhood team, local education committee);
- the programme team;
- the programme facilitators.

This group of people should:

- have good links with the community or experience with the target group (e.g. vulnerable families) of the programme so that they contribute realistic and culturally sensitive advice;
- bring knowledge and experience in intergenerational approaches to literacy and learning, community mobilization, financial and organizational management, and monitoring, evaluation and research;
- meet every three to six months to receive regular updates on the programme and advise on difficulties.

Programme staffing

The size of the programme team will vary depending on the size of the family learning programme and the resources available. Team members may be government employees from the education sector who volunteer to take on family learning programme activities in addition to their daily jobs or may be recruited on an honorary basis, especially when a programme is in the early stages of development.

In addition to the pedagogical staff taking care of teaching, training and supervision, the family learning programme will need a person, or small team, who will take overall responsibility for the programme's management, administration and implementation, as well as the monitoring and evaluation.

This team will be responsible for:

- the development of programme documentation (aims, outcomes and indicators, an implementation plan, a budget that includes the expenditure for all planned activities, and a monitoring and evaluation plan);
- project administration;
- team selection and support (paid or on honorary basis as funding allows);
- financial management;
- local and national communication;
- activity planning and implementation (see *Figure 5*);
- managing the oversight of monitoring, evaluation and reporting (see *Section 11*).

Staffing questions:

- Who will be the overall manager of the programme?
- Who will carry out the different management tasks?
- Who will do the outreach work at community level?
- Who will facilitate the family learning sessions?
- How will pedagogical staff, facilitators, trainers and supervisors be recruited? How will they be paid?
- How will the team work together? How will decisions be made?
- How will staff be managed and supported?

Programme implementation

It is important to develop an implementation plan for activities that the whole team has agreed upon, which includes times, places, numbers of participants and so on. It should, for example, recommend the number of facilitators to be trained, including when, where, by whom, and the resources available. The person/people responsible can then check that the event took place as planned with the expected number of participants.

8.4
EXAMPLE MANAGEMENT STRUCTURE

Figure 5 provides an example of an organizational structure for a pilot family learning programme developed by the Mother Child Education Foundation (AÇEV) in Turkey. It indicates the relationships between the different teams at the national (in red and blue) and local levels (in orange, green and brown) as well as some of the tasks they will carry out.

Programme implementation questions:

- ▷ Where will family learning activities take place?

- ▷ At what time of the year, for how many weeks (duration), with what weekly frequency and for how long (hours per session) will the programme take place?

- ▷ What equipment, materials, storage and transport is needed?

- ▷ What records and processes to gather feedback need implementing?

- ▷ Who is going to develop and produce required materials?
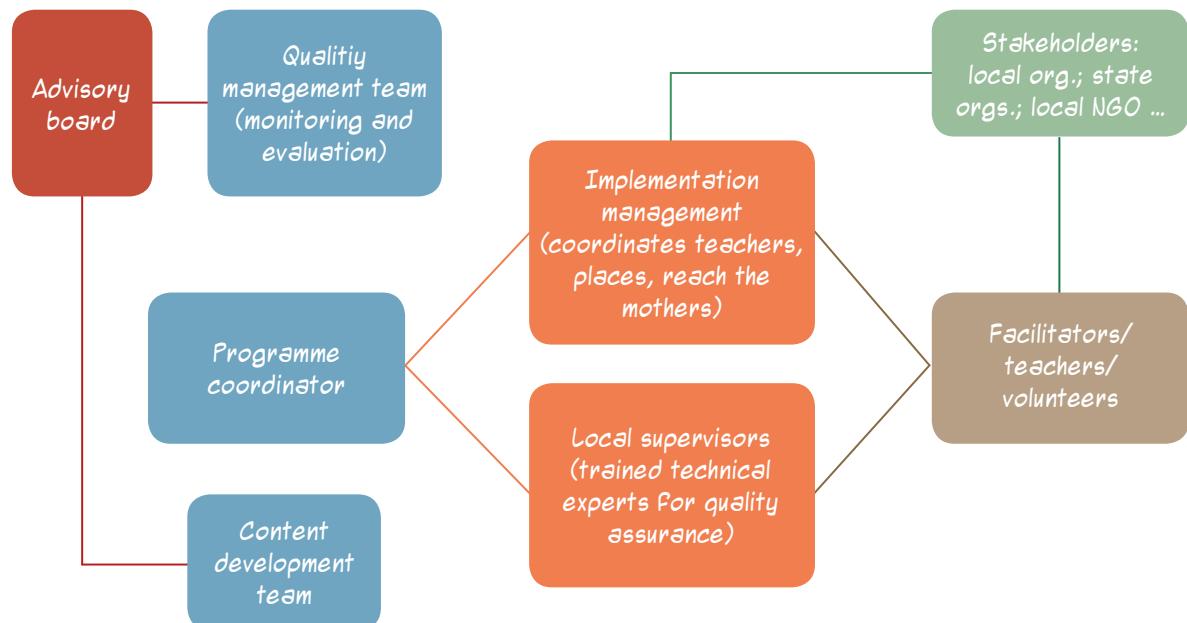
Figure 5. *Possible programme organization for an AÇEV pilot scheme*
Source: AÇEV

9

TRAINERS
AND FACILITATORS

This section explores four key questions:

9.1. WHAT SKILLS SHOULD FACILITATORS
AND EDUCATORS POSSESS?

9.2. HOW WILL FACILITATORS BE RECRUITED?

9.3. WHAT KIND OF TRAINING WILL FACILITATORS
NEED AND WHO WILL TRAIN THEM?

9.4. HOW WILL FACILITATORS BE SUPPORTED,
BY WHOM AND HOW OFTEN?
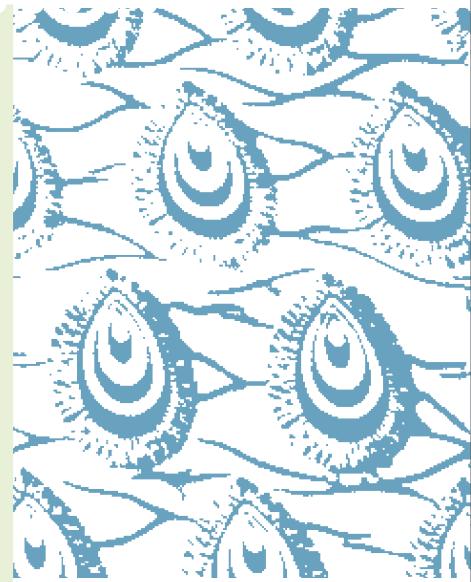
Good facilitators are essential to any family literacy programme. The term 'facilitator' indicates that the learners receive help with learning, which is facilitated in different ways and not imposed. Facilitators aim to develop links between the way children and adults learn at home and the different demands of school learning. The home is validated as a place of learning in itself, not just as an adjunct to school learning.

9.1
WHAT SKILLS SHOULD FACILITATORS AND EDUCATORS POSSESS?

The fundamental requirement for facilitators is the ability to help children and adults learn. This is achieved by assessing levels of ability, and providing good and interesting material, and relevant, engaging and stimulating activities.

Some facilitators will be required to lead sessions for adults and children, both together and separately. Where groups include both adults and children, it might be helpful to employ two facilitators who work together, as they will most likely need support in developing a joint approach that promotes the success of the learning sessions.

9.2
HOW WILL FACILITATORS BE RECRUITED?

When choosing facilitators, knowledge of the context, culture, local language and community is required, as well as the ability to teach and work with adults and/or children.

Qualities to look for include:

- a genuine interest in the community;
- the ability to engage young children or adults, or both;
- good reading, writing and numeracy skills;
- fluency in the required language(s) and a willingness to encourage the use of different languages as appropriate;
- the ability to plan interesting and stimulating sessions;
- the ability to select or create suitable reading and writing materials such as stories, photographs and reading materials from the community;
- experience with the complexities of literacy work, especially in relation to suitable methodologies and informal approaches to identifying the kind of literacy and numeracy practices learners need in their everyday lives;
- a willingness to listen to advice and learn;
- an ability to work with a range of literacy, numeracy and language needs in a group;
- an ability to work with and support a wide range of people, including vulnerable people.

In most family learning programmes, the facilitators are respected people recruited from within the community, the advantage being that they have already earned the trust of the community and are committed to its long-term development.

Many family learning programmes work closely with schools and focus on supporting schoolchildren and their extended families. In these programmes, school teachers are often engaged as facilitators.

Terms and conditions
Facilitators should be informed about:

- the number of hours of work expected per week;
- the level of pay and when they will receive it;
- whether travel and other related expenses will be paid;
- the length of their employment.

9.3
WHAT KIND OF TRAINING WILL FACILITATORS NEED AND WHO WILL TRAIN THEM?

The value of training for facilitators should not be underestimated. It is a chance to:

- get to know the facilitators;
- demonstrate that the facilitators are valued members of the family learning team;
- support them in developing new skills;
- support them in becoming familiar with new concepts and approaches;
- encourage them to share new ideas;
- ensure that they understand the rationale behind the programme;
- ensure that they know what is required of them.

Facilitators bring a variety of experiences and skills to the family learning programme. Teachers, although experienced, will often benefit from training in early childhood development and may be new to encouraging interaction between children or to providing spaces for them to discuss wider topics relating to their families and communities.

Most facilitators, including teachers, will require training in how to support parents, families and community members to stimulate young children's early development. Those working with schools must be able to interact positively with families to encourage their participation in school activities, and their children's learning at school and at home. Training will also be required for the facilitators of adult groups.

Initial training should include:

*Training parent-educators
as part of a LABE project in Uganda*

- the principles and concept of family learning work;
- early child development;
- ideas to stimulate development and interaction for both young and adult learners;
- games, play and other dynamics;
- making and using materials;
- pre-reading skills;
- teaching reading and writing to adults (language experience, comprehension, phonological awareness);
- language development;
- numeracy work with families;
- planning and delivery of sessions of the pilot programme;
- record keeping;
- monitoring learners' achievements;
- forming and developing partnerships at local level;
- working in a team to develop a joint family learning approach.

Whether a facilitator works with children or adults, or both together, they should receive specialized training by qualified and experienced trainers. Teaching adults requires skills that are different from those required to teach children; for example, facilitators recruited to teach adults should have specialized training in adult literacy and numeracy. Some university departments may have the experience and expertise to provide initial training. Specialized training institutes or trainers supported by the local government or another NGO may operate in some areas; in others, the programme will have to provide its own training.

9.4
HOW WILL FACILITATORS BE SUPPORTED, BY WHOM, AND HOW OFTEN?

Ongoing support for facilitators during programme implementation is a crucial element that prevents them being left to 'just get on with it'. Facilitators should therefore be visited regularly. The primary aim of these visits should be to monitor the quality of the learning process and outcomes, and to introduce changes or adapt the programme in response to emerging issues.

Monitoring visits should include:

- praising facilitators on their strengths;
- encouraging them to develop further and try out new ideas;
- giving positive suggestions for improvement;
- identifying issues and problems that require improvement and solutions;
- establishing progress of the programme's implementation.

Facilitators' performance review

Briya Public Charter School in Washington DC has a unique way of supporting its facilitators that builds on their strengths and promotes the approaches the school wishes its facilitators to use in class. Its *10 Characteristics of Effective Briya Teachers: Performance Review Support Document* identifies the core qualities teachers of adult learners must possess. Rather than focusing on short-comings, the document reflects positive characteristics. Below is an edited extract from the support document concerning two of the 10 characteristics effective teachers demonstrate. They must:

- **Be knowledgeable of current best practices and able to implement them in the classroom**
  - Participate in all staff meetings, trainings, retreats, and a variety of […] opportunities to include workshops, conferences, webinars […] for at least 65 hours per school year to support growth in content knowledge, teaching theory, and/or job skills performance.
  - Share knowledge with colleagues by presenting a PD [professional development] workshop, hosting a learning walk, giving feedback through a peer observation, and/or documenting resources through a shared online portal at least once a year.
  - Implement at least one new idea per semester as shown by a lesson plan, conversation with supervisor, or presentation at a PD workshop, site meeting, department meeting, etc.
  - After periodic check-ins with your supervisor, including annual performance review, seek out professional development opportunities, such as in-person or online trainings, based on strengths and weaknesses identified with your supervisor.

- **Be an effective communicator with colleagues and students**
  - Post learning objectives daily and connect them to the in-class activity and its purpose.
  - Have a system for checking for understanding for each activity, daily, by using exit tickets, thumbs up, calling on students for comprehension, texting polls, etc.
  - Model and scaffold activities, give simple, clear instructions, to promote student success.
  - Contribute to building a positive team spirit; put the success of the team above own interests; support everyone's efforts to succeed; work well in multidisciplinary team settings. (Briya Public Charter School, July 2016; UIL, 2016a)

In-service training

It is important for facilitators to receive regular in-service training to:

- ◗ upgrade their skills;
- ◗ share their experiences;
- ◗ analyse any problems;
- ◗ assess their learners' progress.

If possible, this should be done by trained staff with practical experience in facilitating family learning for children and adults.

Above is an example of how to integrate in-service training into curriculum development. This approach allows new facilitators to learn from more experienced facilitators ('peer learning'), who, in turn, remain motivated to develop new activities and modules.

Retaining facilitators

A strong facilitator team is a valuable asset and training new facilitators takes time and resources.

Inevitably, some facilitators will move on to other activities. However, the following can help reduce this turnover:

- ◗ Regular contact with the programme team.
- ◗ Recognition of facilitators' role and positive contribution to the programme (e.g. certificates, acknowledgment at community meetings, their names included in reports).
- ◗ Opportunities for in-service training which includes developing new skills.
- ◗ Opportunities to share their experience as a facilitator, their new ideas and successes.
- ◗ Opportunities to take on new responsibilities within the programme (e.g. supporting new facilitators by co-facilitating with them, developing new materials, home visits, presenting the outcomes of the programme at community or regional level).

PROGRAMME CONTENT

10
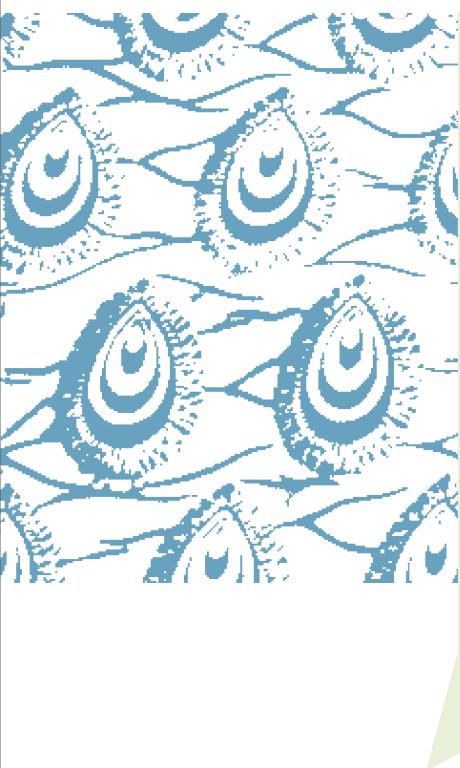
This section explores three key questions:

10.1. WHICH TOPICS SHOULD BE INCLUDED IN A FAMILY LEARNING PROGRAMME?

10.2. WHICH KINDS OF LEARNING ACTIVITIES ARE MOST EFFECTIVE?

10.3. HOW CAN LITERACY, NUMERACY AND LANGUAGE BE EMBEDDED INTO FAMILY LEARNING PROGRAMMES?

In some countries, standard family learning curricula provide a structured programme of teaching, often linked to evaluation through national assessment tools. National curricula can provide a valuable starting point and useful learning materials for organizations developing their own locally designed family learning programme. Many national family learning frameworks also provide recognized certificates based on standardized literacy, numeracy and language competencies and national facilitator training programmes.

