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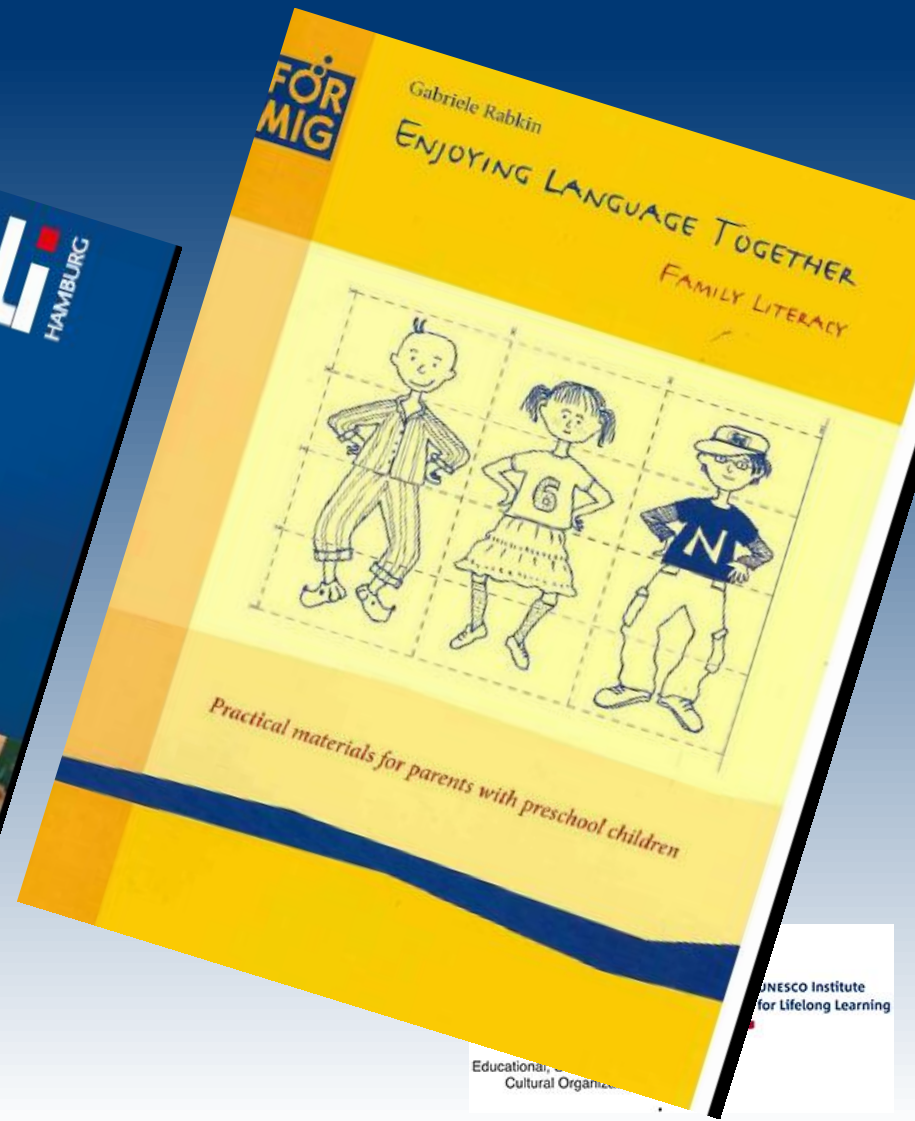


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Learning Together Across Generations: Guidelines for Family Literacy and Learning Programmes

