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Promoting Family Friendly Progression for Learners: Reference and Resource Material



niace - supporting skills for families

Promoting Family Friendly Progression for Learners: Reference and Resource Material

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Materials referred to:

Adult Continuing Education and Training (ACET), 2002. *The Personal Power Pack*. Gloucestershire County Council: Adult Continuing Education and Training.

BBC, 2005. *Get confident*. Online course. Available at:

<http://www.bbc.co.uk/health/confidence/learn/sitemap.shtml>

Blair, M. & L. Wilson, 1998. *C is for Confidence. A Guide to Running Confidence Building Courses for Women of All Ages*. Dorset: Russell House Publishing.

Eldred, J. et al, 2004. *Catching Confidence*. Leicester: NIACE.

Evans, R., no date. *Being Together, Being Ourselves*. Warwickshire: Adult and Community Learning Service.

Fortuna II, no date. *Personal Development for Women*.

Grylls, S., 2002. *Because we want to. A Review of the WEA's Women's Learning Programme 1997-2002*. London: WEA.

Hopson, B. & M. Scally, 1999. *Build Your Own Rainbow: Workbook for Career and Life Management*. Gloucestershire: Management Books 2000.

James, K. & C. Nightingale, 2004. *Discovering Potential. A practitioner's guide to supporting improved self-esteem and well-being through adult learning*. Leicester: NIACE.

Lawrence, D., 2000. *Building self-esteem with adult learners*. London: Paul Chapman Publishing.

McGivney, V., 2002. *A Question of Value. Achievement and Progression in Adult Learning. A discussion paper*. Leicester: NIACE.

Nashashibi, P., 2004. *The alchemy of learning. Impact and progression in adult learning*. London: LSDA.

Stern, J., 2003. *Progression from Family Learning in Hull – Final Report*. The University of Hull: Centre for Educational Studies. Available at: www.hullcitylearning.org.uk/userimages/Plan28.doc

Wilson, L., M. Blair & P. Armstrong, 2002. *D is for Directions. A Guide to Running Confidence Building Courses for Men of All Ages*. Dorset: Russell House Publishing.

Also consulted:

Dewson, S., J. Eccles, N. D. Tackey & A. Jackson, 2000. *Measuring Soft Outcomes and Distance Travelled: A Review of Current Practice*. Nottingham: DfES.

Eldred, J., 2002. *Moving on with confidence. Perceptions of success in teaching and learning adult literacy*. NIACE: Leicester.

Further Education Unit, 1988. *Second Chance to Learn? A review of WEA 'Second Chance to Learn' courses*. Unpublished paper.

Morrell, J., R. Chowdury, B. Savage, 2004. *Progression from Adult and Community Learning*. NOP Research Brief.

Parenting Education and Support Forum, 1997. *Empowering Parents. Families as the foundation of learning society. A Parenting Education & Support Forum Seminar Series in partnership with 15 local organisations*. London: National Children's Bureau Enterprises Ltd.

WEA, 1986. *Working Towards Change. A WEA training pack for tutors in women's education*. London: WEA.

Adult Continuing Education and Training (ACET), 2002. *The Personal Power Pack*. Gloucestershire County Council: ACET. (Includes a CD-Rom. They are non-copyright and may be reproduced to support learning activity).

This set of documents allows tutors, teachers and support workers to measure progression in ‘soft skills’ including attitudinal, interpersonal, personal and organisational skills amongst learners on a course. Its primary target is individuals but some of the sheets can be used with groups.

It is especially aimed at adults who may perceive themselves as failures and who need to increase their self-esteem and confidence whilst not necessarily applicable to all family learning activity the sheets may be of value when working with very young adults, those who are ex-offenders, those at risk or those recovering from mental health issues. The power pack includes the following:

- Initial assessment documentation;
- Review documentation;
- Action plan;
- Score sheet;
- Composite list of possible contacts;
- Composite list of possible evidence.