Flexibility is an essential feature of effective family learning programmes. Even those programmes based on a national family learning framework should be sufficiently flexible to respond to different needs. Content should be specific to the target community, respond to the needs of individuals and help to meet the overall programme aims. Many different ages, abilities, interests and competency levels will be present in both adults' and children's sessions. The programme content needs to be adapted to these interests, preferences and abilities.

10.1
WHICH TOPICS SHOULD BE INCLUDED IN A FAMILY LEARNING PROGRAMME?

Topics vary considerably between different programmes. Some are selected by the implementing institution or organization (e.g. rights of women, children and people with disabilities), while others are selected by the participants (e.g. resolving a specific community problem or learning about a local health issue). Potential topics relevant to the country, region or local community can be identified during the initial situational and needs analysis or in consultation with key stakeholders and partners (see *Section 1.1* on situational and needs analysis).

Consultation with the participants, both at the start of the programme and throughout, is essential to maintain interest and relevance. Asking groups questions such as 'What would you like to change in your community?' 'What would you need to do or learn about to bring about change?' and 'Which of these topics is most important to you?' can be useful in starting these conversations.

The following topics are particularly relevant to family learning programmes:

Families: members, relationships and roles

One of the achievements of effective family learning programmes is to establish good habits. These include respect for one another, learning together, and seeing the family as a strong and supportive entity.

Examples of activities to address this include:

- ◉ Participants, both adults and children, draw their own family or write a song, poem or story to stimulate further discussion about their family.
- ◉ Participants write the names of family members and their relationship to each other.
- ◉ Participants devise short dramas about how family members behave towards each other, which are then used as the basis for discussion about the strengths of different family members and the positive contributions each family member makes. Particular emphasis should be placed on the important position of women and girls in families as they are often marginalized. These stories can also be developed into short stories in the local language(s).

Supporting children's achievements at school

Children from vulnerable families are less likely to attend school and more likely to drop out if they do enrol. Adults may feel uncomfortable talking with their children's teachers or joining a parent-school committee.

Examples of activities to address this include:

- ◉ Participants design colourful posters depicting what is expected of adults and children at school after a family learning session, to which a teacher has been invited.
- ◉ Parents role-play a discussion with teachers, discussing their child's progress in school and raising difficult issues.
- ◉ Parents read the instructions for their child's homework with their child and support them to complete it.

Human rights/rights of the child

Vulnerable families are often unaware of their rights or how to go about claiming them. Incorporating children's rights can be extremely valuable if done in a fun and practical way.

Examples of activities to address this include:

- ◉ Participants discuss the rights of children in groups. Each group performs a short drama about one right for the other groups to guess. The groups discuss whether everyone should have these rights and what could be done in their community to achieve this.
- ◉ Participants write and design posters about children's rights.

Child development and learning

Learning how children develop physically, mentally and emotionally can help parents recognize the role they can play in their learning.

An example of an activity to address this topic comes from the Senegal-based NGO, Tostan:

- ▶ Facilitators present recent research on child brain development to stress the importance of talking to children in the first 100 days after birth. As a result, mothers interact more with their babies, and there is an increase in language development and bonding.
- ▶ Adults practise singing rhymes and songs to their babies.

The Tostan education programme includes information about child brain development

Challenges faced in the community

Family learning groups can provide excellent opportunities to identify challenges within a community and discuss ways of dealing with them. This can lead to the establishment of new self-help groups in the community, to campaigns to encourage more girls to attend school or to the establishment of a women's cooperative or trade group.

Local support and services

Marginalized and vulnerable families are often unaware of what type of support is available in their community or where to go if they need to report a problem. Sharing information about support for people with disabilities or what to do in the case of abuse can empower adults and children to take action to make changes in their lives.

An example of an activity to address this topic comes from the Clare Family Literacy Project in Ireland:

- ▶ Facilitators receive a list of community resources that could help participants with non-educational problems (in communities where a family learning project is in its initial stages, participants could compile a list of local resources). These could include health facilities or local organizations offering vocational training or support for people with disabilities, etc.
- ▶ A guest speaker from one of these organizations talks to the group about the support they offer.

Other topics used in family learning programmes include:

- ▶ nutrition and health;
- ▶ agriculture and food production;
- ▶ taking care of the local environment;
- ▶ skills development for income generation and business skills;
- ▶ domestic violence, peacebuilding and conflict resolution;
- ▶ recognizing learning opportunities in the home;
- ▶ maths through play;
- ▶ sharing books and printed materials about the surrounding environment ('environmental print');
- ▶ drawing and developing writing skills;
- ▶ understanding how schools and school curriculum work;
- ▶ developing an understanding on how to learn a second language;

- the ways in which parents can help children with homework;
- how sport, art, music, dance and practical activities relate to literacy and numeracy;
- understanding how people learn;
- learning about computers and other technologies.

See *Section 10.3* for examples of literacy, numeracy or language activities for adults and children linked to these topics.

10.2
WHICH KINDS OF LEARNING ACTIVITIES ARE MOST EFFECTIVE?

The kinds of activities included in a family learning programme are just as important as the topics covered. Selecting the right learning activity can maintain the interest of participants, thereby making learning relevant and reducing drop-out rates.

Adults and children are very similar in the ways in which they learn. It is widely accepted that both learn best when they are:

- actively engaged (learning by doing rather than by listening);
- respected as individuals by the facilitator and other group members;
- invited to contribute their own experiences;
- able to relate their learning directly to their own lives.

It is important, therefore, that participants are given an opportunity to discuss topics and to share with each other how they will adapt the learning session to use at home.

It is a mistake to assume that an adult is not familiar with a topic such as reading with their children, hygiene in the home or human rights or to lecture them on it. Most parents, and indeed many children, will already have some ideas about all of these subjects. If they are given an opportunity to share what they already know, they will start to learn from each other. The facilitator can then identify any misconceptions and build on existing knowledge.

Parents, grandparents and other carers can be encouraged to see themselves as important partners in their children's learning. As adults and children spend more time learning together, they will also benefit from a closer relationship that will endure throughout their lives.

When planning learning sessions for both children and adult family members, facilitators should:

- have clear, practical aims for each activity;
- ask participants what they know about a topic before giving information;
- keep any information-giving sessions (i.e. mini-lectures) to a maximum of 15−20 minutes to allow time for discussion and group activities;
- encourage participants to share their own experiences and views, and to value their contribution;
- encourage solutions to be found within the group, not always by the facilitator;
- change the activity frequently to maintain the energy and interest of the group;
- use stimulating activities to revitalize the group after breaks or long sessions;
- incorporate play, games, drama and song into sessions for all, especially for children;
- celebrate success by using praise rather than criticism;
- encourage group members to support each other both in and outside the learning sessions − for instance, by establishing self-supporting groups working on particular topics or tasks;

> support individuals to make their own plans to further implement their learning into family life.

10.3
HOW CAN LITERACY, NUMERACY AND LANGUAGE BE EMBEDDED INTO FAMILY LEARNING PROGRAMMES?

As outlined in *Section 7.2*, some programmes adopt a highly structured approach to literacy and numeracy teaching. These programmes often require the development of proficiency in the national language and are perhaps most suitable for those wanting a recognized certificate to progress into further education.

However, for many adults involved in family learning, a more flexible approach may work better: literacy and numeracy activities can be tailored to the topic and the group, using the language(s) spoken at home as a medium of instruction, while also providing opportunities to learn a new language as required in multilingual contexts.

A key role of family learning facilitators is to generate ways in which adults and their children can together engage in meaningful and relevant learning activities involving speaking, listening, reading, writing and using numbers.

The following section describes techniques and activities for developing literacy, numeracy and language. Family learning teams are encouraged to select actual vocabulary, text, numeracy examples and language depending on the context and topic of the session.

Knowing existing literacy, numeracy and language practices

Facilitators are encouraged to know the literacy, numeracy and language practices of those participating in the family learning programme (see *Section 1*). This involves more than just knowing whether participants attended school, but also discussion of the following points with learners:

> **How literacy and numeracy are already used in their lives and livelihoods.**
- What, if any, written records do they keep?
- What kinds of things do they read?
- How familiar are they with written numbers and calculations?

> **For what purpose(s) should literacy and numeracy be developed?**
- To learn how to write their name so they can vote or sign in when they attend community meetings.
- To improve their reading skills to support their children at school.
- To improve their ability to manage money to support their small business.
- To enhance their writing skills in order to start a women's committee.

> **What languages do they speak and to whom?**
- What, if any, languages do they write in and for what purposes?
- How and why would they like to develop their language competency?

Once this information is available, facilitators can build on what participants are already doing by reinforcing existing practices and gradually introducing new aspects of literacy, numeracy and language. Ideas for activities on how to support the development of literacy, numeracy and languages skills in family learning programmes can be found in *Part 2*.

Developing the ability to provide personal information and understand text and numbers in the community

Providing participants with the skills they need to provide information and complete forms is a useful way of increasing confidence in terms of literacy and numeracy. This can be done by:

- talking about all the different types of personal information that community members may need to provide, where (e.g. at health centres, when registering to vote or applying for support from organizations, to join a community library or to enrol their children at school) and in which language;
- selecting the most frequently required information and identifying the key words in local and dominant languages (e.g. name, address, age, weight, etc.), teaching participants to recognize these words and provide the relevant information;
- encouraging participants to bring in as many forms as they can find in their community to discuss and practise completing (in communities where there is very little text, the facilitator might need to bring in examples from other communities);
- encouraging participants to keep a diary or learning log. For some, this may consist of practising a few letters or numbers, for others, it might be describing a key event of the day or writing a list of activities for the following day;
- asking participants to take photos on their mobile phones or copying down in their notebooks any text or numbers in their community which they have understood or would like to understand and share this with the group. This concept can also be applied to any different languages that may be found in the community.

Market signs in English, French and Kinyarwanda in Kigali, Rwanda.
Photos: Katy Newell-Jones

Supporting literacy, numeracy and language development as part of topic-based activities

Literacy, numeracy and language should also be incorporated into topic-based activities, such as child development, health and nutrition, and the rights of children.

There are two aspects to embedding literacy, numeracy and language development into topic-based activities: one concerns using supportive facilitation techniques (for more information about this, see *Section 7*); another is using literacy, numeracy and language tasks linked to the session's topic. These are some common topics and relevant activities:

- **Health and nutrition.** Participants write a shopping list for a healthy meal and calculate the cost; look at packaging for widely available medicine to understand its wording; or discuss posters and signs from local health centres.
- **Agriculture and food production.** Participants calculate the amount of seed required for a new crop, looking at a fertilizer bag and understanding its key text and numbers.
- **Care for the local environment.** Participants design a poster for the community on a relevant issue, marking the 'pollution' hazard points.
- **Skills development for income generation and business skills.** Participants design a simple record sheet for a small business using local language and pictures or develop a business plan for a new enterprise.
- **Domestic violence, peacebuilding and conflict resolution.** In pairs, participants discuss in the local language situations where they have either felt threatened or witnessed another person being threatened with domestic violence. They may choose to produce a picture, poem or story to share with the rest of the group. The group discusses possible solutions.

Whole-word reading and phonemic approaches to literacy

There is ongoing debate surrounding the different approaches to teaching and learning reading and writing. Broadly speaking, some approaches are based on recognizing whole words while others focus more on the sounds of letters and combinations of letters (phonemes).

Recognizing letter sounds and being aware of simple combinations in different languages can be extremely useful for both reading and writing. *Figure 6* describes six engagement activities based on the phonemic approach, which can be applied to session topics. For example, breaking the words 'di-a-be-tes' and 'in-su-lin' into syllables could be helpful in a session on diabetes and health.

Tasks	Definition	Example
Phoneme isolation	-recognizing individual sounds in words.	"Tell me the first sound in paste." (/p/)
Phoneme identity	-recognizing the common sound in different words.	"Tell me the sound that is the same in bike, boy, and bell." (/b/)
Phoneme categorization	-recognizing the word with the odd sound in a sequence of three or four words.	"Which word does not belong? bus, bun, rug." (rug)
Phoneme blending	-listening to a sequence of separately spoken sounds and combining them to form a recognizable word.	"What word is /s/ /k/ /u/ /l/?" (school)
Phoneme segmentation	-breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound.	"How many phonemes are there in ship?" (three: /sh/ /i/ /p/)
Phoneme deletion	-recognizing what word remains when a specified phoneme is removed.	"What is smile without the /s/?' (mile)"

Figure 6. *Six phonemic awareness tasks.*
Source: Shared by Briya Public Charter School

Activities for adults and children to do together that support pre- and early language development, pre- and early reading, and writing and early numeracy

Children who engage in active learning with their parents or other adults in the extended family tend to do better at school than those from families where this does not happen.

In some communities, there is no tradition of playing with children and helping them to learn. This concept needs to be introduced to adults and its value explained. Adults who do not read and write very much themselves might need reassurance that they can still help their children get ready to read and write, and can learn themselves at the same time.

The best way of introducing parent-child activities to adults is through demonstration. Some examples of this include:

- **talking to babies from birth** so they hear language from their very earliest weeks and gradually begin to identify and repeat individual words;
- **addressing open-ended questions to young children** so that they are encouraged to provide answers other than 'yes' and 'no', thereby tapping into the vocabulary they are building day after day;
- **sharing books,** looking at pictures, talking about them, telling stories and asking children what they can see, what they think is happening, what colour various items are, what might happen next, etc.;
- **singing nursery rhymes or traditional songs for children,** so that they will gradually learn the words and be able to sing them on their own, since most cultures have traditional songs or rhymes for early counting;
- **introducing drawing and colouring,** which helps both adults and children to practise and develop the fine motor skills necessary for writing;
- **introducing letter sounds and shapes, single words, and recognizing numbers, letter and words in and around the community** (e.g. numbers on coins, letters and numbers on vehicles, place names). These activities can be adapted to the child's development stage;
- **counting together with their children:** steps, people, fingers, vegetables and other things in the surrounding environment;
- **comparing sizes, amounts or weights,** for example of vegetables, buckets, animals or rice.