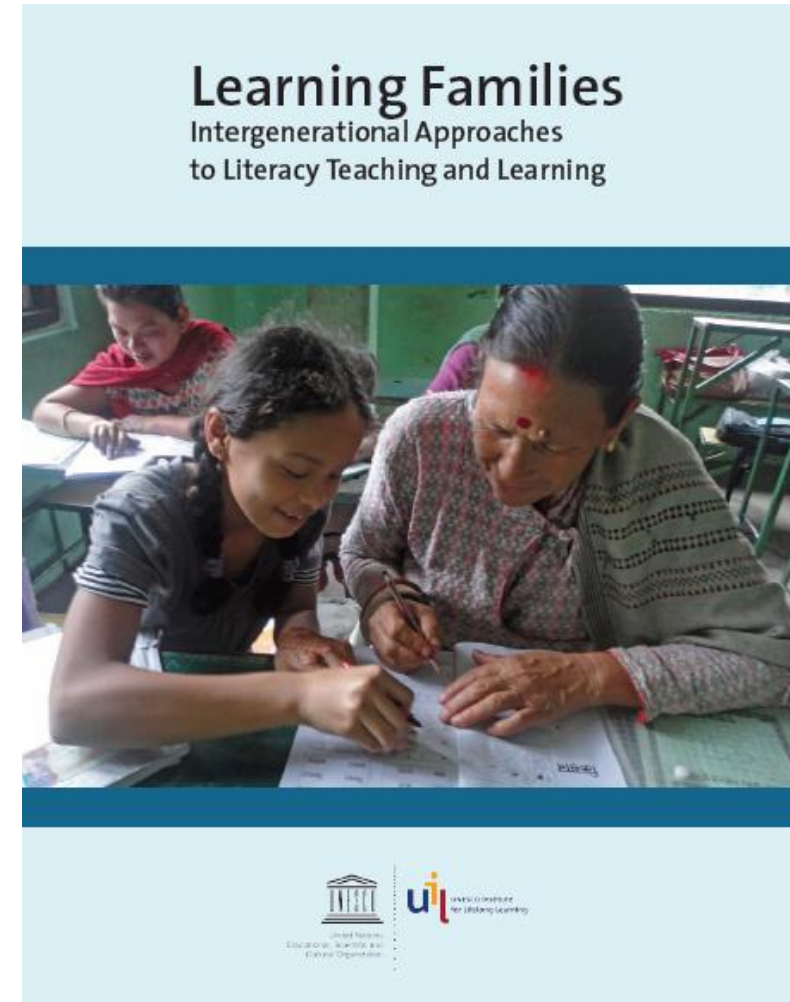
October 27, 2017

UIL co-publications on family learning and literacy



The 2015 LitBase Compilation

- Based on the UIL LitBase
- 6 cases from Africa
- 2 cases from the Arab States
- 4 cases from Asia and the Pacific
- 11 cases from Europe and North America
- 3 cases from Latin America
- <http://www.uil.unesco.org/literacy/effective-practices-database-litbase>



UIL Policy Brief 9

Engaging families in literacy and learning

– Recommendations:

- Use a ‘whole family’ approach to address literacy challenges
- Focus on the creation of literate environments
- Promote cooperation using flexible funding streams and reporting approaches
- Link literacy and learning to other services for disadvantaged families
- Use family literacy and learning to break the intergenerational cycle of low education levels



The 2030 Agenda for Sustainable Development sets ambitious targets that can only be met through integrated approaches to the persistent challenges of disadvantage, inequality and exclusion. Among the innovative strategies to emerge in past decades, family learning stands out as a transformative approach that works across generations and between institutions, breaking down barriers between home, school and community. Research evidence supports a ‘whole family’ approach to tackling literacy and other educational challenges that disadvantaged families and communities face. Creating environments that encourage reading and writing, promoting a culture of cooperation among institutions, and embedding literacy and learning in other services for disadvantaged families enable intergenerational learning programmes to succeed.

The power of learning families

Learning together as a family is a tradition rooted in all cultures, across all world regions. While family learning activities usually have a focus on broader life skills, they often also include the development of literacy, numeracy and language skills. Every child should have the right to be part of a family that learns together and the right to literate parents, grandparents and caregivers. The aim of policy is to help break the intergenerational cycle of low education and literacy skills, and support teachers and parents in preventing school failure and drop-out. Developing well-planned, purposeful learning opportunities that support progression must be a key aspect of family learning policy. When services for adults and children work together to create inclusive and accessible learning opportunities for all age groups, they can contribute to the development of a ‘learning family’. This concept describes a family that has at its heart a readiness to learn and an interest in developing knowledge and skills to transform the lives of individual family members, the family as a

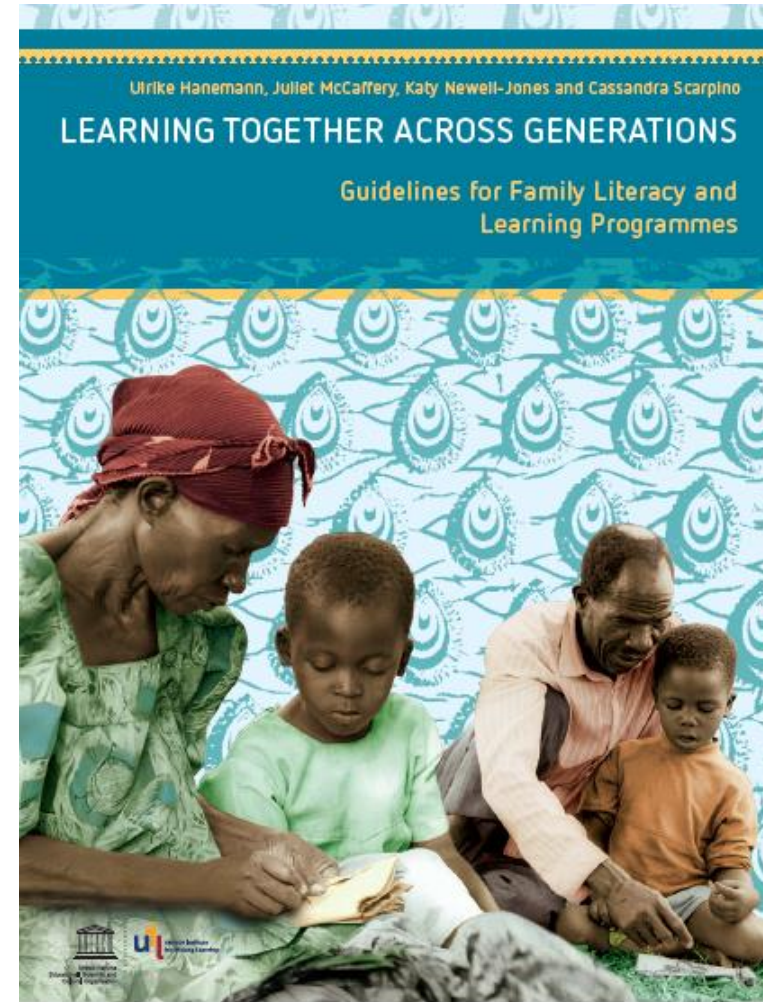
whole and the wider community (NIACE, 2009). Every member of a learning family is a lifelong learner in their own right. However, the added value of an intergenerational approach is that it ensures that family members are involved in one another’s learning activities. This creates an environment of mutual encouragement and aspiration that can have a long-term positive impact on the culture, habits, motivation, attitudes and pattern of learning. Family learning presents adults and children with opportunities to become independent, proactive lifelong learners.

Why implement family learning programmes?