The score sheets in attitudinal skills, for example, include a section where learners can list examples of how they have achieved a particular outcome, e.g. ‘you family, friend and colleagues’ has a section to “list some new things you have done which demonstrate a growing positive approach to your family, friends and colleagues”. Personal skills consider confidence, concentration, motivation, caring for yourself and making decisions whilst interpersonal skills considers communication, body language, teamwork, social skills.

BBC, 2005. *Get confident*. Online course. Available at:

<http://www.bbc.co.uk/health/confidence/learn/sitemap.shtml>

'Get Confident' is an online course with information, exercises and tools to help individuals develop a greater understanding of themselves and make better use of their strengths in challenging situations. It is located within a general 'Improving your confidence' section of the BBC website, available at:

<http://www.bbc.co.uk/health/confidence/index.shtml>.

There are seven sections, which should be worked through in order.

The seven sections include:

- Getting started e.g. what is confidence?
- Self-awareness e.g. your strengths;
- Impact e.g. body language, motivation;
- Thought e.g. thoughts and feelings;
- Emotion e.g. your emotions;
- Action e.g. personal strategies;
- Staying confident.

In addition there is a further section of the BBC website on self-esteem, available at:

http://www.bbc.co.uk/health/conditions/mental_health/emotion_esteem.shtml.

Blair, M. & L. Wilson, 1998. C is for Confidence. A Guide to Running Confidence Building Courses for Women of All Ages. Dorset: Russell House Publishing.

An earlier version of the book aimed at working with women. An A to Z guide to running confidence building courses sets the scene. Five stages of exercises are also presented:

- Icebreakers;
- Where am I now? (by setting the scene, the group are able to measure progress), e.g. *What is confidence?*
- Re-writing the script (helping participants to develop self awareness), e.g. *The Most Confident Woman*;
- Strategies for confidence (strategies for building confidence and a more positive culture), e.g. *Affirmations*;
- Rounds for all occasions, e.g. *Now That You Are More Confident*.

Appreciation and Evaluation Sheets are also included.

Eldred, J. et al, 2004. *Catching Confidence*. Leicester: NIACE.

Reports the findings of research undertaken September 2003 to March 2004, on a number of Adult and Community Learning Fund (ACLF) projects with 80-100 learners in England. The ACLF provided an opportunity for NIACE to explore the role of confidence and self-esteem both of which were frequently cited as outcomes amongst most ACLF learners and tutors. Since much community-based and focused learning is non-accredited, it is important to provide evidence of achievement to learners, funders and tutors. Although this is mainly a research report, there is a grid that can be used to 'catch' confidence, and there are useful recommendations for tutors to help inspire confidence.

A review of the literature considered the definitions of confidence and self-esteem generally, and in relation to learning and whilst they are complex concepts, their development "can bring enormous benefits for learners" (p.15). The commonalities running through the concepts suggest the following:

- Confidence relates to the ability to do things. This ability is based on a number of factors in turn including belief, feeling comfortable, and having the requisite knowledge and skills. This may vary in different situations;
- Self-esteem relates to perceptions of self and is linked to feelings of self worth and ability. Confidence is therefore one aspect of self-esteem.

The working definitions used in this research are worth stating:

- "Confidence is a belief in one's own abilities to do something in a specific situation. This belief includes feeling accepted and on equal terms with others in that situation" (p.6);
- "Self-esteem is more than feeling good about your self. It is also about being aware of your abilities. It is about who you are, being able to acknowledge positive and negative aspects and still feel good about yourself. It's about having a positive sense of identity" (p.7).

The tutor was identified as the central figure in increasing learners' confidence and self-esteem. A number of roles and characteristics were identified in this development:

- Effective communication skills;
- Providing encouragement and praise;
- An appreciation of one's own level of self-esteem and how to nurture it in others;
- Giving learners a realistic image of themselves;
- Recognising achievement.

However, capturing changes in self-esteem and confidence according to Eldred et al's review of the available literature is notoriously difficult. Psychological techniques have been used, for example, measurement scales or the use of scoring grids such as the Q-sorting technique (Knightly 2002 in Eldred 2004), quantitative approaches such as course feedback forms and questionnaires whilst more qualitative attempts have included focus groups with learners and art/life histories.