All these activities can take place in the local or new language. They should be relaxed and fun, and can happen almost anywhere: while doing chores, in the field, in the market or on a bus. They encourage language development, sound recognition, sequencing, creativity, listening and memory, and can strengthen relationships between adults and children and develop a sense of the value of books, stories and numbers in the child.

The activities also provide an opportunity for adults to reinforce their own learning or to practise newly acquired knowledge. Additional ideas and examples of activities can be found in *Part 2*.

MONITORING, EVALUATION AND RESEARCH

This section explores four key questions:

11.1. HOW CAN FAMILY LEARNING PROGRAMMES BE MONITORED EFFECTIVELY?

11.2. HOW CAN FEEDBACK BE OBTAINED ON THE EFFECTIVENESS OF ACTIVITIES?

11.3. HOW CAN INFORMATION FROM MONITORING AND EVALUATION BE USED?

11.4. HOW CAN THE IMPACT OF FAMILY LEARNING PROGRAMMES BE EVALUATED?

Monitoring is the process of measuring whether the aspects of a programme are 'on track' against an activity plan and budget, and is a way of obtaining feedback on the effectiveness of programme activities. The information from monitoring influences the way a programme's team prioritizes their time and resources. *Figure 7* shows the mini-cycle of monitoring, reviewing and modifying plans (in green), which should take place throughout a programme.

    Evaluation is the process of assessing how effective the project activities have been in achieving a programme's aims and outcomes.
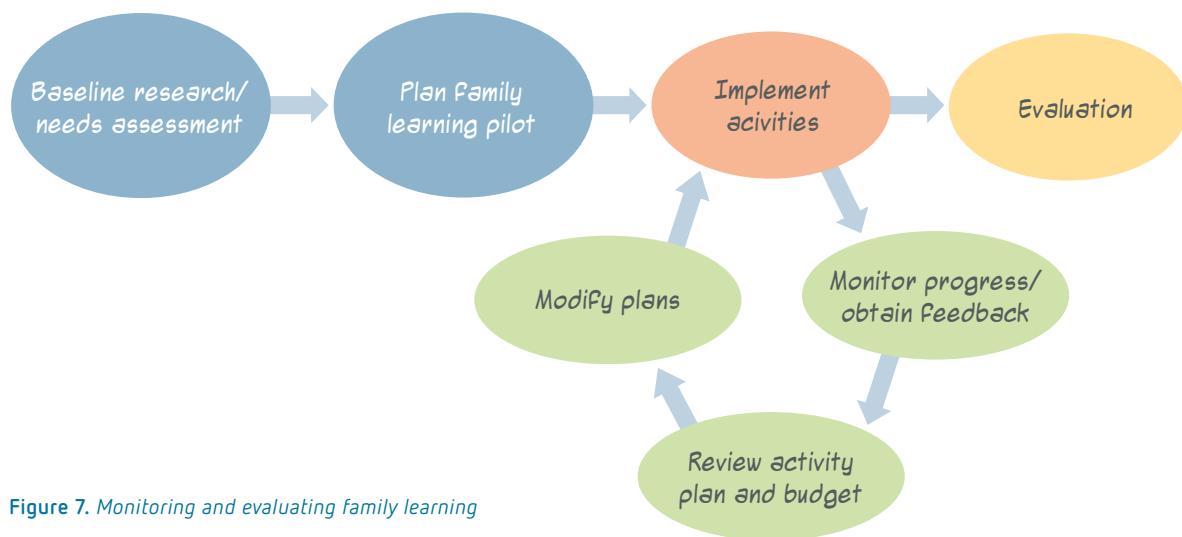

Figure 7. *Monitoring and evaluating family learning*

Monitoring and evaluation are key to ensuring the quality of family learning programmes and should therefore be embedded in the planning and implementation processes. Effective monitoring and evaluation is as essential as the engagement of participants or the training of facilitators and should not be restricted to reports to donors. The findings of well-planned monitoring and evaluation can greatly improve the quality of a programme and its impact on the lives of participants.

For large programmes, the education ministry or implementing organization is often responsible for overseeing monitoring and evaluation. Where programmes are implemented by a local provider, this responsibility needs to be given to a member of the core programme team.

Effective monitoring and evaluation can also provide valuable evidence of programmes' successes and failures, which can be used to support:

- accountability to the programme funders;
- future project development;
- funding applications;
- policy development.

11.1
HOW CAN FAMILY LEARNING PROGRAMMES BE MONITORED EFFECTIVELY?

A programme should have:

- a set of programme outcomes and indicators (see *Section 6*);
- an implementation plan with a timetable of events and activities, and target numbers for the various elements of the programme, linked to a realistic budget (see *Section 8*);
- a monitoring and evaluation schedule.

A monitoring and evaluation schedule is simply a system for collecting and recording the relevant information from the start of the programme onwards. Information about set indicators should be collected as a matter of routine wherever possible so that the monitoring process can progress relatively smoothly.

If a programme aims to increase the involvement of parents with their children's school, for example, a simple system should be set up to record this information.

Example of a monitoring and evaluation schedule

Outcome:
Increased involvement of parents with their children's school.

Indicators:
1. Percentage of parents in the family learning programme who have visited the school to talk about their children's progress.
2. Examples of parents in the family learning programme participating in parent/school meetings or volunteering at school.

Data to be collected	How and when?	By whom?
Date of visit and names of parents who visit the class teacher or head teacher to talk about their children's progress.	Notebook kept by the class teacher, which is updated whenever a parent visits the school.	Class teacher and head teacher
Names of parents participating at parent/school meetings.	Minutes of all parent/school meetings.	School secretary/ administrator
Record of names of all parents volunteering at the school	List of all adult volunteers and the support they provide.	School secretary/ administrator
Instances of parents volunteering at their children's school.	Pictures, notes or short descriptions following discussion of volunteering at school.	Family learning participants with the support of the facilitator

The cooperation of the whole programme team is key to effective monitoring. Facilitators are more likely to keep accurate records if they know how this helps the programme achieve its outcomes and are encouraged to demonstrate these to the funder. It is therefore worth spending time making sure all members of the team know what information is being gathered and why.

With regard to data collection, up-to-date session registers can increase attendance by alerting staff to participants who are regularly absent. Similarly, reports of how often parents read with their children help determine whether reading at home has become a habit.

As well as deciding *which* data to collect, programme teams need to decide *how* it is stored and used. Key questions here include:

- Which information is each member of the team responsible for collecting?
- Who will manage the central database? Who will input the collected data?
- Who has access to which project data?
- Is there any personal information that needs to be kept confidential or stored anonymously?
- How often do records need to be updated, and by whom?
- When will the data be analysed, and by whom?
- Is the stored data available in a format conducive to cross-referencing and providing information quickly and accurately to inform decision-making and for reporting purposes?

11.2
HOW CAN FEEDBACK BE OBTAINED ON THE EFFECTIVENESS OF ACTIVITIES?

Obtaining feedback from participants is a key component of an effective family learning programme and feeds directly into monitoring reviews by the programme team.

Obtaining feedback does not need to be complex. Simple and fun feedback sheets, such as the one presented in *Figure 8* from the Clare Family Literacy Project, can provide valuable information at a local level.

Figure 8. *Participant feedback sheet created by the Clare Family Literacy Project*

Parent representatives can also meet with the programme team to provide verbal feedback on behalf of the rest of the group. Many organizations have developed systems to ensure that feedback is discussed and that lessons learned are used to improve both the local programme and the whole organization or institution.

A Framework for Feedback

Palestinian NGO, the Trust of Programs for Early Childhood, Family and Community Education, runs a programme involving 1,000 families in eight villages on the outskirts of Jerusalem. Its aim is to change attitudes towards violence against women and discrimination against girls and women. The programme includes a structured framework for obtaining feedback locally, which is used to influence decision-making at local and national levels.

Feedback on the effectiveness of the programme and the challenges it faces is obtained at weekly local meetings. This is fed into monthly staff meetings at state level and into an annual national colloquium. An evaluation (reviewing, monitoring and feedback of data) takes place each year and an impact evaluation takes place every three to five years.

At each stage of the process, the findings from these investigations are communicated back to the local programme team to inform the way the programme is implemented. They are also communicated upwards into the organization to inform the strategy of the Trust and the design and implementation of new programmes. (UIL, 2009c)

11.3
HOW CAN INFORMATION FROM MONITORING AND EVALUATION BE USED?

As well as the ongoing collection of monitoring and feedback data, there need to be specific times at which the programme team looks at the data, reviews the progress and, most importantly, decides on changes that need to be made. For this to be most effective, all members of the programme team need constantly to ask themselves:

- Are the activities taking place as planned?
- How could they be improved?
- Are they contributing to the intended outcomes?
- What adjustments need to be made?

Review meetings need to be frequent enough to take corrective action if necessary, but not so often as to interrupt the implementation of the programme.

A monitoring and evaluation review can be hugely motivating as the team can see progress being made and are reassured that any delays or other difficulties are being discussed and changes made.

Monitoring and evaluation data can be used to answer three questions that are linked but worth considering separately. These are:

1. Is the programme on track?
The team should examine the implementation plan, the budget and the various pieces of routinely collected monitoring data to decide whether the activities are proceeding according to the plan, within timescale and budget, and whether they are meeting their targets. If they are not, the team should explore the barriers and challenges and consider whether any actions are required to get the programme back on track, or whether plans should be amended to keep expectations realistic.

2. How can the activities be improved or modified?
This requires looking at the feedback data obtained from participants, and discussing how effective previous activities have been and whether they could be improved.

For example, monitoring data for facilitator training might indicate that the required number of female and male facilitators have been trained on time. However, feedback from trainees might indicate that the facilitators do not feel confident enough to work with parents after completing their training, that male facilitators feel uncomfortable discussing issues of women's rights or that some of the female facilitators lack confidence in their own literacy or language skills. Such issues, if ignored, are likely to have knock-on effects on other programme activities. So while training may have been successful from a monitoring point of view, the feedback identifies some challenges that the team must consider before moving ahead with the next phase.

3. What is the monitoring and evaluation data telling us about the achievement of the programme outcomes?
This requires looking at all of the data being collected and asking wider questions about how activities are geared towards achieving programme outcomes.

Key questions here include:

- ◉ Does the data being collected relate to each of the programme outcomes and indicators? Are there any gaps and, if so, how can they be filled?
- ◉ What evidence is emerging about the achievement of the programme outcomes?
- ◉ Does the programme of activities need to be modified? If so, what changes to the implementation plans and the budget are needed?

11.4
HOW CAN THE IMPACT OF FAMILY LEARNING PROGRAMMES BE EVALUATED?

The impact of a programme can be determined by the changes it brings about. This involves comparing individuals, families and the community *before* and *after* their involvement in a programme. Impact evaluation, therefore, relies on sound baseline data (see *Section 1*) collected at the beginning of a family literacy programme and on comparable information collected during the impact evaluation after a programme has been implemented.

Assessing the impact of a family learning programme is a complex and challenging task. Family learning can result in a whole host of different changes, some of which are relatively straightforward to measure. Improved achievement of girls at school, for instance, can be assessed by measuring factors such as enrolment and retention rates or progression from primary to secondary school at different points in time.

Family learning programmes also trigger changes in attitudes. This can result in people being empowered to make unexpected changes in their lives that could not have been predicted before the programme began. For example, when Tostan began their Community Empowerment Programme in villages in Senegal, they did not expect the abandonment of female genital cutting to be an outcome. For some changes, it is not always possible to measure *before* and *after*. We must instead rely on reports of change from different stakeholders, supported by various sources.

Evaluating the impact of literacy, numeracy and language development is challenging. Many governments have developed assessment tools for reading, writing and numeracy of children and adults at different levels. These have the advantage of producing standardized results that are comparable across programmes, education sub-sectors and geographical areas. However, standardized tests do not assess whether participants are actually using their skills in their everyday lives or whether this has brought about significant changes to their lives.

A clearer idea of the difference a programme is making can be obtained if, for example, learners keep a weekly record of the occasions when they read, write or use numbers to achieve something in their lives that they could not achieve previously. Other examples could include being able to check a price and not be overcharged, to write a note to school about a child's school uniform, or to put up a poster in a market to start a new women's group. These methods might seem informal, but they can often give facilitators, participants and evaluators a clearer idea of the impact of a programme on people's daily lives.

Some providers of family learning programmes manage to secure funds for an external consultant or organization to carry out the impact evaluation. An external impact evaluation usually carries more weight with donors and policy-makers as it brings a fresh, disinterested perspective to the programme.

Carrying out an external impact evaluation can be costly. However, there are ways of reducing the costs. For example:

- ◉ Using an external person or organization to oversee the impact evaluation but using the programme team, the community or volunteers to collect much of the data.

▶ Partnering with a university which has access to research funding or students wanting to gain experience as part of a research project.

Partnerships between government institutions, community-based organizations and universities can be mutually beneficial, offering opportunities for exchange of expertise and capacity building by all parties. Universities often bring expertise in techniques ranging from randomized experimental research design to qualitative evaluation impact techniques. Such partnerships can result in rigorous impact research, which can provide evidence to influence policy-makers to invest further in family learning.

Partnership with other community-based organizations can result in the impact evaluation of each other's programmes. While not as 'external' as using an independent consultant or separate organization, this can provide an external perspective on both programmes and can build the capacity of both organizations to carry out impact evaluations.

Regardless of who carries out the impact evaluation, the following is recommended:

▶ The process should be consultative and involve a wide range of stakeholder groups.
▶ Progress should be reviewed against the programme's intended outcomes and indicators *and* should also take into account any unexpected impact.
▶ Both quantitative and qualitative data should be collected.
▶ Participants should be asked what changes have occurred in their lives as a result of participating in the family learning programme, not just what skills they have acquired.
▶ A draft report should be made available to donors (if applicable), and the advisory group and key partners for consultation before finalizing.
▶ The final report should be made available in a format, style and language which the stakeholders, partners and community can readily access.

Evaluative research in partnership with universities

The Mother Child Education Foundation (AÇEV) in Turkey has research at the heart of its programmes. AÇEV's monitoring and evaluation department works in partnership with universities which carry out much of the research. Detailed baseline research informs the design of all programmes and forms the basis for external impact evaluations. The initial AÇEV study took place over four years. A 22-year longitudinal study was able to follow up on some participants of a home-based enrichment programme, now 25 to 27 years old. Recent evaluative research on the Father Support Programme indicated that fathers who participated are more involved with their children, adopt less authoritarian and more democratic child-rearing approaches, communicate better with other family members and have developed a supportive network of fathers from different backgrounds. (Kagitcibasi, 2005)

12

A CHECKLIST FOR PROVIDERS STARTING A PILOT FAMILY LEARNING PROGRAMME
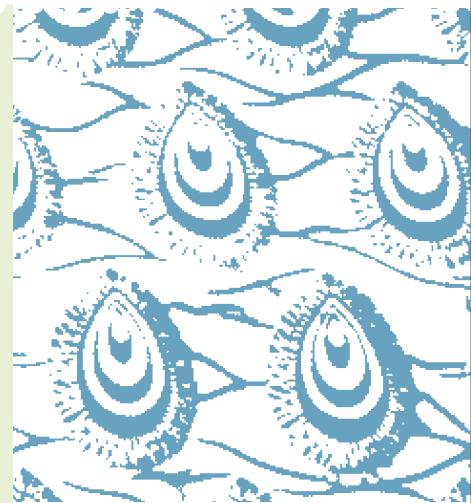
This self-assessment checklist is for use by institutions and organizations, large or small, that are considering starting a pilot family learning programme.

