A course on planning a family and intergenerational literacy and learning (FILL) programme

Course Information Note

Objective:

To provide participants with a basic understanding of the family and intergenerational literacy and learning (FILL) approach and the skills to plan, design, and implement a FILL programme in their contexts.

Participants:

Professionals in the education sector, representatives from civil society organizations, non-governmental providers and government institutions for literacy and early childhood education services, teacher educators and teachers, trainers and researchers in non-formal and adult education, as well as professionals with interest in literacy.

Delivery mode:	Online, with facilitation from course facilitators and through peer-collaborative learning activities
Date:	12 April - 7 May 2021
Duration:	4 weeks
Language:	English
Fees:	Free
Registration:	Course registration link will be sent to course nominees and professionals who are interested in this course

Course Information Note

Family and intergenerational literacy and learning (FILL) approaches

Introduction

Learning within families and across different generations is rooted in all cultures and traditions around the world. It starts in one's immediate family, extends beyond the walls of a classroom as well as beyond a textbook, and can be used as a natural platform for learning about one's community, culture, and identity. The family and intergenerational literacy and learning (FILL) approach can also be used for formal learning on different themes and skills, including literacy skills (for all family members), parenting skills, enhancing the well-being of families, early childhood development, and community development, among others. By engaging in learning as a family, children develop early literacy and other skills, and adults improve their existing knowledge and capabilities.

The FILL approach has special relevance during the current COVID-19 crisis, as learners who were unable to return to the classroom because of the pandemic instead turned to parents, siblings, caretakers, and other family members, as well as online learning resources, for support. In light of this, it is essential to build the capacities of educators and other stakeholders engaged in high-quality home-based learning.

For more than a decade, the UNESCO Institute for Lifelong Learning (UIL) has promoted FILL approaches that benefit both children and adults and has provided technical support to the selected UNESCO Member States to implement contextualized family and intergenerational literacy and learning programmes.

Recognizing the potential benefits of the collaboration between the educator, the parent/caretaker, and other non-classroom actors in supporting the learning process, especially during events such as COVID-19, and in response to increased demand for the country and local-level capacity-building support, UIL and the Commonwealth of Learning (COL), an intergovernmental organization that promotes the development and sharing of open learning and distance education knowledge, resources and technologies, are offering a four-week online course on how to plan FILL programmes in various country contexts.

Course Objectives

The online course aims to provide participants with knowledge of the FILL approach, as well as the skills to plan and design a FILL programme in their specific contexts.

By the end of this course, participants are expected to be able to:

- describe and explain the FILL approach and variations of models in different social, cultural, economic, and linguistic contexts;

- identify the rationale for FILL programmes and explain how such an approach can be applied in their contexts;

- formulate indicators for monitoring and reporting on FILL programmes using relevant monitoring and evaluation tools;

- develop a plan of a FILL programme relevant to their context with a strong focus on literacy instruction and learning of adults, youth, and children, especially in the current context of home-based learning of children and youth.

Participants

This online course is designed for professionals in the education sector, particularly for representatives from civil society organizations, non-governmental providers and government institutions for literacy and early childhood education services; teachers and teacher educators; trainers and researchers in non-formal and adult education; and professionals with interest in literacy, assessment, and monitoring of literacy practices. The participation of female professionals is highly encouraged.

Course structure and content

The course will comprise four modules, with a total of 11 sessions. The specific areas of focus in each module and session is provided in detail below.
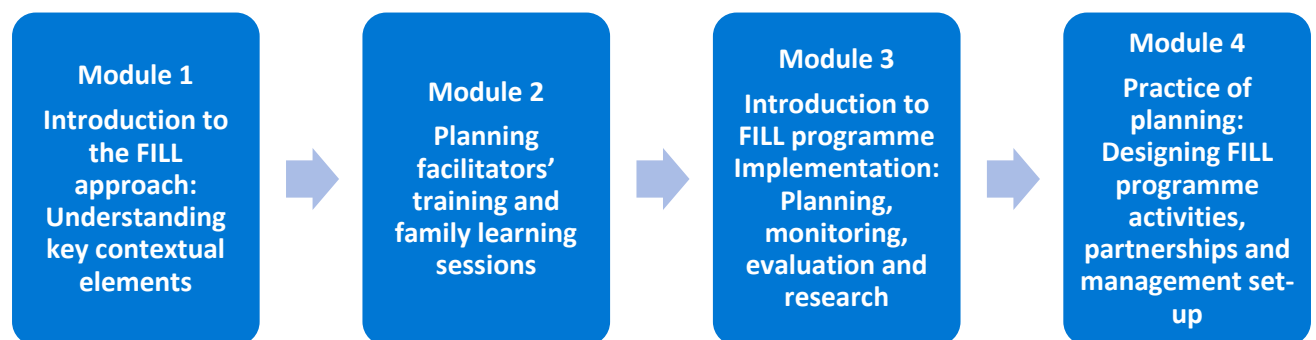
Module 1 Introduction to the FILL approach: Understanding key contextual elements	Module 2 Planning facilitators' training and family learning sessions	Module 3 Introduction to FILL programme Implementation: Planning, monitoring, evaluation and research	Module 4 Practice of planning: Designing FILL programme activities, partnerships and management set-up

Module 1: Introduction to the FILL approach: Understanding key contextual elements

Module 1 will introduce participants to the FILL model, in particular, its potential to cultivate a culture of learning within the home environment and enhance the learning of all family members. It consists of three (3) sessions:

- Session 1: Key concepts of family and intergenerational literacy and learning.
- Session 2: Mapping the context for a FILL programme.