Methodology used to explore confidence in this research study:

- Included involvement of practitioners using two training/consultation days before the research where they were asked to explore definitions of confidence and the latter was an opportunity to explore emerging findings and themes;
- Confidence grid activity was developed where learners could reflect on their confidence levels at two points; the start and the end of the learning activity. The grid was based on ten statements capturing different confidence aspects in the first column with different situations including home, learning centre etc. across the top. Individuals could place cards best representing their confidence levels on the squares. After some reflection, a sticker replaced the card and when the task was repeated it clearly illustrated whether the learner felt their confidence had improved;
- Evaluation by groups revealed that the grid worked best when the wording and presentation of the grid was adapted to fit different groups of learners.

In terms of impacts of increased or renewed confidence, "taking part in learning activities stimulated dreams and aspirations" in relation to learning, personal relationships, occupational and community involvement (p.36). Indeed, "intended or actual progression to further learning was a key feature resulting from enhanced confidence" (p.39). However, wanting to progress was expressed in different ways:

- Some learners ask quite early on what they can do next;
- Some learners want to continue on a similar course/activity;
- Some learners have vocational aims;
- Some want to acquire skills so that they can work for the type of project they had attended;
- Some want training in community skills e.g. housing.

Apprehension about progression means that tutors have to provide bridges so that learners can "move from very supported learning environments to situations that entailed more independence" (p.40). Learners from vulnerable groups might need additional support if they wish to progress, e.g. one tutor explained to the learners' new tutor how they could help make the new learner feel comfortable.

Implications from the research include:

- Confidence as a learning outcome – although confidence is generally seen as a soft outcome because it is difficult to measure, it is possible to “catch and articulate changes in confidence” (p.56);
- Once there is evidence of a growth in confidence it is useful to provide guidance about other learning opportunities;
- Use of the grid used in this research is of value since it captures changes in confidence and creates opportunities to discuss and reflect upon confidence;
- Involving practitioners was useful but was resource heavy.

It is also important that teachers are aware of what can promote and inhibit confidence and include its promotion within their planning and delivery. A number of essential features were drawn from the research:

- Learners need to have something in common such as background or experiences so they are able to support one another;
- Involve learners in planning to help them cope with new situations;
- Share experiences in discussions;
- Acknowledge that some learners may have had negative learning experiences in the past to help them understand their anxieties;
- Make programmes individualised as learners working towards their own goals can help inspire confidence;
- Provide opportunities for learners to speak and present;
- Doing - new activities;
- Inclusive - make sure no one is left out, group and paired working might help with this;
- Reflecting – on learning and outside life to highlight the positives and work on the negatives;
- Feedback to learners in front of the group and individually;
- Don't judge;
- Make sure learning is fun.

Evans, R., no date. *Being Together, Being Ourselves*. Devised by Rachel Evans (independent consultant) for Warwickshire Adult and Community Learning Service.

Information on *Being Together, Being Ourselves* kindly provided by Rachel Evans.

Being Together, Being Ourselves is a framework of wider family learning modules developed by the Adult and Community Learning Service in Warwickshire in response to the Government green paper *Every Child Matters* (which subsequently became the Children Act (2004)). *Every Child Matters* set out the government's aim to achieve the following five outcomes for children and young people:

1. Being healthy: enjoying good physical and mental health and living a healthy lifestyle;
2. Staying safe: being protected from harm and neglect;
3. Enjoying and achieving: getting the most out of life and developing the skills for adulthood;
4. Making a positive contribution: being involved with the community and society and not engaging in anti social or offending behaviour;
5. Economic well-being: not being prevented by economic disadvantage from achieving their full potential in life.

Being Together, Being Ourselves aims to provide an introduction to the above themes through intergenerational activities and the provision of information and guidance about further learning opportunities and support. It aims to promote 'joined up' work with other agencies involved in work with children, young people and families through the development of partnership work and/or the inclusion of guest speakers, signposting and direct referral where appropriate.