The most useful way to use the checklist is for a small group (four to six people) to meet and work through each section.

Take each statement in turn and discuss whether it has been achieved completely, partly or not at all. Identify what additional actions need to be taken.

The real value in this exercise is the discussion that takes place as you work through different statements and identify areas where further planning would be beneficial.

Understanding context and learning needs			
Activities	No	Partly	Yes
Has a plan for the situational analysis, including relevant and culturally appropriate methods and strategies, been developed?			
Has the policy context (nationally and sub-nationally) been researched and analysed and have policy opportunities been identified?			
Has a community profile been prepared for target communities in consultation with community leaders and members? *Does this include socio-economic, cultural and linguistic aspects?*			
Have the learning needs of the community been identified? *Do these include literacy, numeracy and language needs?*			
Have the learning resources within the target communities been identified to support the programme (e.g. appropriate location for classes, local people willing to take on the role of facilitator, health professionals to provide relevant inputs)?			

Cross-cutting principles

Activities	No	Partly	Yes
Does the programme adopt a rights-based approach, actively incorporating human rights and especially the rights of girls and women, children and people with disabilities?			
Have vulnerable people, including women and people with disabilities, been actively involved in the consultation and design of the programme?			
Have components for the development of literacy, numeracy and language skills been integrated into the programme?			
Have each of the cross-cutting principles been considered in the development of the family learning programme?			
Has an agreement been reached on the principles that will guide the pilot programme?			

Participants

Activities	No	Partly	Yes
Have the participants of the programme been identified?			
Have marginalized and vulnerable families in the community been specifically targeted in the enrolment process?			
Has the whole community been involved in dialogue about the programme?			
Have potential participants been involved in the planning to ensure the content is relevant to their lives?			

Partners and partnerships

Activities	No	Partly	Yes
Have key national partners been identified and approached?			
Have agreements been made with the local authorities, indicating the sort of support they are able and ready to offer?			
Have agreements been explored with local partners (e.g. schools, NGOs)?			
Are community committees (e.g. education, health, disability) willing to promote the family learning programme actively?			

Funding

Activities	No	Partly	Yes
Does the programme have a fully costed budget for the first implementation cycle (pilot), including project activities, transport and any salaries for activities?			
Has initial funding for the first implementation cycle (pilot) of the programme been secured?			
Is there a strategy for securing future funding and ensuring the programme's sustainability?			

Programme aims, outcomes and indicators

Activities	No	Partly	Yes
Does the programme link to any national policies or development priorities for family learning?			
Does the programme link to and contribute to the achievement of any of the Sustainable Development Goals?			
Does the programme link to any of the generic outcomes for family learning?			
Does the programme have a set of programme outcomes and indicators?			

Programme structure

Activities	No	Partly	Yes
Has the overall approach to and 'model' of family learning been agreed?			
Has it been agreed how literacy, numeracy and language will fit into the structure of the programme?			
Has it been agreed how local issues will be incorporated into the programme?			

Programme management

Activities	No	Partly	Yes
Has a management structure with roles and responsibilities been agreed?			
Have systems for ongoing consultation with the community been established?			
Has the structure of the staffing team, including facilitators, been agreed?			
Does the programme have a costed implementation plan for the first year, including details of the timing, length and venues of the family learning sessions?			

Trainers and Facilitators

Activities	No	Partly	Yes
Have job descriptions and terms and conditions been determined for facilitators?			
Have facilitators been recruited?			
Has facilitator training been planned and costed with dates, venue and trainers agreed upon?			
Have processes been identified and planned for the ongoing support of facilitators?			

Programme content

Activities	No	Partly	Yes
Has an outline plan been devised and have key topics been chosen for the pilot programme?			
Do planned learning sessions use participatory approaches and involve stimulating activities such as stories, drama, games and song?			
Have activities been included to develop the literacy, numeracy and language of adults and children in *all* sessions?			
Have materials been sourced or developed for the pilot programme?			

Monitoring and evaluation

Activities	No	Partly	Yes
Has a monitoring and evaluation schedule been developed and have tools to collect data been confirmed?			
Have ways of obtaining feedback from learners on the effectiveness of the activities been developed?			
Has a schedule been agreed to review the monitoring and evaluation data and make recommendations for adaptations to the programme activities?			
Has a plan for the impact evaluation of the programme been developed?			

MATERIALS AND ACTIVITIES

Part 2 of this resource pack offers examples of materials and activities that can be used in family learning programmes. The situational analysis at the beginning of the development of a family learning programme (see *Part 1, Section 1*) will help to identify existing learning materials that can be used or adapted for the programme. Once the learning needs of the target group and the aims and other key features of the programme have been established, the type of learning and teaching resources required must also be assessed, for which the following important aspects should be considered:

- The structure of the family learning programme (*Section 7*), as that will dictate the nature and format of the material need.
- The skills and knowledge that learners will aim to develop.

Part 2 explores the following two questions:

13. WHAT KINDS OF MATERIALS ARE SUITABLE FOR FAMILY LEARNING PROGRAMMES?

14. WHAT KINDS OF LEARNING ACTIVITIES AND MATERIALS ARE MOST EFFECTIVE?

It answers these questions by providing:

- a set of common quality criteria applied to intergenerational and family learning materials;
- examples of effective materials;
- ideas for activities to be carried out by adults and children learning together.

PART 2

WHAT KINDS OF MATERIALS ARE SUITABLE FOR FAMILY LEARNING PROGRAMMES?

13

Once the topics of the family learning programme have been determined, facilitators will need a range of learning materials and activities suitable for children and adults, which develop literacy, numeracy and language skills at a range of different levels.

There are a host of activity sheets available through networking with organizations already involved in family learning and other related programmes. Existing resources will be useful to organizations that are developing a family learning programme for the first time and require activities that can be carried out by parents and children together.

Almost all family learning programmes will need to develop some materials which are specific to the community, the topics and the participants. Questions for programme planners regarding materials include:

- What materials are already accessible?
- In which language(s)?
- How can they be adapted?
- What other materials need to be developed?
- What budget is available for materials development, production, distribution and storage?
- Who will develop the materials?
- In which quantities will they be produced?
- Where will the materials be produced at national, sub-national or local levels?
- How will they be distributed and how much will this cost?
- Where will the materials be stored?
- Who will have access to them?

13.1
QUALITY CRITERIA FOR GOOD LEARNING MATERIALS

Experienced providers of family learning programmes from all world regions have developed six key principles and criteria for good family learning materials.

➡ 1. Self-explorative and empowering

Materials should be clear (simple and clearly structured), safe and should allow for self-exploration and self-led use by learners at their own pace. Understanding and, therefore, using learning materials comprehensively and according to one's time and needs allows learners to take control and feel empowered. In other words, materials should support self-determined learning that can also take place at home.

➡ 2. Learner-centred and culturally and linguistically sensitive

Materials should be relevant and centred around the experiences and needs of participants. They should also be compatible with the resources available to participants. If possible, participants should be able to choose from a variety of available books according to their interests. They should be able to 'manipulate' the materials and take them home. Reading materials and exercises should be presented in a way that does not make learners dependent upon the facilitator, but rather supports their learning. Where possible, the materials should include a point of personal contact.

Materials should, where possible, also address the language needs of learners. In multicultural and multi-lingual environments in which many languages are spoken by people in the same communities, learners might still need to acquire language and literacy skills in additional one(s). A targeted situational analysis should provide information in this regard (see *Section 1.2*). Materials should not only be offered in the language(s) that participants understand, but also support the development of new language skills. Bilingual materials could be an effective approach to preserving one language and developing competence in a second one.

Language matters, and so does culture. It is extremely important to consider, acknowledge and value learners' culture(s). Similarly, the teaching and learning material used in any (family) learning programme should build on learners' existing knowledge and provide examples and content that both resonate with and value learners' traditions and cultures. This is especially important in intergenerational programmes, which build on the sharing of experiences between different generations for the preservation of traditional knowledge. Reading materials should also be gender-sensitive and balanced.

➡ 3. Action-oriented and interactive

Materials should not only resonate with and reflect learners' worlds, they should also be action-oriented and based on **real-life experiences**, providing an opportunity to develop literacy, numeracy and language skills that will be valuable to learners' daily lives. Plenty of opportunities for real-life usage should be provided by materials, with examples that mirror real-life situations and events. Learning materials should not only lead to learning activities but also promote joint action involving adults and children. In other words, they should be conducive to interactivity in the family learning sessions.

➡ 4. Accessible and reproducible

Programmes often have a limited budget for the development of new material. It is important to keep in mind the cost and cost-effectiveness of producing material within the given context of available resources. Materials should be organized for easy access and use by all participants and should be (re)producible at **low-cost.** When targeting vulnerable families, the provider should make efforts to offer learning material at low cost, or, even better, at no cost to learners. The costs and effort associated with material production should be easily afford-able to the provider. The provider should be able to (re)produce and reprint materials, if possible at the imple-mentation (local) level, without losing quality. In addition, participants should be able to take materials home.

➡ **5. Attractive**

While affordability is a key issue to consider, the quality and attractiveness of materials are still very important. Producing appealing materials that engage learners should remain a priority. Attractive materials are easy to read and understand. Images (if possible in colour) should be interesting, resonate with learners' backgrounds and be pleasant to use. Specifically, reading materials such as books and booklets should not be text heavy and should contain images so that they are enjoyable for learners of different ages, irrespective of their literacy skill levels.

➡ **6. Flexible, adaptable and portable**

Materials should be flexible enough to be adapted to different styles of teaching and learning and should support different kinds of activities. Materials should not provide the educator or participants with a strict script to follow, but rather allow and encourage the adaptation of content. The complexity of activities should increase or decrease according to the needs of learners. Similarly, to serve learners and genuinely promote intergenerational and family learning as a bridge between classroom and home learning, materials should be in a format that allows use outside the classroom. Their design should allow learners to take them home, whether they are books, story bags or other materials.

13.2
DEVISING LOW-COST MATERIALS AND ACTIVITIES

A low-cost way of developing new activities and materials is to bring together the facilitators and programme team for a materials workshop on a particular topic. Each person could be asked to bring along one activity, story or everyday item linked to the topic. The group could then discuss what skills they want the family learning participants to gain, examine the items and develop a list of practical activities for different levels.

Managing money – developing ideas for materials and activities

Topic: Managing money
Everyday items: Coins, notes, a photograph of a sign for chicken and rice with its price, a receipt, a packet of flour with a price tag, a payslip, a record book from a savings group.
Suggested activities, ranging from simple to more complex:

- Matching coins or notes with numbers, copying the numbers and saying them in different languages.
- Playing counting games with coins.
- Collecting packets of items and their prices for a pretend market stall.
- Comparing the prices of similar items in different places and calculating the difference.
- Making up stories about a mother and child who went shopping, adding up each item as they went. Where did they go? What did they buy? How many? What did it cost? How much money did they have left?
- Examining a receipt and working out what the different numbers mean.
- Calculating the cost of the ingredients for chicken and rice for a family and comparing it with buying it from the market stall.
- Calculating the cost of the ingredients of other recipes and comparing them.
- Devising a simple chart for household income and expenditure using pictures, words and numbers; discussing which items households spend most and least on.
- Examining a record page from a savings group and discussing how savings groups work.
- Inviting someone from a local savings group to come and speak to the group.

The result would be a list of activities, together with simple instructions for facilitators. After calculating the cost of any materials required for the activities, facilitators must decide whether they can be purchased. This kind of participatory process helps develop the confidence and skills of facilitators as well as producing relevant and creative activities.

13.3
USING INFORMATION AND COMMUNICATIONS TECHNOLOGIES

The use of mobile phones, tablets and computers is rapidly increasing. Mobile phones, for example, are seen in many communities as an essential household item, even by families with quite limited household incomes. Children are often fascinated by technology, whereas older adults are more likely to be anxious if it is a new medium for them.

Family learning sessions can be a place where participants learn how to use technology. Mobile phones are an easily accessible resource that can be used for simple tasks such as practising the use of numbers and letters, making phone calls and sending text messages. They can also be used for more complex tasks such as looking up information on the internet (if available) or posting on social media. Technology can also break down traditional ways of learning and support learning across generations. For example, children often help their parents and grandparents learn how to use cell phones and other ICTs. It also encourages a 'try it and see' approach to learning which can build confidence and creativity.

When dealing with ICTs and learning material, it is important to actively work to maintain teaching and learning material accessibility. This is especially important in contexts where learners lack access to books or where spaces exhibit little written text, i.e. where there are no signs, posters, newspapers, etc. This is the case for many communities in sub-Saharan Africa where reading material is often rare and costly. To combat this lack of reading resources, interest during the past decade has focused increasingly on adopting ICTs to reach vulnerable and marginalized communities with literacy opportunities. While ICTs offer interesting and potentially effective tools, caution should be exercised when adopting these media with family learning initiatives. This is particularly so in the case of disenfranchised communities, where there is a risk of further broadening the gap created by the lack of access to ICTs. Before planning to use ICTs, a targeted situational analysis should look at logistical issues such as:

- Is there an issue with power shortages in the community?
- Are there alternative power sources for ICTs, e.g. solar panels?
- Does the community have stable internet access?

A moment from a class at Briya Public Charter School (USA)

13.4
CREATING MATERIALS WITH PARTICIPANTS

Teaching and learning materials can also be developed by and with learners. This helps with:

- maintaining low production costs;
- guaranteeing that materials establish a personal link to the participants' lives;
- increasing participants' ownership of the learning process;
- valuing learners' existing skills with regard to creativity, production, planning, etc.;
- providing learners with opportunities to practise newly acquired skills, for example by measuring the size of cloth to be cut to create a soft book (soft books are books made out of fabric, usually used with younger children);
- increasing chances of retaining adult learners in the programme by having a project to work on session after session.

13.5
WHAT KINDS OF EFFECTIVE LEARNING ACTIVITIES FOCUS ON PRODUCING AND USING MATERIALS?

Storytelling and making books

Stories are essential ways of passing knowledge and culture from one generation to another. In many sub-Saharan African communities, storytelling is an oral tradition. As well as traditional stories, many people have stories they would like to tell and have written down.

Intergenerational storytelling is a wonderful way of building relationships between generations, valuing the experiences of older people and providing written materials for children and adults alike to read and discuss at home.

