

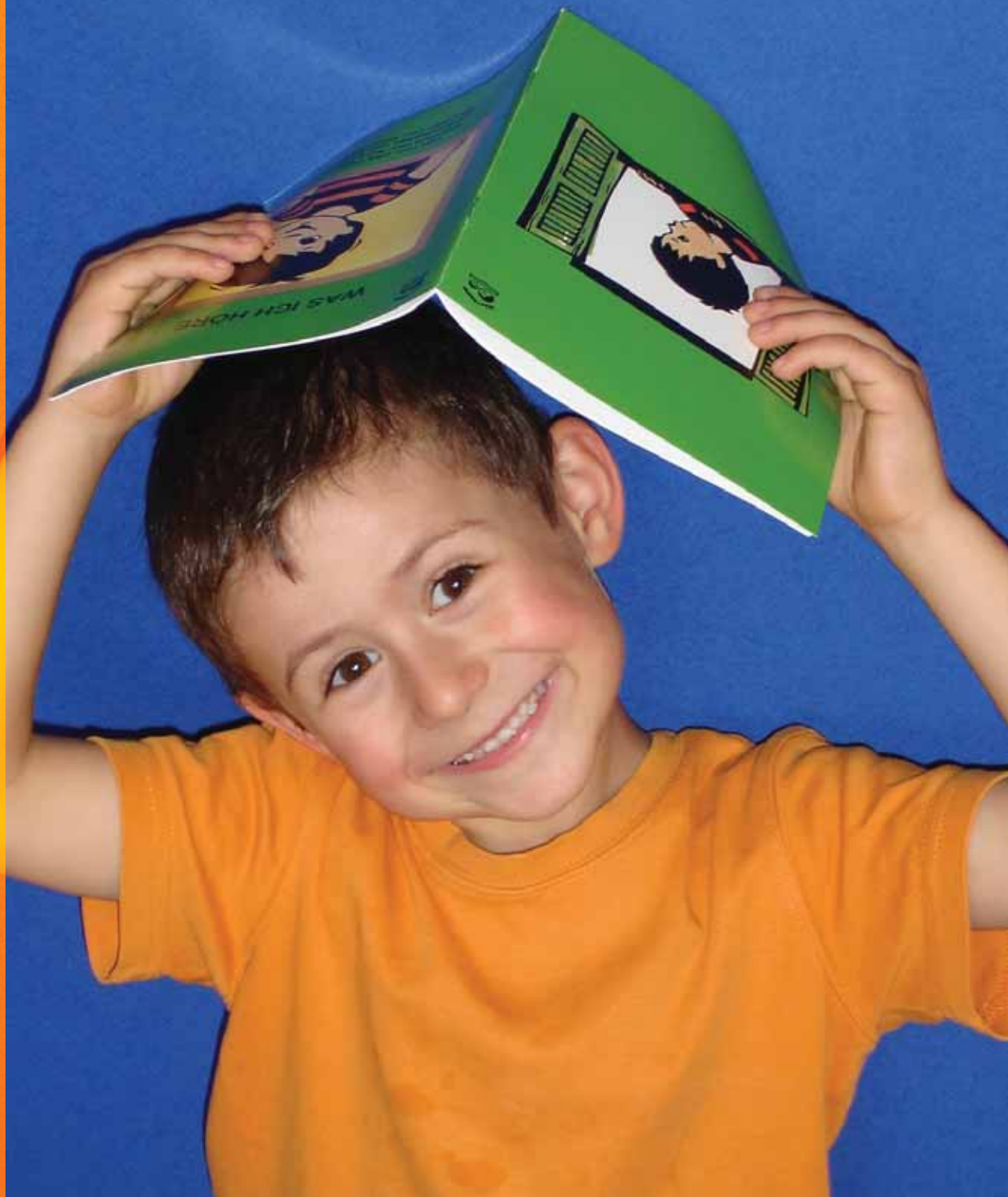


HIPPY

at home and in the community,
a family-focused program
that helps parents provide educational
enrichment for their preschool children.