The programme consists of six modules; each accredited as a 10 unit of learning by the Open College Network and linked to the themes outlined above. The modules comprise:

- **Being together** – looking at the ups and downs of family life (*themes 1 & 2*);
- **Being ourselves** – looking at our personal values, strengths and needs (*themes 1, 2 & 3*);
- **Being safe** – looking at how to keep ourselves and our families emotionally and physically safe (*theme 2*);
- **Being healthy** – looking at what 'health' means to us and how to ensure it is part of our lives (*theme 1*);
- **Being an active citizen** – looking at how to be part of positive, supportive communities (*theme 4*);
- **Being confident** – looking at our hopes and dreams and how to make them real (*themes 3 & 5*).

Fortuna II, no date. Personal Development for Women. Fortuna Transnational Mini-Network.

A booklet based on the work arising from two working conferences and visits to New Opportunities for Women (NOW) projects funded by the European Social Fund (ESF) in Finland, Germany, Gran Canaria, Italy, The Netherlands and the United Kingdom. The exercises have a decidedly European flavour and whilst aimed at women are certainly universal enough to be used with both individual men and women and groups.

The report contains a large number of exercises to help build confidence and raise expectations. These are presented in a number of sections including:

- Ice-Breaker Activities;
- Goal Setting Activities;
- Confidence Building Exercises;
- Exploring Feelings;
- Ending Groups.

In addition, there are comments from students on the courses involved in terms of the impacts of group involvement on their lives, self-esteem and self-confidence. A number of reference materials are also suggested.

Before suggested ice-breaker exercises are presented, the rationale for their use is explained. It is suggested that they help people to relax and encourage the flow of conversation. However, ice-breakers must be used carefully as some learners may hate them but overall, they can help establish a group identity very quickly.

Suggested exercises include:

- Getting to Know You (helping group members learn each other's names);
- The Power in You (this exercise may also be a confidence building or ending exercise);
- My Personal Shield (to help develop self-awareness and self-disclosure);
- A Fantasy Trip (to promote relaxation and sharing of experiences);
- Bunch of Keys (encouraging learners to share personal details with each other).

Goal setting exercises help to motivate learners in terms of personal or skills-related goals and provide a sense of achievement when fulfilled. Exercises include:

- The Hand Exercise (a bridge between confidence building and goal setting);

- Standing on my own feet / The Power in You (raise awareness and improve communication);
- Treasure Map (raising awareness of personal goals in different areas of life);
- Improving Own Learning and Performance (providing evidence of personal and skills-based targets).

Confidence building exercises help learners get to know themselves and think about their goals and skills.

They aim to encourage personal development amongst learners. Exercises include:

- Energy exercise (identify what gives learners energy and positivity);
- Draw a perfect tree (why trying to be perfect can be a hindrance);
- Who influences you (changing negative beliefs into positive ones);
- Self Image (changing your negative qualities);
- My Progression Exercise (recognising personal development);
- Dreammatrix (getting in touch with the subconscious);
- Playing cards with your qualities (recognising and feeling positive about qualities);
- Positive thinking (gets learners communicating with one another).

In Exploring Feelings the exercises are aimed at allowing learners to both understand and confront their feelings as potential barriers to growth and development:

- The shouting wall (encourages learners to express and deal with anger and anxiety);
- Draw Yourself as a Tree (considering the drawing as a reflection of personal progress/development);
- Fear in a box (encouraging learners to identify and face their fears and empathise with others);
- Me and the Picture (learners sharing experiences and feelings).

Ending Groups considers how the group can be ended in a positive way. It is suggested that the group leader starts talking about this about halfway through the course. Leaders need to think about:

- Feelings about endings and recognising that some learners may feel quite emotional about this process;
- Moving on;
- Assessment of progress which may be personal, formal and informal;
- Evaluation of the course e.g. as a group or individually;
- Types of ending e.g. official, social or personal;
- Including valuable things from the group in future endings.