It is important to remember that the process of telling the stories, listening to them and talking about them is just as important as the final product, if not more so. Producing a booklet including stories from different participants, written in the local language(s), with illustrations by family learning participants, can take several months. It can also promote a wealth of new skills and insights, including literacy, numeracy and language skills, and result in a valuable resource for future learners.

Activities for the development of literacy, numeracy and language in family learning programmes

Most of the following activities can be used with groups of adults or children, separately or together. Facilitators are encouraged to adapt them and devise their own activities.

Games and energizers:

- Participants pick the first (or last) letter in their name from a collection of letters cut from card.
- Participants link the initial letter of everyone's names to healthy and less healthy foods (e.g. Sara – soup and sugar, Fatima – fish and fried food).
- Playing pairs (i.e. pairs of pictures, words or letters) are put face down on the table. Two or more players try to pick up two matching letters or words, remembering and recognizing rhyming words (e.g. a participant starts by giving one word or a short phrase in their local language. The group considers how many different languages are known for the same word or phrase).
- One person shows the group an item such as a bag of rice or piece of wood. The group all guess how long, or how heavy it is, before the item is measured or weighed.

LABE developed some examples of how to work with parents and adults to develop educational materials and toys. These can be found in *Annex 2*.

READ Nepal: My Grandparents' Stories, My Pictures

Grandparents telling their stories to children as part of the programme

Local culture is being preserved and inter-generational links strengthened through this storytelling programme involving grandparents and children.

The grandparents, many of whom cannot write themselves, tell their stories to the children who draw pictures to illustrate them.

The grandparents and children talk about the stories, their origin, their meaning, and whether they contain any hidden messages about their culture and history.

Many stories have now been selected and published as a culturally appropriate permanent resource for future programmes. (UIL, 2015d)

LABE's family story bags

The NGO Literacy and Adult Basic Education (LABE) is based in Uganda. Part of its Mother Tongue-based Education (MTE) programme, implemented in the northern regions of the country, includes the creation and distribution of story bags. These are distributed to all participant families. The story bags serve as mini-libraries that families can hang on the wall at home and use as a practical tool to store and organize their reading materials. This is a good way of encouraging parents and children to practise their literacy skills at home. (UIL, 2015c)

A LABE family story bag

14

WHAT KINDS OF LEARNING ACTIVITIES AND MATERIALS ARE MOST EFFECTIVE?

This section presents examples of good-quality and useful materials and activities.*

Help Children to Be Strong

This booklet was developed by the Family Literacy Project (FLP) in South Africa. While the example presented here is from the facilitators' guidebook, the parents' book is organized into the same sections and activities.

This booklet:

- ◗ guides facilitators in their daily work with parents;
- ◗ encourages facilitators to use the same approach with parents as it recommends parents adopt with their children;
- ◗ provides different ways to foster discussions about important topics (linked to a given session);
- ◗ is easy to follow: instead of having a large amount of text, written text is limited to the minimum necessary and can also be used by adult learners with low levels of literacy skills (see *Figure 9*);
- ◗ is adaptable for different groups of learners, for example, for parents who have children of different ages (see *Figure 11*);
- ◗ has a strong focus on positive themes (resilience) in a non-threatening way;
- ◗ is available in different languages (examples from the English version are presented here);
- ◗ is action-oriented, providing facilitators and parents with suggestions on new strategies and activities to be undertaken with children in a positive, non-challenging way;
- ◗ presents images of young and adult people in a positive way. The images of people included in the publication resonate with the background of the pro- gramme's participants (see *Figure 12*).

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* Some of the scanned copies of documents mentioned in the following section can be obtained by contacting the Library of the UNESCO Institute for Lifelong Learning (UIL) at uil-lib@unesco.org or, alternatively, the organizations that developed them. For additional questions about materials, please contact the authors of this publication at uil-lbs@unesco.org.
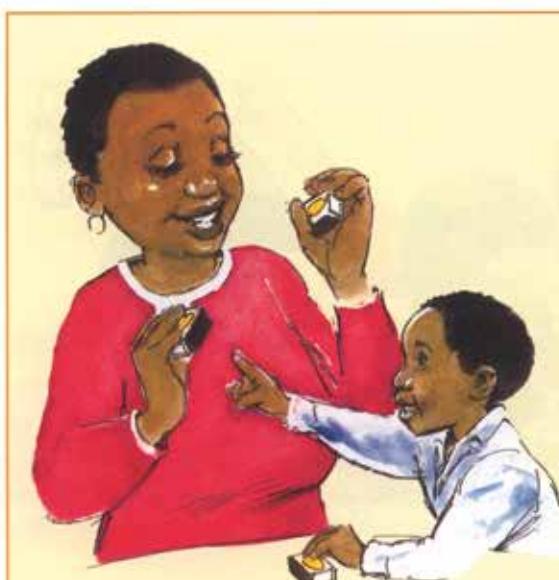
Take three empty matchboxes. Put four or five grains of rice in one. Do the same for the second box. In the third box, put ten or twelve grains of rice. Close up the boxes.

Now ask your child to shake each one. Ask her which two boxes sound the same. She will be matching the sounds *(imisindo)*.

She will have to listen very carefully to get this right.

- Most adults sing to their children. Say the words clearly when you sing or say rhymes *(imisindo ehambisanayo)* to your child. She will soon begin to try and say the words with you. She will learn new words and sounds. Try doing an action that matches the words of the song. Your child will copy you. You can both *(nobabili)* have a lot of fun *(injabulo)* this way.

- Here is another listening game you can play with your child. Take one page from a newspaper or magazine. Choose a letter of the alphabet. Help your child find the same letter on the page. Cut out the letter. See how many you can find. Now look at the rest of the newspaper or magazine. Can you find pictures of things that begin with this letter?

  For example, if you choose the letter **f** you may be able to find pictures of food, friends, and family. This game teaches your child to listen for the sounds at the beginning of a word.

- Listen to the radio with your child. There are interesting programmes on the radio for young children. There are also music programmes. Listen to these with your child. Talk to her about what you hear. Ask her if she enjoyed the music and what it made her think of. Perhaps it made her think of rain, a party, a train, a lot of horses galloping along the road. You will help her to develop her imagination.

Figure 9. *An image and activity included in the FLP booklet*

☀ Chapter 1: Why do children need to be resilient?

I AM

I AM lovable
I AM glad to do nice things for
others and show I care
I AM respectful of others
and myself
I AM willing to be responsible
and independent
I AM sure things will
be all right

I CAN

I CAN communicate
I CAN try and solve problems
I CAN control my feelings
I CAN understand what kind of person I am
and what others are like
I CAN find someone to
help me

The three parts of resilience

Let us talk about a model of resilience. A model is like a plan. There are different parts in a model or plan. There are three important parts to resilience: We can call the parts I HAVE, I AM, I CAN. Let us look closely at each part.

Let us look at the three parts of the resilience model in more detail.
I HAVE, I AM and I CAN

I HAVE

I HAVE people around me I trust and
who love me, no matter what I do
I HAVE people who make rules for me so I know
when to stop before there is danger or trouble
I HAVE people who are good role models
I HAVE people who want me to learn to do
things on my own
I HAVE people who help me when I am
sick, in danger or need
to learn

2

Figure 10. *Page 2 from Help Children to Be Strong, used to support discussions with parents about resilience*

Chapter 1: Why do children need to be resilient?

Children of different ages

There are many different things that children and parents can do to build the I HAVE, I AM, and I CAN parts of the resilience model.

When children are very young they need the "I HAVE" parts more than the other parts. This is because they need a lot of care and support from parents and other adults. As children grow, they have more skills. They still need to say I HAVE support from others. Now they are also building their own skills so they can say, "I CAN". As they grow older they make their personal attitudes and feelings strong so they can say "I AM".

Let us look at what this means for children of different ages. Remember children grow and develop in different ways. These are only examples. You know your own child better than anyone else. This means that you will know which example applies to them.

We use different headings and boxes in the examples. This is what the headings mean:

What parents can do is about what parents and other adults can do to build their child's resilience at different ages.

Examples describe good ways to behave when there is a problem. In each example you will learn the adult's goals, the child's needs, and the parts of the resilience model that are being built.

The results show what happens when resilience has been developed. How does the child use the words of resilience? What skills has she learnt? How does she feel about herself?

Check to see if you are trying to build resilience too fast. Look for signs that tell you that what you are doing is right for your child. Make sure your child understands what you are teaching her. Watch how she responds. If she shows that she does not understand what you are doing or finds it difficult to learn something, change what you are doing. You may be going too fast or perhaps you are treating her as though she is older than she is.

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Figure 11. *Page 10 from Help Children to Be Strong, used with parents who have children at different ages as it provides suggestions on adapting content*

———————————————————————————————— Chapter 3: The child from four to seven ☀

Chapter 3:
The child from four to seven

From the age of four to seven, your child learns about initiative and is busy, busy, busy – feeding a doll, climbing trees, building a kraal or wire car. Your child plays a lot. Sometimes she is not sure what is true and what is imaginary. Sometimes she does not know what is true and what is a lie. She starts many things but does not always finish them. The tasks of family members and friends often seem very interesting and the child wants to help and may seem to get in the way.

This very active child is beginning to ask a lot of questions. If the child's questions are not answered, or if she is unable to take the initiative to accomplish things or is rejected by those she tries to help, the child may feel guilty, unworthy, or naughty.

What parents can do

To build resilience in the child aged four to seven, you must:

○ give unconditional love.

○ say you love her.

○ use holding, rocking, and a soothing voice to calm her. If your child is upset, encourage her to do something like taking a deep breath or counting to 10 to become calm before talking about problems or unacceptable behaviours.

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Figure 12. *Page 21 from Help Children to Be Strong, showing positive images of adults and children together*

Clare materials

The Clare Family Learning Project (Ireland) has, over the years, developed several publications and other materials for various uses. All the material has been derived from the experience of facilitators and is therefore based on what has already been successfully used in family learning sessions.

Family Learning in Action

Family Learning in Action is a booklet which includes a wide range of programme outlines and session plans for use in family learning programmes. Session plans include directions on how to strengthen the development of numeracy and literacy skills, with activities for different levels. Topics include Grandparents and Family Learning, Making Music Together, Story-bags and many more practical ideas. The booklet also includes practical examples of evaluation activities including the example given in *Figure 8* for use by facilitators or tutors at the end of a course. Most of the activities are applicable to most communities and include straightforward instructions.

   Figure 13 showcases different activities that can be implemented using the topic 'Make a map of your local area'. It:

- provides clear indications for facilitators on how to create different activities for one topic;
- provides guidance on how to build on this topic by creating activities for parents and children to complete together;
- indicates how literacy and numeracy skills relevant to this topic are strengthened by the different activities.

Topic 6: Make a map of your local area

Materials:

Selection of paper, coloured tissue
Flipchart pages
Roll of old wallpaper
Scrap paper for rough work

Coloured markers
Black markers
Sticky wall adhesive

Task	Suggested activities
List what is available for children locally	Work in pairs and create list of places to visit that are, e.g., free, child friendly, buggy accessible, etc. Share with the group. Discuss why these are good places to visit. Ask parents to rank their favourite/least favourite locations.
Create a map of local area	Parents roughly sketch map of their local area. Encourage parents to identify reference points for estimating distance, proportion, orientation, etc. Share and adjust as necessary.
Develop a key to the map	Parents add symbols for various places, e.g., playgrounds, friend's house.
Draw map on large flipchart page	Each parent draws a map, adds symbols and a key and decorates.
Display maps on wall	Display maps on wall with adhesive. Each parent brings the group on a tour of his/her local area.
Parent and child connections	Ask parents to suggest ideas for using their maps with their children, e.g., to learn about their community, find places marked on the map, 'tell a story' about places they have visited, raise awareness of environmental print. Parents try out activities at home and report back to the group in the following sessions.

Literacy links

Using background knowledge to create a visual representation
Designing symbols and a key for the map
Writing familiar words (street names, locations)
Reading the map/explaining the map to their child
Listening to and expressing opinions
Participating in a group discussion
Gathering information
Interpreting signs and symbols

Numeracy links

Using maths vocabulary
Using numbers
Using measuring tools
Ordering/sequencing information
Estimating distance/proportion
Making comparisons
Drawing shapes/lines
Representing proportion
Interpreting simple scaled drawings

Figure 13. *Page 21 from Family Learning in Action.*
The boxes at the bottom indicate how the activity supports the development of literacy and numeracy skills

Our Stories

The document, *Our Stories*, was developed to be used by groups of parents with low literacy skills, but it can also be used during the training of trainers. It contains different short (one-page) descriptions of activities that can be used independently or to build up a longer, more complex multiple-meeting process. This may have the aim of, for example, building vocabulary and related literacy skills that will then be practised by filling in the various activity pages. *Our Stories*:

- addresses the practical challenges adults face when (re-)engaging with learning activities and is structured to support a successful use of the document (i.e. activities are short and easy to comprehend);
- can be used to support the development of a literate environment;
- is very easy to use: letters are big and there is plenty space to write;
- is easy to photocopy and its reproduction and dissemination would not be too expensive;
- uses participants' photographs and drawings to stimulate ideas and encourage participants to personalize their work;
- ensures that all activities included can be linked to pre-literacy and pre-numeracy activities. For example, the activity in *Figure 14* could be first dealt with during a parent-and-child meeting, with the adult discussing their family with their child (e.g. family members, their names, ages, relationships). The same topic could then be approached in a parenting or adult literacy session in which the adult could fill in the tables.

My Family

List the members of your family and their relationship to you:

Name	Relationship to you

Name	Relationship

My signature: _____

Date: _____

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Figure 14. *One of the one-page activities included in Our Stories*

Family Learning Resource Guide

Produced by the Clare Family Learning Project, this publication includes guidance and examples of activities for facilitators carrying out parenting sessions. The book is divided into six separate booklets ('packs') which include ideas to start discussions and activities developed around a main topic. Booklets are then divided into 14 sub-themes, which include:

- *Getting Started* to support parents in becoming familiar with the concept of family learning through different activities. Specifically, it addresses the differences between learning at school and learning at home and in the community, stressing their equal value.
- *Let's Talk About...* and *Rhymes, Songs and Poems* includes activities to support children's pre-literacy skills and help parents understand the value of rhymes, songs and poems in supporting the acquisition of language and literacy skills. It provides examples of songs, how to 'use' them and suggest when such activities could be carried out.
- *Ready to Write* and *Maths in Action* give practical ideas on how everyday activities can support the development and strengthening of literacy and numeracy (mathematical) skills and can be carried out in fun ways.
- *Reading Together* provides clear suggestions on how to read with (young) children.

While many adults who participate in learning and parenting programmes might have a clear understanding of the importance of supporting their children and of their role in their child's development and education, some might experience strong challenges in trying to engage in learning activities with their children. This is even more likely if they have not experienced first-hand the learning activities exemplified by facilitators. The activities presented in this publication are described in a clear and non-threatening way and recommend approaches that, little by little, reinforce parents' confidence in actively participating in their children's development.