The case for an intergenerational approach to learning and literacy is supported by the principle that learning should be lifelong and the fact that the development of literacy, numeracy and language skills is an age-independent activity. It is never too early or too late to start literacy learning. Disadvantaged parents who lack strong literacy skills need targeted support

The 2017 UIL Guidelines for Family literacy and Learning Programmes

- Guidelines for setting up and piloting a family literacy and learning programmes.
- Guidelines are designed for stakeholders such as policy makers, providers, community organizations, schools, educators, etc.
- Resulted from a process of identifying and analyzing promising practices and from consultations with resource persons from selected family literacy and learning programmes from around the world.
- Not a recipe for a family literacy and learning programme, but guiding questions and examples to design your own programme.



Introduction

- What are family literacy and family learning?
- Why implement intergenerational approach to learning?
- What evidences are there to support family literacy and learning?
- How are family learning programmes structured and implemented?
- What are the success factors in family literacy programmes?
- What are the issues, challenges, and barriers family literacy and learning programmes face?

Introduction: Family and Intergenerational Literacy and Learning Approach

- Practices of family literacy are based on ancient traditions of intergenerational learning, rooted in all cultures across times and nations.
- Educational programmes with literacy components involving families are found in all world regions (not always referred to as 'family literacy').
- Renewed interest in family and intergenerational learning approach to emphasize the concept of learning as families and communities to improve learning of children and adults in literacy, numeracy and life skills.

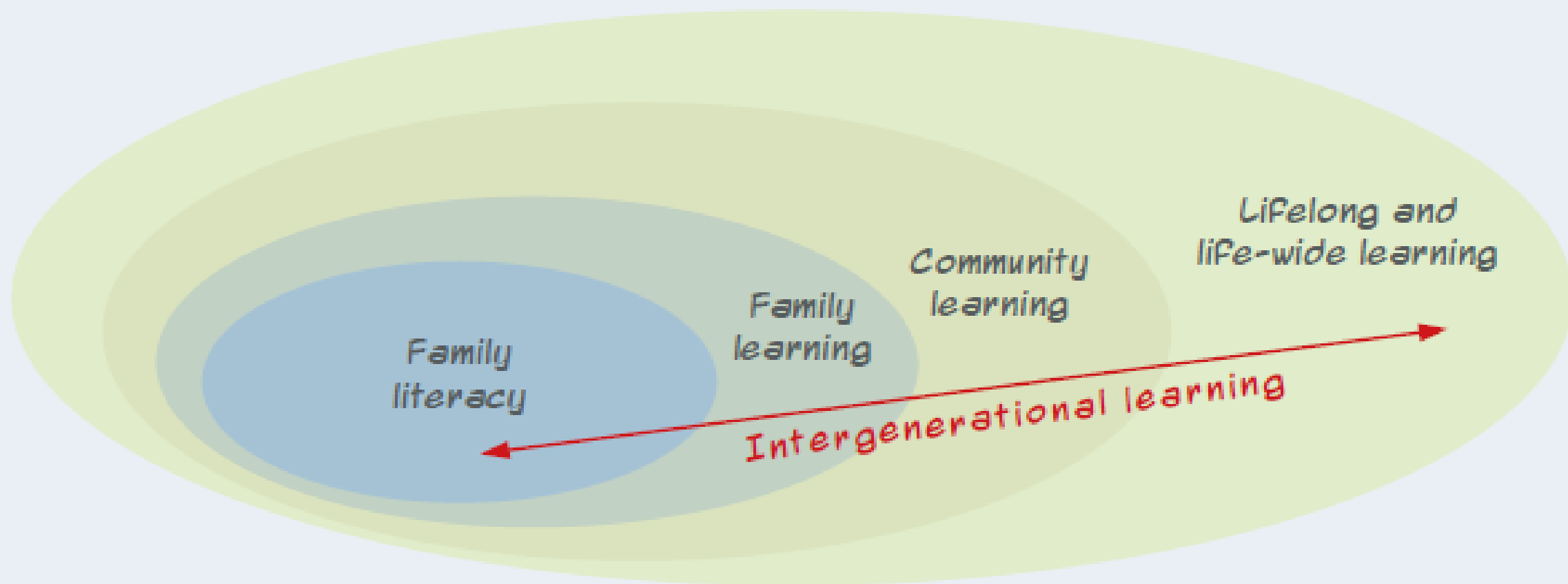


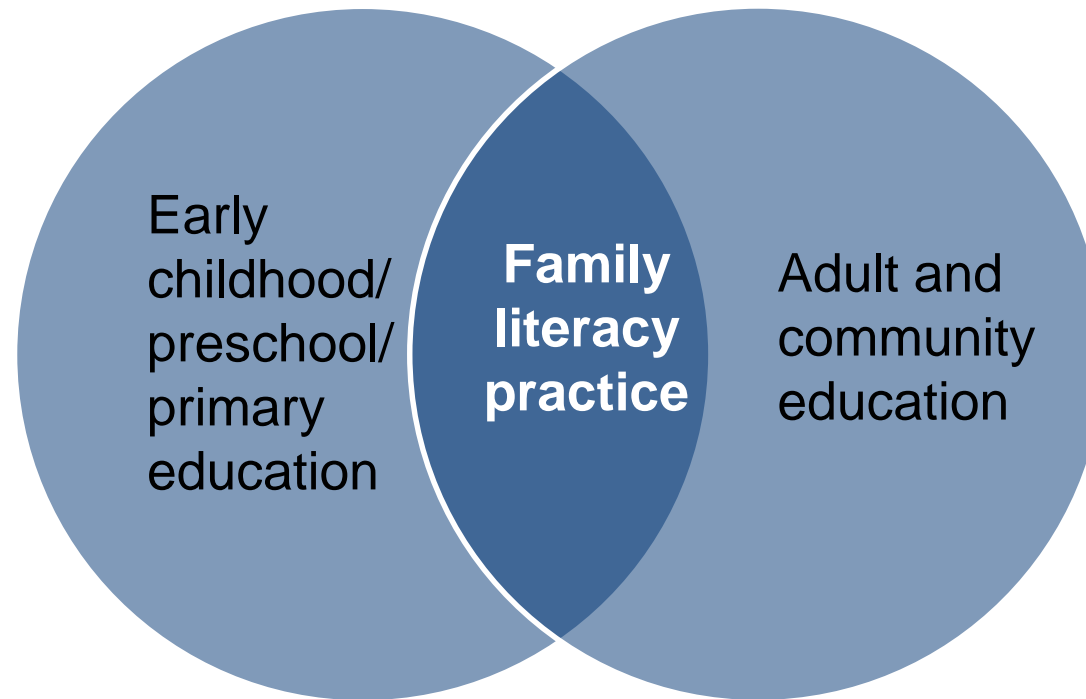
Figure 2. Intergenerational learning cutting across family literacy, family learning, community learning and lifelong learning