Suggested exercises include:

- The Power in You;
- A Party of Celebration;
- A Display of Work or Presentation by the Group;
- 'I Leave... I Take...' (gives everyone a chance to say what they want to leave with the group and what they want to take forward);
- The Rainbow (learners take a positive picture of themselves away in their head);
- Evaluating What I Have Learned;
- My Next Steps (help learners consider what they need to move on away from the group);
- Gift Giving.

Suggested reference materials include a number of books aimed specifically at women such as the seminal *A Woman in Your Own Right* by Anne Dickinson and more general self-development books including Susan Jeffers' *Feel the Fear and Do It Anyway*.

Grylls, S., 2002. Because we want to. A Review of the WEA's Women's Learning Programme 1997-2002. London: WEA.

Review of the Women's Learning Programme based on questionnaires and interviews with students and tutors. The programme was particularly successful at engaging 'hard to reach' learners and 83 per cent of the respondents had progressed onto other courses and 40 per cent onto new jobs whilst 97 per cent had experienced positive changes. The courses involved had two parts, the first was approximately 20 hours aimed to build student's confidence in their ability to learn whilst the second part was project based in groups. Accreditation was perceived as an important factor in building learners' self-confidence. A number of successful aspects of the courses were seen as important in securing high retention rates:

- Group bonding, i.e. reducing learners' sense of isolation;
- Relevant and enjoyable learning;
- Encouragement and lack of pressure;
- Relationships with the tutor;
- Individual needs, i.e. running courses in community venues with childcare at convenient times for parents.

Hopson, B. & M. Scally, 1999. *Build Your Own Rainbow: Workbook for Career and Life Management*. Gloucestershire: Management Books 2000.

Build Your Own Rainbow is a book of resources designed to help the individual with their life and career management using the rainbow as a symbol of hope and achievement. This rainbow is based on six basic career and life management questions:

- *Who am I:* looking at transferable skills, interests and values?
- *Where am I now:* thinking about which stage of life the individual is presently at and the kind of career pattern they would like?
- *How satisfied am I:* analysing important roles in life including the individual as child, employee, student, friend, citizen, consumers, homemaker etc.;
- *What changes do I want:* reviewing your life – this may mean no changes at all and may just help revitalise the individual's present life, alternatively it could lead to dramatic changes;
- *How do I make them happen:* constructing an action plan;
- *What if it doesn't work out:* includes how to cope with frustration and disappointment when things don't turn out as planned.

Seven skills are developed in building a rainbow:

- *Knowing yourself:* values, transferable skills, interests, how time is presently spent, where the individual lives, at which stage of life they are and what kind of career pattern they would like;
- *Learning from experience:* describing an experience, identifying what was learnt from it and generalising that learning to other situations;
- *Research skills:* thinking about the key people in life in terms of how they perceive the individual's progress and considering other people, printed materials and community resources;
- *Setting objectives and making action plans:* converting complaints into achievable objectives and discovering parts of life, which the individual may want to change. Also includes setting objectives and making action plans;
- *Making decisions:* generating alternative choices and strategies for deciding between these choices;
- *Looking after yourself:* stress management and prevention;
- *Communicating:* how to get feedback from others, help and information.

The book is based on forty exercises, which help the reader collect data to answer the six questions posed above. The exercises are designed so that the reader applies one of the key seven career and life management

skills. Readers are encouraged to keep a folder to store any insights that occur about themselves, their life or career. The contents of which can then be used to help set objectives. The authors recommend that individuals link with other people perhaps in a small group. There are opportunities for reflection within the book. There are also resources and appendices that include details of job families, occupational interest groups, education index (suggested education courses) and leisure activities.

This book is more focussed on work and career than general personal development but is very readable and there is certainly a wealth of exercises that could be drawn upon and perhaps modified for adults in a family learning context.

There are also a number of books written by Hopson and Scally forming part of their *Lifeskills Personal Development Series* which are booklets suitable for an open-learning format and include assertiveness, communication, stress, health and your lifestyle, learn to learn, time management, transitions and relationships.