The clarity of the directions included in the resource is also of great help to facilitators working for the first time in a family learning programme. The activities are non-threatening. Discussions are led by prompts and questions that foster success, i.e. they support parents to tap into their experience, thereby building on it.

Introduction

This session will build on the discussions in **Session 5 - Storytelling**. It will assume that you have already explored the importance of narrative skills when children begin school.

To prepare:

Gather together a variety of books: picture books, alphabet books, board books, cloth books, 'lift the flap' books, home-made books, fairy tales, nursery rhymes, books in Irish, Irish stories and legends, books about popular TV characters, books about animals, books with story tapes attached, first school readers, Letterland books, and information books such as Usborne books.

Your local library may lend you books to display if you don't have the resources to buy a selection of books.

Display the books for the parents to view.

What to do:

Review **Home Activity 5 - Storytelling**.

This session will concentrate on books. The parents will explore the importance of reading books, looking at books, talking about books, and encouraging their children to enjoy and value good books. The parents will also learn more about how home experiences of books are important to children's later success in school.

Questions to ask:

- Why do you think your children enjoy being read to?
- What are your children's favourite books?
- Do your children choose books for themselves?
- What books might your children see you reading?

Figure 15. *Example from the Clare Family Learning Resource Guide, with suggested questions for facilitators*

Tostan books and other reading material

For more than 20 years, Tostan has developed reading material in different Senegalese national and local languages. This has contributed to an increase in reading opportunities in communities where books, magazines and other materials with written text (especially in national and local languages) were scarce. The Tostan books and booklets support the development of literacy skills for all ages.

The particular value of the literacy booklets is evident in the following ways:

- Both presentation and content are relevant to the cultures of the communities in which the booklets are used.
- They provide an easy-to-follow link from 'concrete to abstract' by providing clear connections between images and sounds and between sounds and corresponding letters.
- They are generally very clear and support the development of phonemic awareness by combining both reading and writing activities.

Figure 16. *Cover of one of Tostan's literacy booklets*

Q q

daqaar

séq

sàq

Q Q

q q

daqaar

séq

sàq

20

Figure 17. *A page from a Tostan literacy booklet in Wolof*

U u

unk

uppukaay

toogu

U U

u u

unk

uppukaay

toogu

24

Figure 18. *A page from a Tostan literacy booklet in Wolof*

Saŋ Niŋ Suluu

This black-and-white book, developed by Tostan, is based on a very well-known tale in Wolof communities. This makes it possible for all adults, independent of their literacy skills levels, to 'read' and enjoy the book based on the images and the existing knowledge of the tale. Additionally, the booklet:

- is light on text, making it less intimidating to learners with low literacy skills;
- presents text in a large, clear font size and style;
- can be easily photocopied (images are printed in black and white) and then coloured in by children;
- is available in different languages (to see a video of the book being read with children in one of its available languages, go to: https://youtu.be/Z93kIS32NRs?list=PLnBIAgSOf56iA5LCKIHaiNFOxhSVqyt4H).
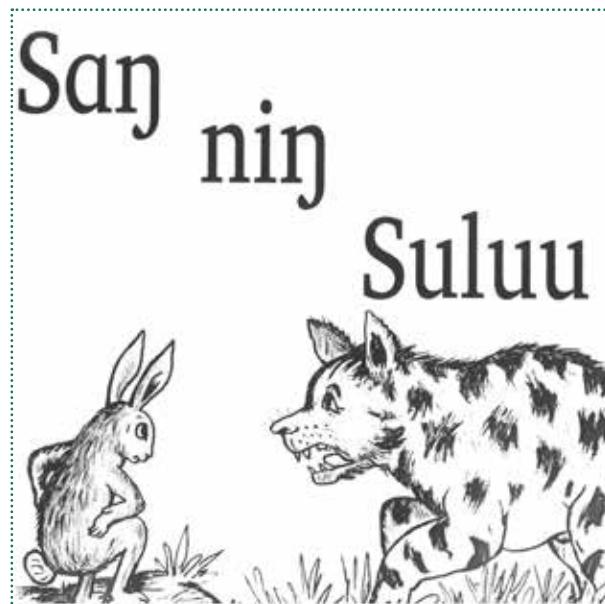
Figure 19.
Cover of Saŋ Niŋ Suluu

Figure 20. *Pages from Saŋ Niŋ Suluu.*

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LABE's parent–educator training module

Central to the implementation model adopted by LABE is the 'parent–educator' (PE) who supports its work. The organization has developed a resource book, *Responsibilities of the Parent Educators*, that provides overviews, suggestions, clear scenarios and images of the responsibilities linked with the PE role. The document:

- ◗ includes clear images of possible scenarios in which PEs will find themselves;
- ◗ includes images that are culturally appropriate and gender sensitive;
- ◗ uses limited colours, which helps keep printing costs low;
- ◗ uses positive language that is easy to understand.

More examples from this publication are included in *Annex 2*.

Figure 21. *Page 4 from LABE's Responsibilities of the Parent Educators*

READ Nepal reading materials

READ Nepal has, over the years, engaged with different communities to develop books in English and Nepali with stories and reading content that reflect daily local life. Many of their books deal with issues and events that are close to local communities, as evidenced by the following two examples.

Head Struck Against Wall

This book, available in Nepali, was developed after the 2015 earthquake in Nepal. Both stories and pictures included were developed by adult and young learners. This book:

- represents a personal link to an experience that is familiar to all communities;
- supports the process of overcoming traumas by sharing memories;
- acknowledges all the authors and artists who contributed to the book with names and photos;
- can be used both locally and internationally;
- could be adapted for the use of people with lower literacy skills, even though the text is very advanced.
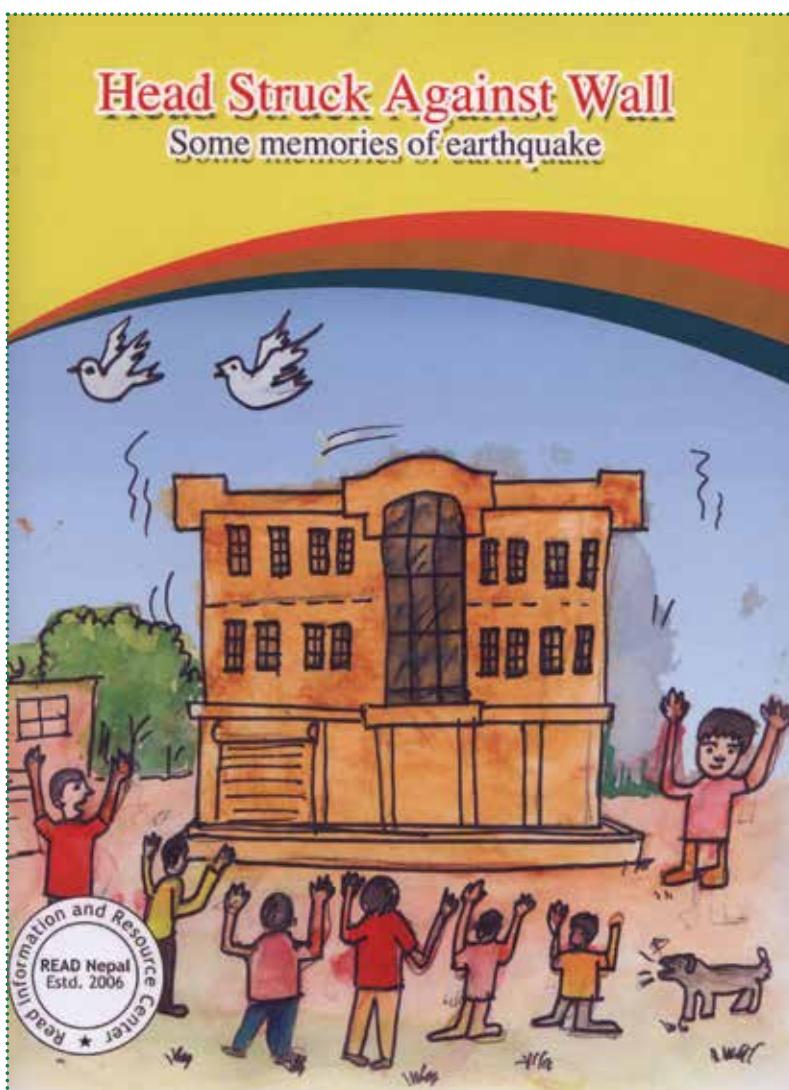
Figure 22. *Cover of Head Struck Against Wall*

Figure 23. *Pictures from Head Struck Against Wall showing the process undertaken to collect, write, and depict the stories included in the book*

Figure 24. *Books produced by READ Nepal include an acknowledgement of the authors and artists who created the book*

Figure 25. *A personal story from Head Struck Against Wall*

Materials from the Briya Public Charter School

The examples overleaf are used by the Briya Public Charter School both in adult English as a Second Language (ESL) classes and during Parent and Child Together (PACT) time. They can be adapted for adults working on their literacy skills. These activities are part of a lesson plan on nutrition and how food affects children's development and everyday life.

Name: _____ Date: _____

Nutrition Child Development

1. Complete the sentences with **healthy** and **unhealthy**.

_____ food and drinking water helps students concentrate and learn.

When students eat _____ food, it is more difficult to concentrate and learn.

2. Write the words under '**healthy**' or '**unhealthy**': *water, coke, potato chips, banana.*

Healthy	Unhealthy

Circle the picture of food that has **variety** and is **healthy**.

Figure 26. *Activity sheet developed by Briya Public Charter School*

The activity in *Figure 27* can be conducted:

- in adult classes;
- during parent–children learning times: adults could support their children with the survey;
- to support the strengthening of numeracy skills: at the end of the survey learners could compare the answers they collected, calculate the median value for each answer, and create a graph covering the six different questions and the (median) answers collected in class. Depending on the age of child participants, the same activity could also be conducted with them.

How do you help your child eat healthy food?

Talk to classmates. Write the name if the answer is **Yes**.

Do you _____?

Yes, I do.   No, I don't.

set an example?	cook together?
make it fun?	make food art?
provide variety?	do something different?

Figure 27. *Activity sheet developed by Briya Public Charter School*

The example activity sheet in *Figure 28* was also developed by Briya. It can easily be adapted to different contexts and the objects included to be measured replaced with others (e.g. a bench, a stick, a rug). The idea is to support both children and adults with their numeracy skills by using a concrete measurement unit (a hand) before moving onto more complex and accurate units. The unit can be changed. The educator can facilitate comparisons and discussions about variation in hand sizes (and therefore the need to use a 'universal' unit of measurement).

Figure 28. *Activity sheet developed by Briya Public Charter School*

The activity in *Figure 29* requires minimal resources: a photocopy of the page / table and a coin.

Learners are asked to play the game after entering numbers in the blank spaces. They then flip the coin and, depending on the side (this game can be easily contextualized using local coins), they either proceed or retreat by one or two cells. They follow the directions in the cell they end up in. The game is suitable for adults (to practise both literacy and numeracy skills) and can easily be played by parents and children together.

Make a game

1. Write a number in the space.

_____ times.
Go back _____ spaces.

Play a Game!

Write: 1,2,3,4, or 5

START →	Touch your knees _____times. →	Touch your feet _____times →	Touch your nose _____times ↓
Touch your knees _____times ↓	Go back_____ Spaces. ←	Touch your legs _____times ←	Touch your toes _____times ←
Go back_____ spaces. →	Touch your ears _____times →	Go back_____ Spaces. →	Touch your stomach _____times ↓
FINISH	Touch your head _____times ←	Touch your shoulders _____times ←	Go back_____ Spaces. ←

Heads = go 1 space   Tails = go 2 spaces

Figure 29. *Activity produced by Briya Public Charter School*

Enjoying Language Together

This booklet was developed for the Family Literacy Project (FLY) in Hamburg, Germany, and includes practical materials (work sheets) for the use of parents and pre-school children together. This hands-on publication:

- is interactive and uses clear vocabulary;
- has activities that can also be adapted for dual language instruction and second language acquisition;
- fosters phonemic awareness integrated with numeracy skills acquisition;
- has working sheets that are action-oriented, mostly designed as games to promote literacy through joint action involving parents and children. They can be cut out, coloured and laminated with each game kept in one envelope;
- has pages that can be easily photocopied and distributed to learners to be used in class or at home;
- was designed so that facilitators can photocopy work sheets easily and parents can use them at home.

At the end of the publication, FLY provides a questionnaire for parents (see *Annex 2*). The questions included are to help facilitators gain a better understanding of the parents and families they are working with.

Figure 30 includes an activity sheet that can easily be photocopied and distributed to learners. The sheets include words/short sentences to create phrases that describe the two images on top (verbs included might need to be conjugated). The questions at the bottom can be answered orally or by writing down the responses. This activity can therefore be carried out by adults, children, or adults and children together.

The balloon — working sheet 19
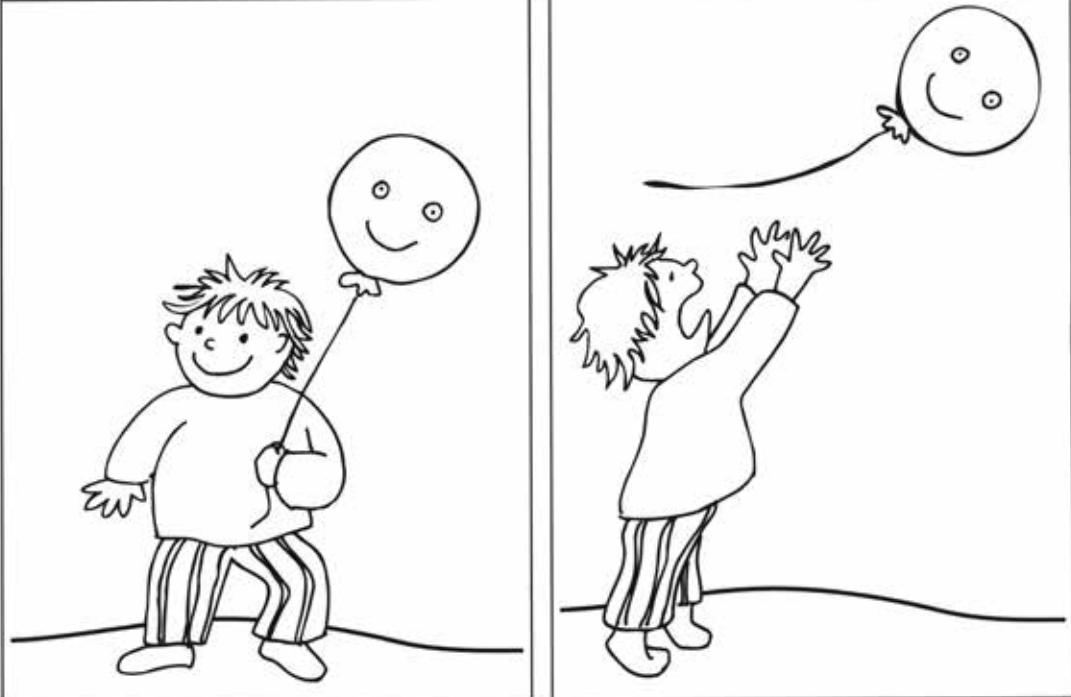
Word list

the child	upwards
hold tightly	stretch the arms out
the balloon	cry
to be happy	where to?
fly away	comfort
the sky	place for another word

Questions

- Why is the boy happy?