Introduction: Family Literacy or Family Learning?

- Family literacy:
 - It emphasizes the development of the literacy, numeracy, and language skills of both children and adults.
 - It enables caregivers who had limited learning opportunities the chance to learn and improve their literacy skills through their engagement
 - It focuses on the learning needs of a family rather than individuals.
- Family learning:
 - It includes broader learning activities, not limited to literacy
 - It includes any learning activities that involves all family members and in which learning outcomes of all are intended.
 - It contributes to the development of a positive learning culture in the family.
 - It values all forms of learning, include those that happen in homes and communities and breaks the barriers between formal, non-formal and informal learning.

Introduction: Linking adult and community education and early childhood, preschool, and lower primary education

The combination of elements of adult and community education with preschool or primary education to enhance literacy, language and numeracy skills of both adults and children, and to help teachers and parents instill the culture of learning at home and beyond and develop children and adults as readers and writers.



Introduction: Why intergenerational approaches to literacy and learning?

- Framework for Action Education 2030: Ensure inclusive and equitable quality education and promote lifelong learning for all (**SDG 4**)
- Lifelong approaches to literacy and learning → across lifespan & intergenerational
- Life-wide approaches to literacy and learning → holistic & embedded/integrated



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.

Introduction: Why intergenerational approaches to literacy and learning?

- They are building **bridges** between formal, non-formal and informal education and utilize **synergies** between the different sub-systems and institutions in charge of education;
- They have proven to be effective to **promote literacy** and to reduce gaps (e.g. between families with low education levels and those with higher levels; gender, disparities, etc.);
- They offer opportunities for adults and children **to engage in lifelong learning**: it is never too early and never too late to start literacy learning.

Part I: Guidelines

- Context, situation and learning needs analysis
- Cross-cutting principles
- Participants
- Partners and partnerships
- Funding
- Programme aims, outcomes and indicators
- Programme structure
- Programme management
- Trainers and facilitators
- Programme content
- Monitoring, evaluation, and research

Part I Chapter 2: Cross-cutting principles

- Respecting and promoting respect for human rights
- Recognizing the importance of culture
- Fostering gender equality
- Enabling and encouraging the participation of people with disabilities
- Respecting and empowering learning families
- Supporting the development of literacy and numeracy skills
- Valuing linguistic diversity and promoting multiculturalism

Programme Structure

The three-pillar approach

- Sessions for adults
- Sessions for children
- Sessions for adults and children together

Main Features

- Sessions vary in length and frequency from programme to programme
- Mostly takes place after-school or in the evening
- Literacy course could be quite structured session of teaching and learning with national curricula and providing certificates upon completion; it could also be quite flexible
- Home (home-based activities including home visits), schools, libraries, work place, community/public libraries, sport clubs, community learning centres, family and adult education centres, prisons, etc.

Sessions for Adults

Three main focuses of learning activities

- Development of literacy, numeracy and language skills
- Discussion on topics that address needs of specific individuals and communities
- How to support children's development and learning: parenting, child-rearing, support children's learning at school and home

Topics

- 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.

Learning sessions with adults



Examples of adult sessions (cont.)



**Father's Support Programme
(Turkey)**



Family Literacy Programme (Namibia)

Parents making puppets for story telling and drama (Namibia)



Joint celebrations and activities



Sessions for Children

- Learning through playing games
- Drawing pictures
- Reading and writing stories
- Working on homework

Sessions for Adults and Children Together

- Read story books
- Talk about and write stories on family pictures
- Create learning materials together
- Gathering for special events
- Community-based initiatives
- Creative activities: play games, creat a map of local area etc.

Examples of home-based joint sessions



Examples of joint session



Family Literacy Programme in Canada



Family Literacy Programme (South Africa)





Learning

Together



Integral Family Literacy (Guatemala)



Family Learning Programme(Germany)



Family Learning – Learning Together(Sweden)

INFORMAL FAMILY LEARNING

Everyday learning activities

- Parents/grand-parents and children read together
- Learning by playing games
- Practice literacy and numeracy by doing household chores
- Parents and children make birthday invitation letters and cards
- Parents teach children new words through singing, listening to the radio, playing vocabulary cards etc.
- Joint trip: visiting museum, libraries, shopping tour etc.