James, K. & C. Nightingale, 2004. *Discovering Potential. A practitioner's guide to supporting improved self-esteem and well-being through adult learning.* Leicester: NIACE.

Guidance aimed at practitioners such as Learning Advisers, Guidance Workers and Outreach Workers, for example, who support individuals primarily accessing learning services. The book focuses on health and well-being (Chapter 1), self-esteem (Chapter 2), learning (Chapter 3) and partnership working (Chapter 4), however, it aims to help the practitioner explore these issues for themselves as well as for their clients. The chapter on self-esteem considers:

- What is self-esteem;
- What gives us self-esteem;
- Low self-esteem;
- Building self-esteem.

A model for discovering potential and using it with clients is presented in Chapter 6, for the learning advisor's development to develop projects or services (Chapter 7) and putting it into action (Chapter 8). The model is based on three stages; thinking, getting and keeping. Thinking enables the practitioner to support the client in thinking about who they are, what they want, where they are now and how they can get what they want. The getting stage is where the practitioner helps the client get what they want. Support might take the form of meeting the client and providing moral support, attending interviews or help with enrolment procedures. Finally, keeping involves the practitioner supporting the client in maintaining momentum. This may take the form of either emotional or practical support.

Lawrence, D., 2000. *Building self-esteem with adult learners*. London: Paul Chapman Publishing.

Presents a Self Esteem Enhancement Programme for tutors to use with students to help develop their self-esteem. It is aimed at literacy tutors but has a certain degree of transferability and can be used with individual students or with groups no larger than six. Consisting of six sessions, the programme can be used in its entirety or in parts depending on the needs of the students:

- 1) Introducing the Self-Esteem Enhancement Programme to the student consists of questionnaires to measure self-esteem, emotionality and whether the learner is an introvert/extrovert. These can be used as a means to measure progress by asking the student to repeat them at the end of the Programme;
- 2) Developing spontaneity and self-acceptance involves group and individual exercises for learners to express themselves and a discussion about self-acceptance;
- 3) Looking the part – body language, centres round a discussion on body language and practical exercises;
- 4) Being assertive also involves role play exercises and discussions;
- 5) Coping with stress includes a stress questionnaire for learners to complete, discussions and practical exercises and affirmations to promote relaxation;
- 6) Strengthening the Self; this final session can be based on a number of different exercises and discussions.

The book emphasises the role of the tutor in the development of learners' self-esteem and a chapter is devoted to the skills that need to be developed:

- Acceptance;
- Genuineness;
- Empathy;
- Sensitivity to non-verbal cues including body language.

McGivney, V., 2002. A Question of Value. Achievement and Progression in Adult Learning. A discussion paper. Leicester: NIACE.

Notes that there are a number of different types of progression:

- Further learning;
- Personal progression i.e. greater confidence, attitude change;
- Social progression i.e. social interaction;
- Economic progression i.e. getting a job or job promotion;
- Collective progression i.e. groups of learners moving on together.

Increased confidence is generally perceived as a soft learning outcome: “For many learners, the new understanding and acquisition of skills acquired in a supportive learning environment creates a heightened sense of self-worth which in turn imparts the increased confidence they need in order to progress to higher levels of education, to apply for jobs, or to undertake more demanding skills” (p.22).

Nashashibi, P., 2004. *The alchemy of learning. Impact and progression in adult learning*. London: LSDA.

Definition of progression: “Progression is movement as a result of learning. It is purposeful and takes the learner into a new context or activity. It may, for example, be movement into further learning, employment, freelance work or new voluntary roles. Progression can take place within the learning programme, however, where there are clearly defined progression milestones as, for example, in a unitised or modular programme”.

If provision is integrated learners are able to develop their own progression pathways more easily. Generally, learners progress upwards from level to level on a progression ‘ladder’ but this is not always the case and in some instances it is more constructive to take up something new rather than move onto a higher level course.

Focussing on progression has implications for curriculum development. The curriculum can be thought of in the following ways:

- What: subject content and skills to be developed;
- How: teaching and learning strategies, programme design;
- Who: social and cultural factors i.e. learners’ identity, experience and motivations.