- Why is the boy crying?

- How can the child be comforted?

Figure 30. *Activity sheet from Enjoying Language Together*

The activity in *Figure 31* supports the understanding of syllables. It can easily be edited to include images or words that resonate better with the background of learners.

words with one syllable

words with two syllables

words with three syllables
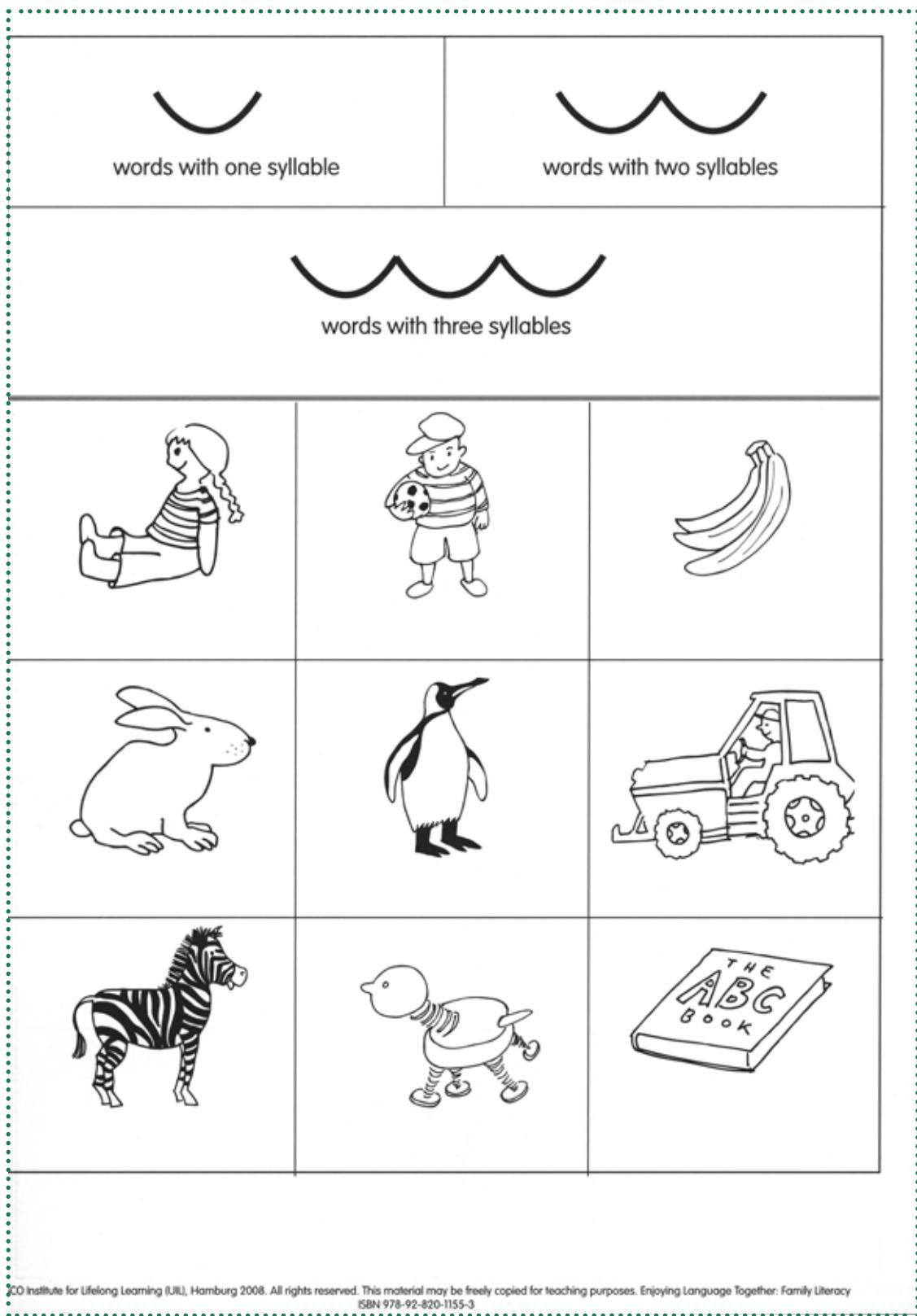
Figure 31. *Activity sheet from Enjoying Language Together*

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ANNEXES

ANNEX 1. VIDEOS

The Importance of Reading to Our Children (Wolof)
Tostan International

The Importance of Reading to Our Children is a video produced by the NGO Tostan in Senegal, available in Wolof. It is used in support of the Reinforcement of Parental Practices Module (http://tostan.org/program/reinforcement-parental-practices-module). The video shows adults reading with children and explains the benefits of reading with young learners.
It is available online: https://youtu.be/_IoAubmLAZ4?list=PLnBlAgS0f56iA5LCKlHaiNFOxhSVqyt4H.
Language: Wolof

Family Literacy's Impact on Adult Learning: BRIYA Public Charter School
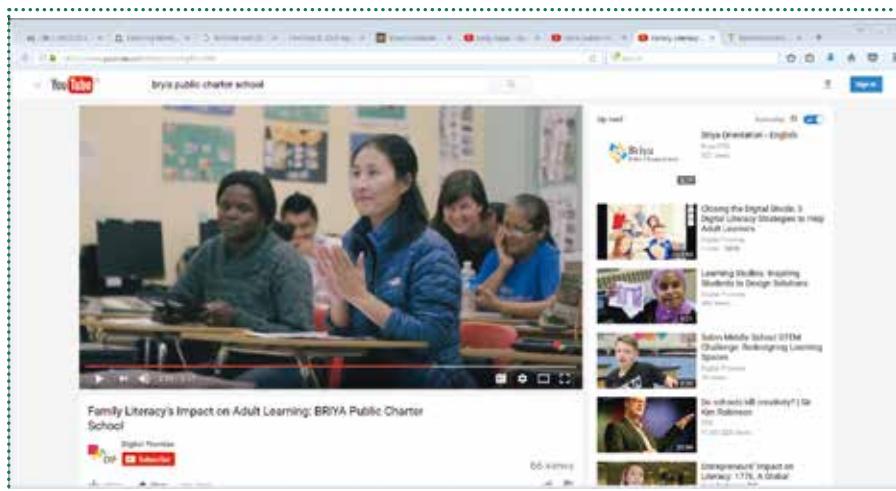
Family Literacy's Impact on Adult Learning: BRIYA Public Charter School in Washington, D.C., USA, presents the BRIYA model of providing family learning opportunities, also referring participants to their partner organization Mary's Center for health care. It also provides compelling information on the benefits of family learning for adults.
The video is available online: https://youtu.be/zEaj4ffeoWE.
Language: English
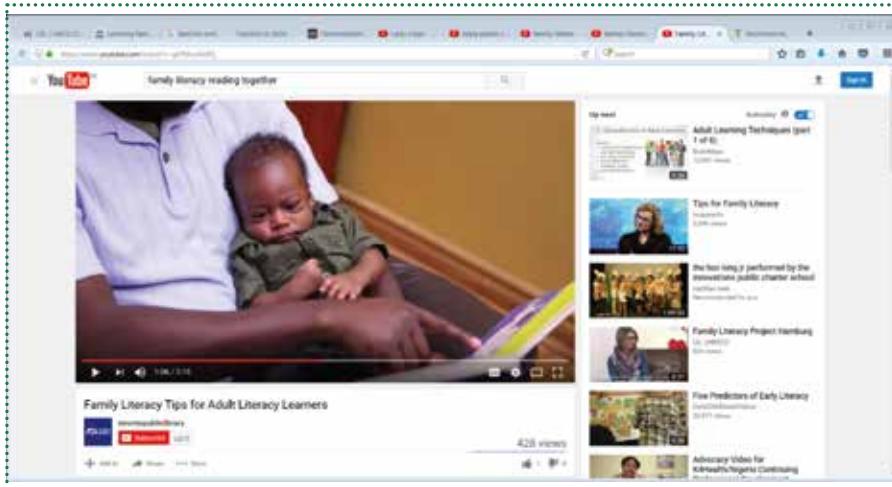
Family Literacy Tips for Adult Literacy Learners was produced by the Toronto Public Library System, Canada. It shares and shows easy activities for parents and children to do together at home.
This video is available online: https://youtu.be/gDRJhvX6cRQ.
Language: English
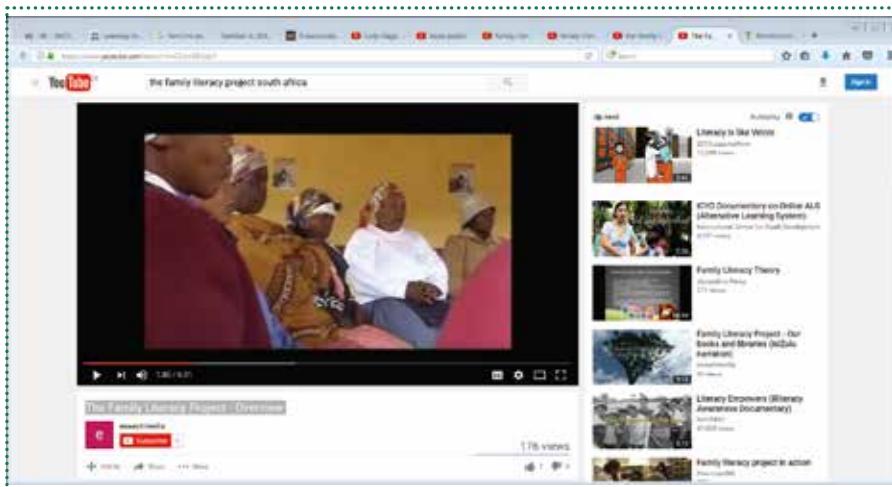
The Family Literacy Project: Overview presents the Family Literacy Project (South Africa) and provides short clips of activities with adults and children in KwaZulu Natal.
The video is available online: https://youtu.be/C5qrc8B4pUY.
Language: English

Name: _____

Part 2: We would like to know what significance reading and writing have for you and your family. Please mark the applicable statements.

1. I read a book/magazine.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

2. I read a newspaper.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

3. I borrow books from the library.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

4. I write letters/postcards.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

5. I use the internet.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

6. I buy books or other reading material for my child/children.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

7. We look at picture books at home.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

8. I read to my child/children.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

9. We tell stories at home.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

10. We sing songs at home.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

11. We write with our child/children at home, e.g. names or other words.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

12. We do handicrafts or draw at home.
    never ○   once/twice a month ○   once/twice a week ○   daily ○

Questionnaire for parents from Enjoying Language Together (FLY)

ACTIVITY 1: Meeting and informing Parents about their roles in children's education

The 2008 Education Act of Uganda acknowledges the significance of parental involvement in children's education. Parental involvement has been found to be beneficial to pupil's academic success. For example, the availability of reading materials in the home and frequency of shared reading in the family motivates children to engage in reading activities.

Getting ready to share information with Parents

As a PE, you should create opportunities to share information with family members during home visits and community meetings. Develop a clear plan of what and how you will share the information.

1. The ideas you got during your PE training will be helpful in preparing for sharing this information. Ask yourself questions like: What will be shared with parents? What do we need to achieve together? Whom am I going to talk to? How will I pass on the information?

2. Gather the information and key ideas about parental involvement you will pass on to the parents.

3. During the meeting greet the family members and explain the reason for your visit/meeting.

4. Tell the parents why it is important for them to get involved in children's education. Explain the benefits parents and their children will get from working together in education activities.

5. Allow them to ask you questions and be polite as you answer them.

6. Agree with the parents when they will hold the first meeting to start family learning in their community.

What particular community members should you be sure to inform?

Be sure to visit and talk to the following: -

- Parents at home.
- Local Council leaders.
- Clan leaders.
- Religious leaders.

Page 5 of LABE's Responsibilities of Parent Educators.

ACTIVITY 2:   Encouraging parents to attend family learning sessions
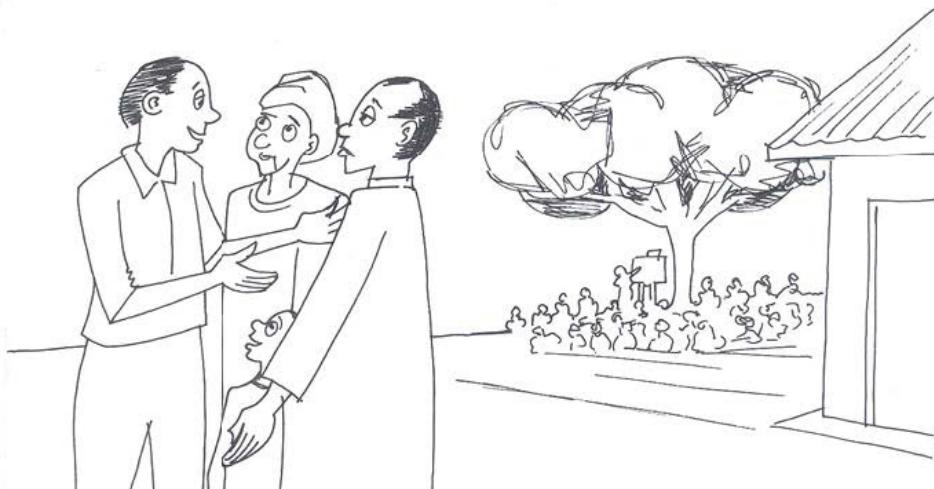
Parents' attendance of family learning sessions is central to your programme. If parents come and attend regularly, then your programme will be judged as successful. It is important that all the parents you met during the information sharing visits attend these sessions.

How should you encourage every parent to attend family learning sessions?

(a)   Explain clearly the aims of your programme. When parents understand what the programme intends to achieve, they will be able to tell you whether this fits with their personal aims.

Ask all parents to attend the first meeting so that you set up the goals of the programme together. You can ask the religious leaders, LC leaders, head teachers and FM radio presenters to spread your message around.

(b)   Get organised during the first meeting. Guide parents so that they are able to: set their group rules; choose a place and time to meet; elect their group leader; and decide themes and skills to be learnt.

(c)   Building a good learning environment.

Parents are voluntary adult learners. Follow the principles of adult learning while dealing with them.

Create a supportive atmosphere in which parents can relax and feel free to talk about their learning.

Allow time for parents to talk you about how they are getting on with this learning. Make this confidential and informal.

Use materials, examples and situations which are relevant to parents' interests and actual needs.