“HIPPY (Home Instruction for Parents of
Preschool Youngsters) programme provides
parents with support and information
to help them accomplish their role
as first educator effectively.”

UNESCO cites HIPPY in its EFA (Education For All)
Global Monitoring Report 2007



The HIPPY Philosophy: Mission, Principles and Assumptions

HIPPY values and promotes the universal place of parents as first and most significant nurturers of their children's education and well-being.

The HIPPY program is therefore designed to build up parents' confidence and capabilities in encouraging their children's curiosity and love of learning. Engaging interactions between parent and child and an enriching home environment are the key and fundamental components in the child's readiness for kindergarten, school, community and life – and the child's motivation and capacity to realize his or her full potential.

While these are universally applicable principles, HIPPY reaches out specifically to families and communities, grappling daily with wide-ranging socio-economic and educational challenges, and supports them in ensuring that their children have equal access to educational opportunities.

Behind this mission and its principles lie certain assumptions – the first is that parents everywhere want the best for their children. Parents from one part of the world, one society, one neighborhood – or even from under one roof – may well differ from one another on what they mean by 'best', but each definition is, nevertheless, an essential, guiding force of parenthood under that roof, in that neighborhood, society or part of the world.

Secondly, and not unconnected, there's pure biology. Just as children are innately 'wired' to learn from their parents and the world around, parents are 'programmed' to teach their children. Children, notwithstanding their tremendous individual differences in pace and temperament, are all natural learners, who learn by 'doing' – something we continue to do throughout our lives.

Ideally, no-one is better positioned than the parent to lay the groundwork, introduce the child to language and concepts, and nurture skills the child needs for school and life. And within that process of discovery – and it is discovery for the parent, too, who learns how his or her child learns, what is of greater interest and what less – in that process, another goes on: the strengthening of the bond between parent and child. That bond is the source of the child's competence and confidence in his or her subsequent interactions with others and the wider environment.

HIPPY's role is to support parents in these interdependent processes. By providing knowledge, tools and materials, HIPPY builds up the parents' skills, experience, confidence and pleasure as effective guides in their child's learning.

This accumulation of confidence and involvement takes the same parents into their children's kindergartens and schools, into dialogue with educators, communication with other community agencies and participation in activities which serve the community and well-being of all its members

One more assumption is inherent in HIPPY's philosophy: parents, with training and support can teach and help other parents. Thus HIPPY trains parents to become home visitors, bringing HIPPY to new participant families. And this dimension further expands HIPPY's dynamic, grassroots community-building role.



HIPPY HISTORY

HIPPY was created in 1969 by Professor Avima Lombard in Israel at the NCJW Research Institute for Innovation in Education, The Hebrew University of Jerusalem, and developed by Prof. Lombard and her colleagues to meet educational challenges facing Israel society and its large immigrant population. Since then HIPPY has traveled far and wide, embracing tens of thousands of families around the world.

"Whatever happens to a young child educationally is filtered through the parent"

Avima Lombard,
Success Begins at Home, 1994

HIPPY Families and Communities



“...enriched early childhood interventions have had their greatest impacts on creating motivation and successful attitudes... [they] play a large role in shaping later outcomes... Redirecting funds toward the early years is a sound investment... and also removes a powerful source of inequality.”

J. J. Heckman & D. V. Masterov (University of Michigan) lecture to Allied Social Sciences Association, Chicago, 2007

HIPPY helps families who want to move beyond barriers of risk. More often than not, risk means socio-economic distress – poverty, which can have myriad causes and devastating consequences, such as malnourishment inhibiting a child’s normal mental and physical development.

Frequently, poverty is characterized by a perpetual and tragic generation-to-generation cycle, an inertia of hopelessness and depression, or desperation which can turn into alcoholism, drug addiction, and crime. This cycle can be broken, however, by quality education from preschool through further education, opening up employment and higher income opportunities. And yet, while there is no longer any question that investment in early childhood education is an imperative step in the long-term and multi-faceted process of poverty alleviation, most countries, especially developing countries, have not gotten around to adequately allocating such resources.

