



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Regional Literacy and CONFINTEA VI  
Preparatory Conference in Latin America  
and the Caribbean

*"From Literacy to Lifelong Learning:  
Towards the challenges of the 21 Century".*  
(Mexico City, Mexico, 10-13 September 2008)

“Intra-family integral literacy education – CONALFA”



## United Nations Literacy Decade

### EFFECTIVE PRACTICE

Presented at the Regional Literacy and CONFINTEA VI Preparatory Conference in Latin America and the Caribbean, 10-13 September 2008, Mexico City, Mexico

**Programme name: Intra-family integral literacy education – CONALFA**

**Implemented by: CONALFA**

### Basic facts

Country: Guatemala

Starting year: 1998-2008

Outreach: 7,636 persons

Target Population: Illiterate parents

Language of instruction: indigenous languages (Achí, Pocomchí and Q'eqchí) or Spanish

Operating in: five departments

Main Funding: Comité Nacional de Alfabetización

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### Brief Description

The programme of “intra-family integral literacy education – CONALFA” is a teaching/learning strategy distinguished by the fact that it takes place within the family unit. The purpose of this scheme is to give literacy instruction to those individuals in a family unit who are interested in learning are, for a reason of timing, not able to attend regular classes. In addition, the barriers of distance and cultural patterns are overcome since it is a family member who takes care of the instruction.

The facilitators are children and young pupils in the fourth to ninth grade of formal primary education (10-14 years of age) whose parents or close relatives wish to become literate. These facilitators have to receive training from CONALFA trainers, essentially covering such matters as methods of teaching

reading and writing and elementary arithmetic, community research, and how to treat adults in the course of their learning.

A feature of this programme is that it encourages the child literacy instructors by means of grants or school supplies sought from cooperating non-governmental organizations. The prerequisite is that they give literacy instruction to their parents or close relatives; this scheme generates a substantial saving in school supplies for the parents.

What is noteworthy about this working method is that dropout during the literacy education process is relatively low and acceptance by the family units is high, the success rate being considerably greater than in the case of conventional groups.