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ACTIVITY 4:   Working with community and other opinion leaders

The PE has to get the help of local and opinion leaders in the community. You will find that some of these leaders are sympathetic to your work. They have come to understand how adult learning helps a community to develop.

Their support should not be taken for granted. As a PE, you need to find out first what they think about your programme before going out to meet the parents and community members.

What to note while working with community leaders:

Prepare; it is important to make a good first impression when approaching community leadership. Be prepared, friendly and have a positive attitude. Pay respect to demands on their schedule and position.

Focus on the ideas you want to share with them. Know very well the issues about family learning. Sell your ideas to them and be sure that they have become your promoters.

Make positive approaches not negative ones. Show how the communities they lead will benefit from family learning.

Participate in meetings they call and ask for time to talk to people. Spend time and explain why family learning matters in your community.

Respect cultural norms of the community. Dress appropriately, listen carefully and do not show that you are in a hurry to get things done the way you want.

ACTIVITY 3: Developing instructional and learning materials

Most of the materials for instruction in home learning centers will be made by you, the Parent Educator. You will need to develop materials for parents' only sessions, joint-parent child sessions or children-only sessions. For parents, these materials are meant to develop their literacy, numeracy and parenting skills. For pre-school children, the materials are mainly for language development, social/sharing skills, emergent literacy and print awareness skills.

Instructional and learning materials for preschool children and early grade (P1 – P3) children;

Materials for these learners should be prepared to enable the development of print awareness, language development, letter/picture recognition, early reading and writing development. Materials to enable you teach the above include: Picture story books, picture cards/charts and letter/ number charts.

For language development, you need to prepare songs, tongue twisters' and riddles from your community. Children already know some of these but need to practice them more frequently.

You can also produce toys, jig-saws and simple board games to help these children develop simple physical motor skills.

Instructional and learning materials for adult learners/parents

You should develop specific materials for adults to support them become literate if they lack reading and writing skills. You also need to prepare materials for handling parenting sessions.

The learning materials for adult literacy that you can develop include cards (with letters, syllables, words, numbers and sentences); charts and folk tales including proverbs and containing morals lessons.

You can make or collect real materials that children use at school and use these for adult literacy. This is intended to ensure that parents are able to help their children learn from these materials. Examples of these include children's graded readers, story books and school report forms. These materials must be in the local language.

For parenting sessions, the materials you need will include pictures, personal testimonies of parents, recorded audio and video stories. This will mainly act as prompts to spark off whole group discussions and reflections.

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ACTIVITY 1: Plan joint parent-children learning activities with P1-P3 teachers

The primary one, two and three teachers will need your help in planning and delivering weekly joint parent-children learning sessions. You can help the teachers before, during and after these joint sessions in the following ways:

Before the joint sessions

You and your fellow PE at the HLC will meet with the teachers attached to the HLC to plan the joint learning activities. Usually, the teachers will suggest the lesson activities based on their lesson plans. You are advised to help in carrying out the activities during such a lesson. You may meet with the teachers at the school or at the HLC.

Ensure that the parents at the HLC are informed about the date and time of this joint session and what they are going to benefit from participating.

During the joint sessions

Advise parents to sit near their children. The parents should take interest in the learning activities directed by the teacher.

Distribute the learning aids (such as story books) according to the instructions of the teacher. Show learners and parents how to follow the instructions as given by the teacher.

Move around and offer support to the parents and their children as the lesson progresses.

Help the teachers to collect the learning aids and exercise books when the lesson comes to the end.

After the sessions

The teacher might give after-school learning activities. You can ask parents and their children to do these at the HLC. Some of these include shared reading activities.

At times, you may have to prepare a lesson similar to the one delivered at school in order to consolidate what was covered by the teachers.

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ACTIVITY 4: Organise pre-school children's orientation visits to primary schools

Starting school is an important time for young children, their families and teachers. It is one of the major challenges children have to face in their early childhood years. Many children in Uganda enter primary school for the first time when they are afraid to learn. A school ready child should be happy, eager and willing to learn upon entering school. However, pre-school children do not become 'school ready' on their own. They need to be prepared for the first days of their school.

There are several activities that you can do to prepare pre-school children in your HLC to become school-ready. These are called orientation to school activities.

What are some of the orientation to school activities you can carry out in the HLC?

Organize a tour to the nearly primary school. Orientation activities are characterized by meeting relevant people in the school such as teachers. Pre-schoolers should spend some time in a classroom, visit play grounds and talk to their peers. You should get in touch with the school administration before carrying out these orientation school visits.

Organize informal question and answer sessions between pre-school children, in school children and their teachers. Apart from visits and short tours around the school, you can ask early grade teachers to facilitate young children already in school and those not yet in school to interact in classrooms.

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ANNEX 3. GRAPHICS AND DOCUMENTS FOR ADVOCACY

The illustration below showcases the different kinds of interventions aimed at the development of a culture of learning in communities and at home. In other words, it presents different kinds of intervention directed at:

- ▸ children, e.g. interventions during early years and in school;
- ▸ children and parents together;
- ▸ adults only.

Some of the interventions can be directed at children but still engage adults, i.e. programmes that provide skills to parents to practise activities at home. The circle bordered in red refers to the kinds of programmes recommended by this publication: programmes that, while perhaps including components for adults only or children only, develop activities during which parents and children learn together as a core principle.

Early years and learning in school
CHILD ONLY

Learning through doing, e.g. working, volunteering
ADULT ONLY

Parental engagement and involvement in early years and school
CHILD WITH PARENT'S INVOLVEMENT

General adult learning, e.g. literacy classes, vocational training
ADULT ONLY

DEVELOPING A CULTURE OF LEARNING AT HOME

Learning through extrascholastic activities, e.g. activities at home, visits to the library and community
ADULT AND CHILD TOGETHER

Adult learning related to the family, e.g. parenting class
ADULT ONLY

Adult-only family learning programme, e.g. working with adults to help children
ADULT ONLY (WITH CHILD AT HOME)

Intergenerational/ family learning programme
ADULT AND CHILD TOGETHER

Adapted from *Family Learning Works* (NIACE, 2015, p. 13)

What is the potential role of families in the 2030 Agenda for Sustainable Development?
Why is it important to engage with families and provide them with opportunities for lifelong learning?
This image helps to answer these questions by linking families to specific SDGs.
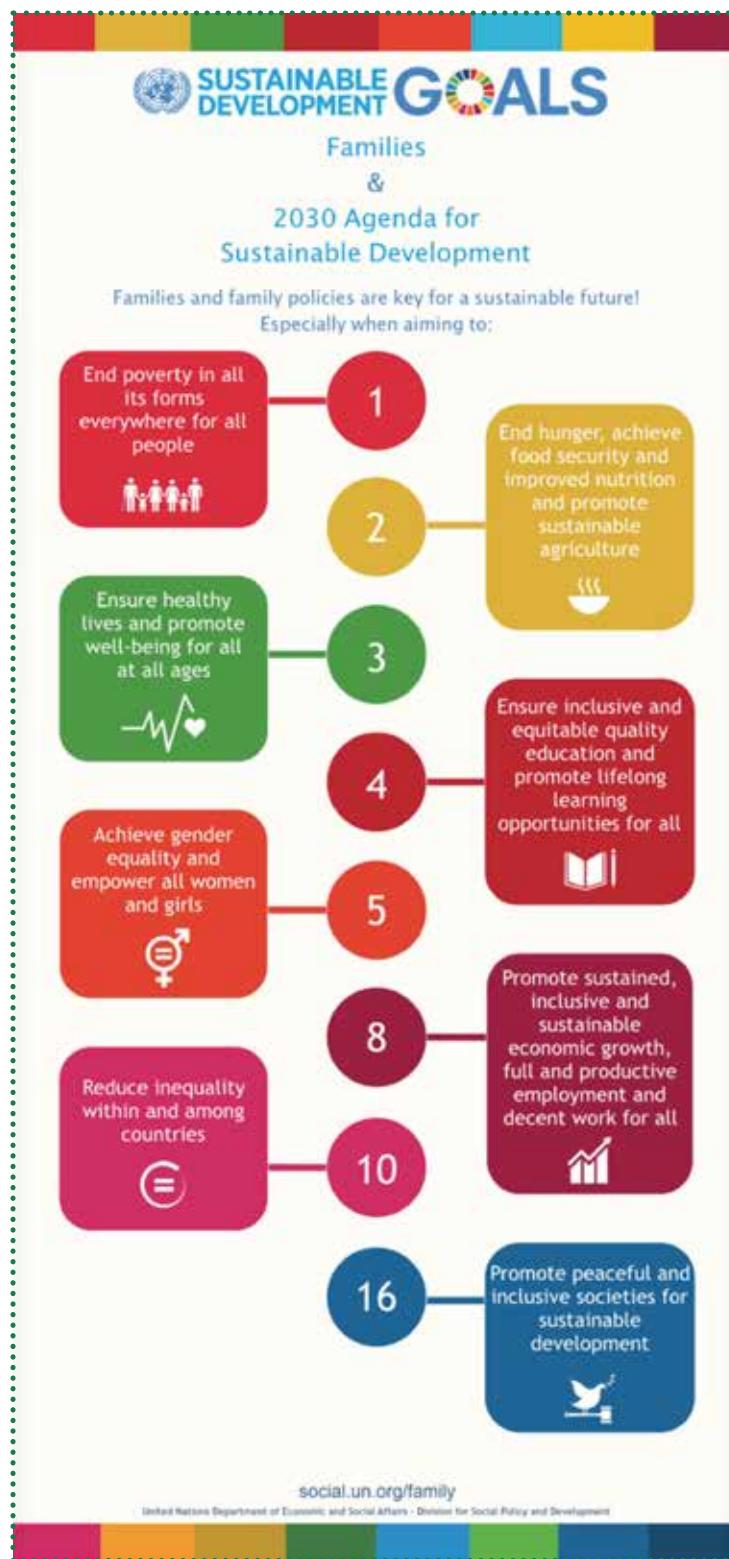
The image below portrays the 'Heckman Curve', which shows the high rates of return on investment in the early years. The graph is often used to advocate financial investment in early childhood care and education. As parents are their children's first and most important carers and educators, and as the home is the first school, the Heckman curve could also be adopted to advocate for family learning initiatives. More information about the Heckman curve and equation can be found here: https://heckmanequation.org/the-heckman-equation/.
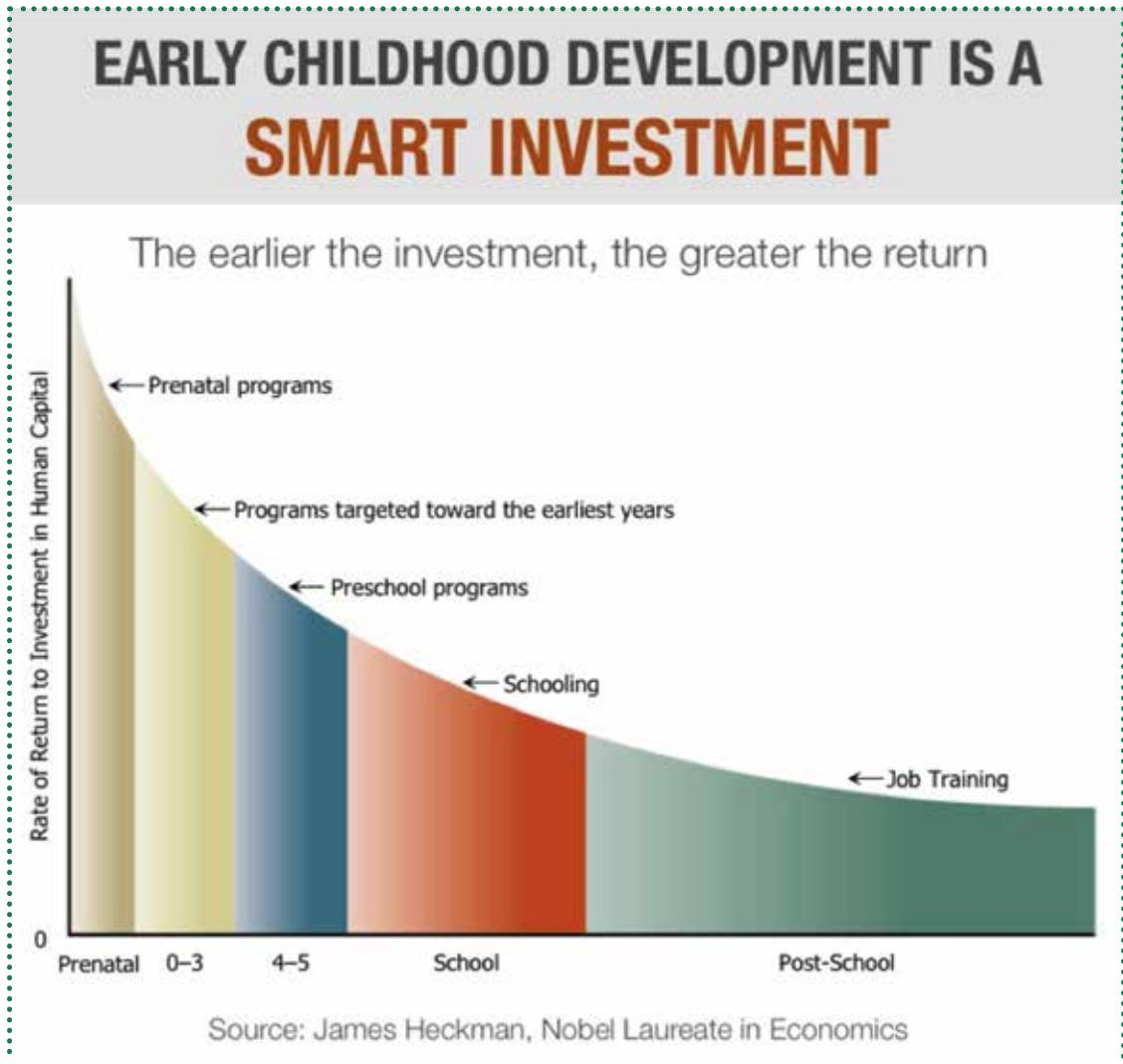
ANNEX 4. FURTHER READING

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Learning Together Across Generations: Guidelines for Family Literacy and Learning Programmes was developed to support stakeholders in addressing the learning needs of communities and of disadvantaged families, in particular.

It uses an intergenerational approach to literacy teaching and learning which can be adapted to local contexts. While the guidelines are intended to be of general use, and can be readily transferred to different settings, the focus is primarily on rural and peri-urban contexts of sub-Saharan Africa, where some of the world's most vulnerable families live, and on the learning needs of women.

The book provides a wealth of evidence-informed guidance on how to develop, implement, monitor and evaluate a pilot family learning programme. Combining a conceptual overview with clear, practical guidelines and useful pedagogical materials, it gives readers all the resources they will need to plan, pilot and sustain a successful programme in their own context.