Clare Family Learning Project



Clare Family Learning Project



Clare Family Learning Project

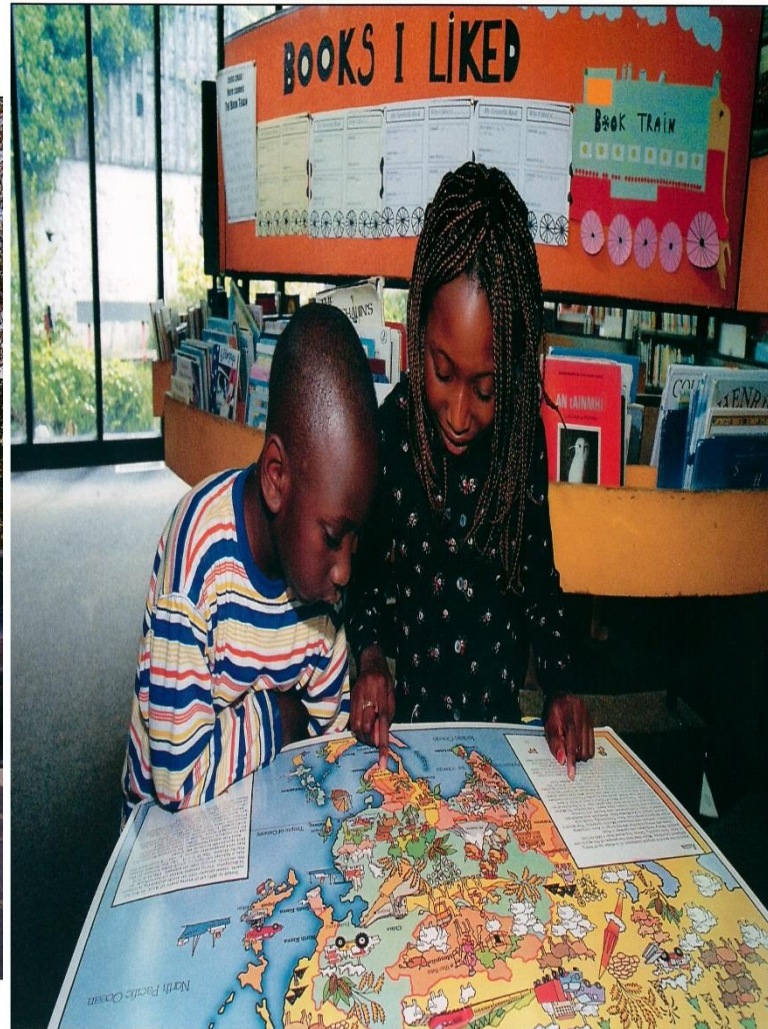


Clare Family Learning Project

Examples of joint trips



Clare Family Learning Project



Clare Family Learning Project



Informal learning through family shopping



- 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.



What are the added values of family learning?

- Learning could happen anywhere and anytime
- Cultivate a culture of learning, especially writing and reading
- Establish a better relationship among parents, children, teachers, and schools, etc.
- Adults and children motivate each other in learning and improving their literacy, numeracy, and other skills together

Aims, outcomes, and indicators of family and intergenerational literacy and learning programmes

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

- ➊ Increased involvement of parents with their children's school
- ➋ Increased achievement of children at school (to be disaggregated by age and gender)
- ➌ Increased confidence and skills of adults in literacy and numeracy
- ➍ Increased involvement of adults and children in learning activities at home

Indicators

- ➊ Percentage of adults involved in the family learning programme who have visited the school to talk about their children's progress
- ➋ Examples of adults participating in parent-school meetings or volunteering at the school
- ➌ Percentage of children in the programme progressing by at least two school levels/grades over the course of the programme
- ➍ Examples of children who have shown significant improvements in their literacy and numeracy abilities
- ➎ Percentage of adults able to write their name and read signs and notices in the community
- ➏ 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)
- ➐ Percentage of adults regularly looking at their children's schoolwork or reading with their children in their local language
- ➑ 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

Part II: Materials and activities

- What kinds of materials are suitable for family learning programmes?
 - Quality criteria for good learning materials
 - Devising low cost materials and activities
 - Using information and communication technologies
 - Creating materials with participants
 - What kinds of effective learning activities focus on producing and using materials

- What kinds of learning activities and materials are most effective?

Learning materials and activities

- Key principles and criteria for good materials for family learning:
 - Self-explorative and empowering
 - Learner-centred and culturally and linguistically sensitive
 - Action-oriented and interactive
 - Accessible and reproducible
 - Attractive
 - Flexible, adaptable and portable

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.