Other planning requirements may include:

- Staff knowledge of opportunities open to adults in the locality;
- Curriculum mapping i.e. establishing the links within and between learning programmes;
- Establishing the levels learners are working at;
- Offering provision at more than one level;
- Promotion of active learning and recognising achievement;
- Flexible delivery;
- Linking related subjects;
- Building links with other learning providers and developing contacts with them in order to ease progression;
- Good practice in assessment and giving feedback (p.26).

Stern, J., 2003. *Progression from Family Learning in Hull – Final Report*. The University of Hull: Centre for Educational Studies. Available at: www.hullcitylearning.org.uk/userimages/Plan28.doc

Research with 12 focus groups of family learning participants in Hull considered, amongst other factors, what would promote further learning. A consistent finding was improved self-esteem and self-confidence, for example, amongst Group One who met in the school library, “Barriers to this group continuing with further learning are those surrounding motivation and self-esteem, some of this stemming from the relatively low levels of academic achievement within the group” (p.2).

Suggestions to assist with progression include:

- Advisor attending near the end of the course with information;
- Recommendations for free local courses and support;
- Assistance with form-filling;
- Courses specifically aimed at stress management, assertiveness and building self-esteem;
- Shared information between education providers;
- Running courses to build self-esteem perhaps led by parents who had attended other courses.

Wilson, L., M. Blair & P. Armstrong, 2002. *D is for Directions. A Guide to Running Confidence Building Courses for Men of All Ages.* Dorset: Russell House Publishing.

As a result of the authors' experiences of working with men, it was discovered that men are happier working with realities rather than concepts therefore this book is called *D for Directions*. The authors' work with groups of between eight and 12 men for two hours a week over ten weeks. The first part of the process is to encourage sharing, since "Isolation of thought and experience is the most powerful barrier to change" (p.7), a phase which might last from two to five weeks. The next phase consists of exercises that are "less emotional and less introspective" (p.7). The end of a course can be difficult since participants may be reluctant to leave having made friends and connections, however, at this point they should have a number of options to reflect upon.

The guide consists of a section with an A to Z for running confidence-building courses followed by step-by-step exercises. The latter consists of six stages:

- Icebreakers, e.g. *Ferrari, Fiesta or Fiat?*
- The investigation begins, e.g. *What is confidence?*
- Fact finding and setting the scene, e.g. *Self esteem visualisation;*
- The breakthrough: change is inevitable, e.g. *Exercise for change;*
- Nailing it down; strategies for changing direction, e.g. *Mind maps;*
- Full time: reviewing and editing, e.g. *Leaving on a high.*

A number of these seem appropriate to use or adapt to a family learning context, for example, *Dads and sons: Rewriting the script* (p.47), *Role models* (p.49) and *Feeling pride* (p.66).

There is also a Certificate of Confidence, an Appreciation Sheet (self-evaluation) and an Evaluation Sheet.

Also consulted:

Dewson, S., J. Eccles, N. D. Tackey & A. Jackson, 2000. *Measuring Soft Outcomes and Distance Travelled: A Review of Current Practice*. Nottingham: DfES.

Eldred, J., 2002. *Moving on with confidence. Perceptions of success in teaching and learning adult literacy*. NIACE: Leicester. Paper exploring perceptions of success in teaching and learning in adult literacy. An increase in confidence is considered as one such measure of success.

Further Education Unit, 1988. *Second Chance to Learn? A review of WEA 'Second Chance to Learn' courses*.

Morrell, J., R. Chowdury, B. Savage, 2004. *Progression from Adult and Community Learning*. NOP Research Brief.

Parenting Education and Support Forum, 1997. *Empowering Parents. Families as the foundation of learning society. A Parenting Education & Support Forum Seminar Series in partnership with 15 local organisations*. London: National Children's Bureau Enterprises Ltd.

WEA, 1986. *Working Towards Change. A WEA training pack for tutors in women's education*. London: WEA.