- Session 3: Identifying potential organizational structures for a FILL programme.

Module 2: Planning facilitators' training and family learning sessions

Module 2 will focus on the recruitment, engagement, preparation and retention of facilitators for a FILL programme. To design effective training programmes for FILL facilitators, participants will explore the kinds of skills required from facilitators, theoretical and practical components that should be included, and how to provide consistent technical support to facilitators. This module focuses also on how to design and deliver engaging and interactive joint learning activities in various contexts. Examples of family learning activities, learning materials and online open resources will be presented. This module consists of two (2) sessions respectively:

- Session 4: Training facilitators for a FILL programme.
- Session 5: Developing learning activities and materials for FILL sessions.

Module 3: Introduction to FILL programme implementation: Planning, monitoring, evaluation and research

Module 3 builds on the conceptual background of Module 1 and introduces the key dimensions of monitoring a FILL programme, the significance of developing a research agenda and monitoring mechanisms for FILL activities, and ideas on how to develop them.

The significance of generating evidence from a FILL programme manifests in many ways: it enriches the activities and strengthens support for families and educators, and helps make a case for further investment.

A monitoring and evaluation (M&E) plan is there to help achieve these objectives. Beyond programme managers and donors, this process has special relevance for teachers, teacher educators, and universities and research institutes from the perspective of research and knowledge production that is rich in the narrative as well as experience.

The three (3) sessions in this module are:

- Session 6: Documenting results of a FILL programme.
- Session 7: Evaluation and research of a FILL programme.
- Session 8: Communication and reporting on a FILL programme.

Module 4: Practice of planning: Designing FILL programme activities, partnerships and management set up

Building on the knowledge and skills learned in the first three modules, Module 4 introduces the process of developing an action plan for a FILL programme. The module includes sessions on programme start-up and activity planning, comprising tutorials on costs, identification of sources for meeting programme-funding needs, management planning, and identification of potential partnerships for strengthening the case for FILL's sustainability, as well as ways to scale-up the programme. Integrating the FILL approach in national or regional teacher-training frameworks is also discussed.

The three (3) sessions of this module include:

- Session 9: Planning a FILL programme with partners and donors.
- Session 10: Activity plan for the FILL programme.
- Session 11: Management plan for the FILL programme.

Course Duration

In total, the training is expected to last four (4) weeks, with each module needing up to nine (9) learning hours per week to complete. This includes the estimated time needed for compulsory reading, activities, and related tasks.

Learning Modalities

The training will be offered on an online platform with various learning tools, including reading resources, e-journals, discussion forums, and other tools for collaborative learning. Participants will benefit from an interactive and practice-oriented learning approach and will be asked to work on individual as well as group exercises, which will allow them to directly apply the skills acquired.

The training will be based on the following three learning modes:

- **Individual** study of the reading materials;

- **Individual activities**, personal reflection on questions and exercises, and completion of individual tasks;

- **Group activities and interactive presentations**, and participation in discussion forums, allowing interaction with the larger group of participants and exchange of ideas and experiences.

Apart from the activities, the sessions are accompanied with compulsory preparatory reading materials, comprising reference documents that will enable participants to better understand the content on which they are going to build their skills. Recommended documents for further reading will also be provided when course participants enrol in the course online. used.

All participants must be able to read and communicate in English.

Course certification

A certificate of completion will be awarded to those who complete all the tasks in the course.

Required reading and materials

The compulsory reading list comprises UIL publications on family and intergenerational literacy and learning, including:

- **UIL Policy Brief 9**: *Engaging Families in Literacy and Learning.* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000249463 [Accessed 21 July 2020].

- **Practical Guidelines:** *Learning Together Across Generations: Guidelines for Family Literacy and Learning Programme.* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000248446 [Accessed 21 July 2020].

- **Case Studies Compilation**: *Learning Families: Intergenerational Approaches to Literacy Teaching and Learning*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000234252 [Accessed 21 July 2020].

- **UNESCO Issue Note:** *Unlocking the potential of family and intergenerational learning.* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000373512 [Accessed 21 July 2020].

Participation fees

The course is designed and offered with the purpose of building the capacity of education providers, especially those with intersectoral focus and outreach. The course is for free.

Contacts

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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.