Devising low-cost materials and activities

Managing money - developing ideas for materials and activities

Topic: Managing money

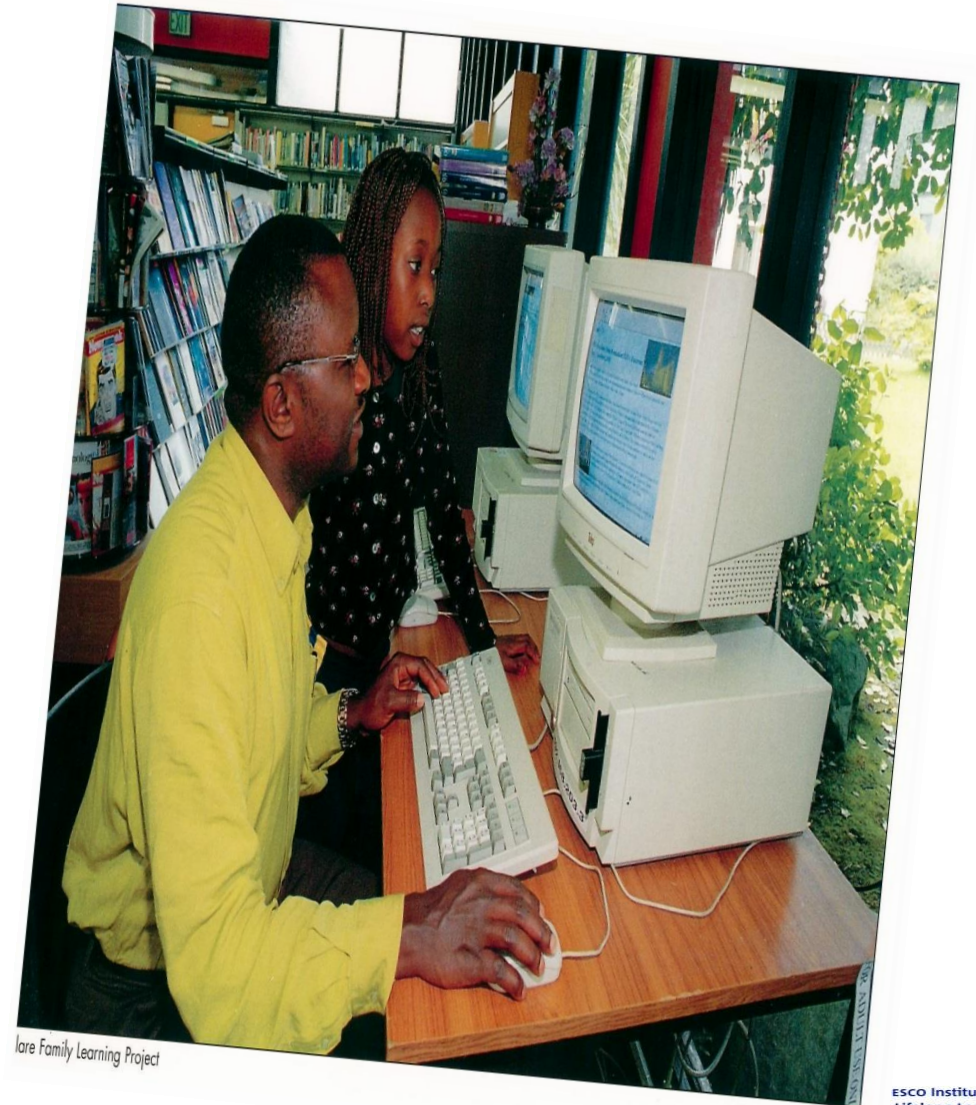
Everyday items: Coins, notes, a photograph of a sign for chicken and rice with its price, a receipt, a packet of flour with a price tag, a payslip, a record book from a savings group.

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.

Using Information and Communications Technologies

- Learn how to use phones, tablets and computer
- Practice the use of numbers, letters, making phone calls and sending text messages
- ICTs can be used for more complex tasks such as looking up information on the internet (if available) or posting on social media.
- Use ICTs to develop materials such as signs, posters, newspaper etc.(especially where reading materials are rare)



are Family Learning Project

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Materials that were developed using ICTs



Fliegen ist immer toll!!!

Wir Kinder freuen uns alle sehr auf den Urlaub und sind deshalb am Flughafen ganz ungeduldig und sehr aufgeregt. Nur mein Bruder Ahmad macht wie so oft ein mürrisches Gesicht.

السفر دائماً شيء ممتع !!!

نحن الأولاد مسرورين كثيراً للقيام برحلة وها نحن

في المطار لم نعد نحتمل الصبر ونتوق للوصول.

ولكن أخي أحمد، يبدو كالمعتاد، ذا وجهٍ حزينٍ عاتباً على الدهر.

Les voyages en avion. C'est toujours super !!!

Nous, les enfants, sommes très contents de pouvoir partir en vacances et nous voilà à l'aéroport très impatients et très excités. Seul mon frère Ahmad ne semble pas être content avec son visage triste.

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)

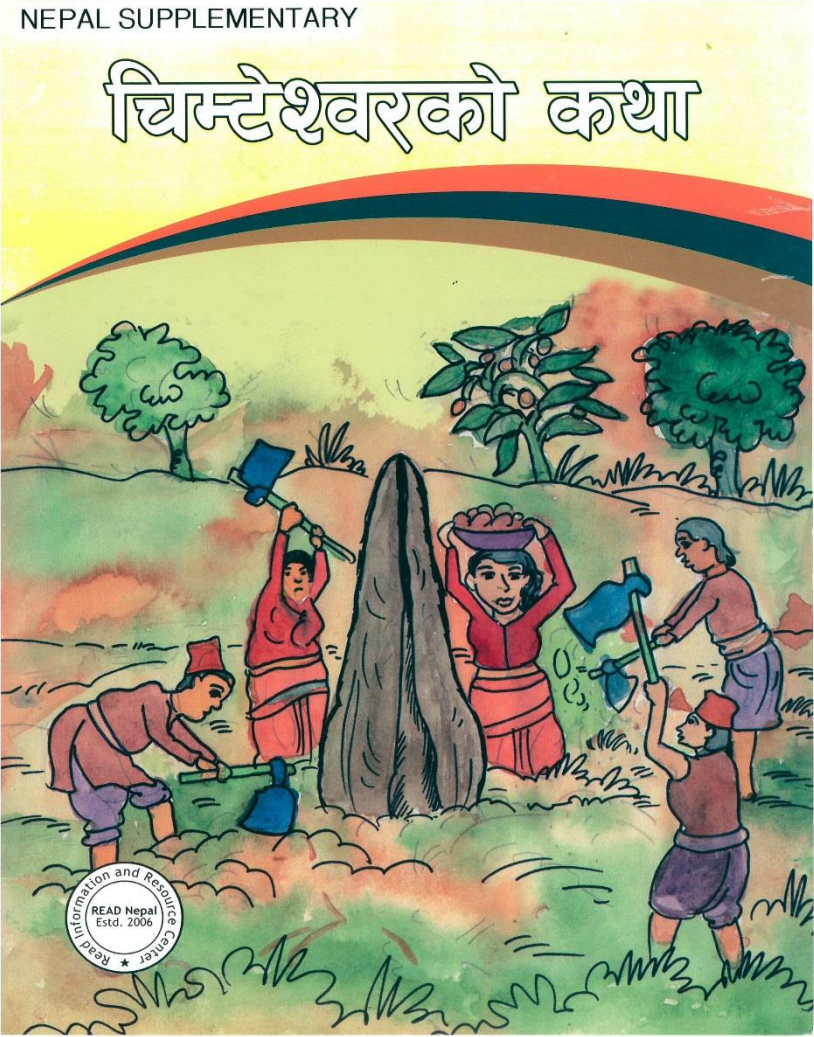


A LABE family story bag

Learner-generated materials

- Parents (sometimes with children) create educational toys, musical instruments and building blocks often using recycled materials
- They use these materials at home to develop children's specific skills such as fine motor skills or pre-math skills

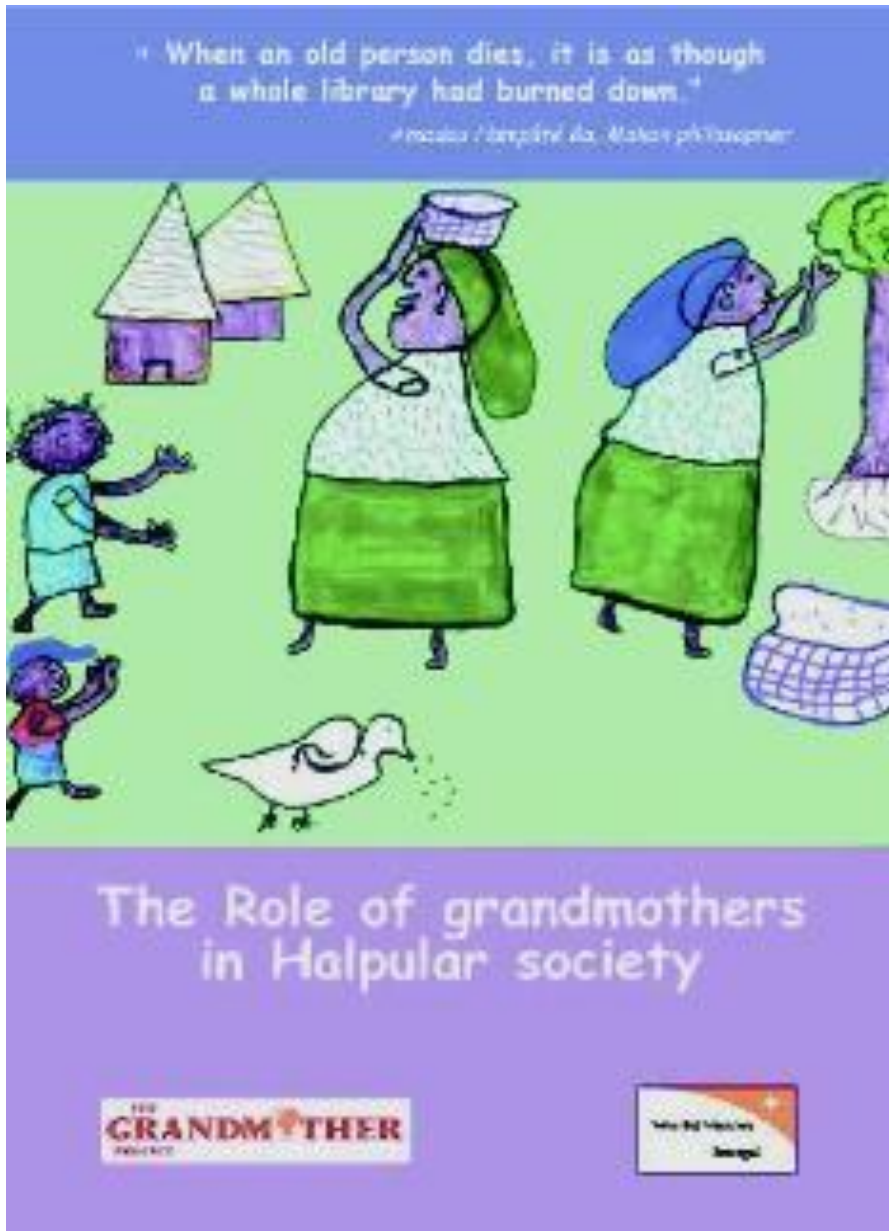
Examples for materials development



My Grandparents' Stories, My Picture (Nepal)



Booklet on the role of grandmothers (Halpular culture in Senegal)



- Materials are collected through interviews
- Illustrations are from children through drawing competition
- Each chapter includes a proverb that reflects the knowledge and experiences of grandmothers
- The booklet is widely used for moral education classes to increase young people's appreciation of their own cultural tradition

Example: Steps to make story books

Parents draw a picture



Children tell a story



Parents write down the story

The Family Literacy Project, KwaZulu-Natal

Monitoring and Evaluation

- a set of programme outcomes and indicators;
- 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;
- a monitoring and evaluation schedule.

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

Collecting information

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.

Chapter 12 Part I

pp. 86- 89

- A self assessment checklist for institutions, providers, and schools starting a family literacy and learning programme
- It helps to identify areas that require further thinking, analyzing and planning

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.

<i>Understanding context and learning needs</i>			
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? <i>Does this include socio-economic, cultural and linguistic aspects?</i>			
Have the learning needs of the community been identified? <i>Do these include literacy, numeracy and language needs?</i>			
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)?			

HOSNA

ICH MACHE MIT
MEINER MUTTER
DAS RAISINEN-
EXPERIMENT.



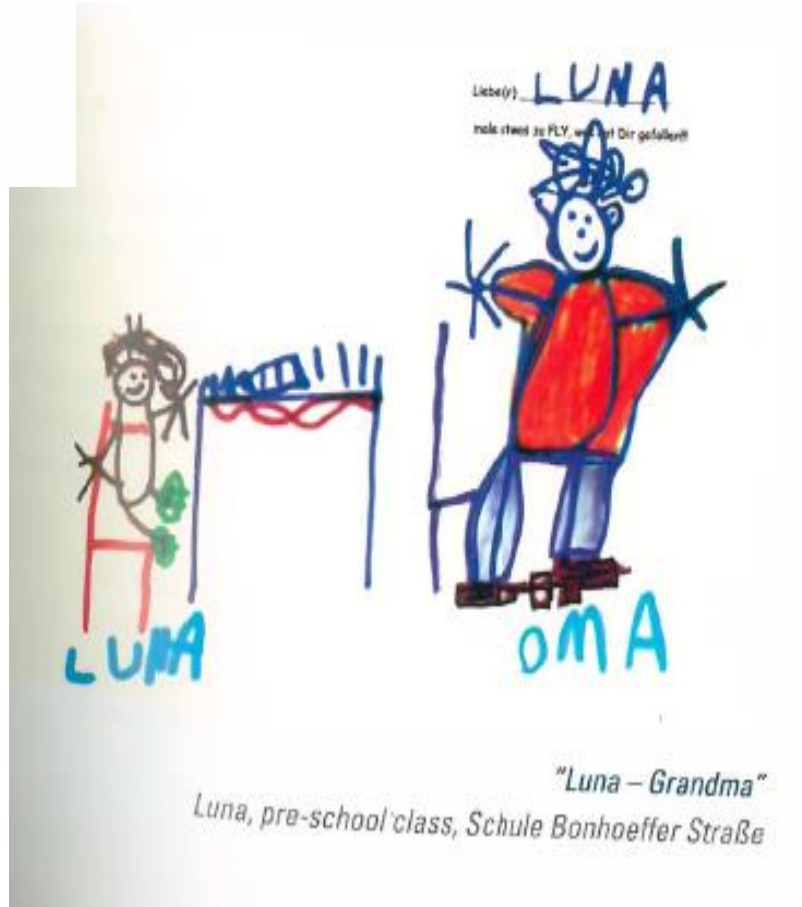
"I'm doing the raisin experiment with my mother."
Hosna, pre-school class, Schule Scheeßeler Kehre

Create ways to collect feedback



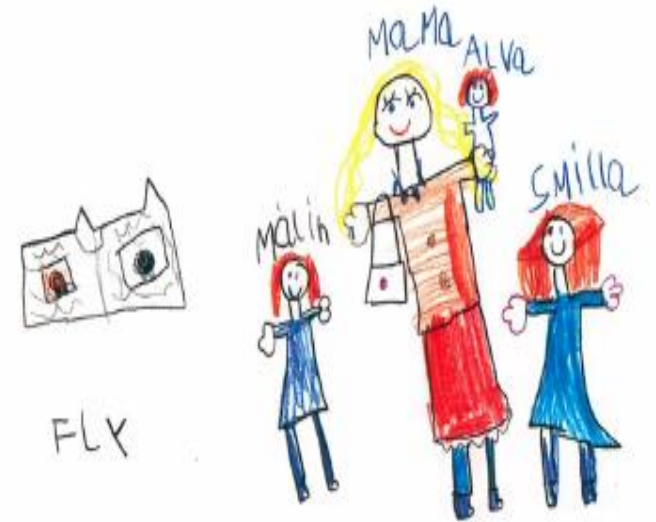
"In the name of God the all-merciful. FLY is a good thing. It brings parents and children together, and they paint and make things together."

We hope to see you all next year, God willing. We would be very happy to see you all again next year. The Gruffalo and the family photographs were good, and the children acted in plays and made a snowman. Ghadir's mother, Schule Hohe Landwehr, pre-school class



"Luna - Grandma"

Luna, pre-school class, Schule Bonhoeffer Straße



"Malin, Mum, Alva, Smilla"

Smilla, Louise Schroeder Schule, Year 1,

Annex I. Video materials

- The importance of reading to our children by NGO Tolstan, Senegal: https://www.youtube.com/watch?v=_loAubmLAZ4
- Family Literacy's impact on adult learning: BRIYA Public Charter School, Washington DC, USA: <https://www.youtube.com/watch?v=zEaj4ffeoWE>
- Family Literacy Tips for Adult Literacy Learners, the Toronto Public Library System, Canada: <https://www.youtube.com/watch?v=gDRJhvX6cRQ>
- The Family Literacy Project: Overview, South Africa: <https://www.youtube.com/watch?v=C5qrc8B4pUY>

What kind of opportunities, possibilities and challenges are there for you to initiate, design, and implement a family literacy and learning programme in your own country?



¡¡GRACIAS!!



DANKE !!!

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