Poverty is often the lot of native and immigrant ethnic communities, because past or present discriminatory policies, language and cultural barriers impact on them, dragging them into the poverty cycle if appropriate support and guidance is not accessible. HIPPY works in many countries with native and immigrant communities, for example, Aboriginal communities in Canada, Australia and New Zealand, where Maori communities are also served; the Arab community in Israel – in itself made up of diverse groups, and immigrant populations of Ethiopian and former Soviet Union origins; Hispanic and African American communities in the USA; and Turkish immigrant groups in Germany. In developed countries such as these, and in the developing countries of South Africa and El Salvador, HIPPY supports families who want to help their children break out of marginalizing constraints and succeed in the larger society in which they live.

Such support is a complex matter and there is no ‘one solution fits all’. For example, some communities prefer preschool programs like HIPPY to be delivered in the country’s official, first language. In Germany, children must know German to enter first grade, and parents from immigrant Turkish communities feel that HIPPY in German will provide a solid basis. At the same time, program materials offer a means by which parents can learn the new language simultaneously with their child.

Other minority communities prefer some or all elements of HIPPY material in their native language because they feel more confident and in control of their role in the child’s learning process; because it facilitates richer verbal interaction and greater spontaneity between parent and child and because there is more room for inclusion of values, codes and references. The same parents however may well dismiss such culturally sensitive (and politically correct) practices on the part of state or school authorities once their child gets to school, because they believe that at this juncture, the child’s potential to ‘swim in the mainstream’ is best-served by schooling in the country’s ‘first’ language.

HIPPY relates sensitively to all the communities it serves, providing materials in the language preferred by the parents and community and encourages the production and use in each country program of native language and/or bilingual story-books and CDs. The paraprofessional HIPPY Home Visitor is able to make the most comfortable link between the curriculum materials and the families, because s/he is from their community.



Hippy Home Visitor Key Player in the Hippy Process

An educational activist, the home visitor's primary role is to help families transform their perception of home to a rich environment for learning opportunities.

As a community member, who knows the language and lives the culture of the families with whom s/he works, the home visitor is able to build trust and ensure HIPPY's socio-cultural relevance for the families with whom s/he works.

This relationship of trust is further reinforced by empathy on the part of the home visitor, born of his/her familiarity and often direct experience of the social, cultural and economic challenges and difficult circumstances faced by the parents

At the same time, as a HIPPY parent – the home visitor knows the materials, and, through pre- and in-service training, s/he becomes the person who transfers concepts and terminology to other parents, providing them with developmentally appropriate tools, skill-building activities and encouraging their input and initiatives based on the parents' increasing ability to observe and understand their children's learning processes.

The HIPPY home visitor is both an equal and a role model delivering a peer-to-peer service, reaching parents and families where they feel - and are - at home, in the child's primary learning environment. The parent enjoys the one-to-one attention of the home visitor and is not inconvenienced by child-care or transport concerns.

The home visitor is not only the link between the family and the program, but also brings isolated families together with the community, and marginalized communities with the larger social environment. The home visitor encourages the families' participation not only in HIPPY group activities and events which involve community personalities and institutions but also to join community activities beyond the program and to benefit from services offered to the community, such as the local health clinic, well-baby clinic, library, community center and so forth.

The HIPPY Home Visitor works typically with 10-20 families. Numbers vary according to need.

"HIPPY . . . tutors were significantly more involved in formal educational activities, such as being on the school board of trustees, helping with school trips and serving as a teacher's aid; also more likely to have been involved in an adult education class."

G. BarHava-Monteith, N. Harre, J. Field, "An Evaluation of a HIPPY Early Intervention Program: Can Parents Benefit Too?" New Zealand, 2003

"There's just something about HIPPY children. They've got the foundations for learning. They've got a lot of skills. Sometimes it is not always obvious or measurable but it shows in how they approach things.

And the programme follows what we do at school; they can do things like sequencing. It gives them a really good start. They know how to handle books, how to talk about books, how to talk about the characters in the story and they know how to predict. Their oral language may be the biggest area of development compared with non-HIPPY children. They have good observation skills; seeing likenesses and differences. They retain the skills they learn in HIPPY. They understand about 'number'.

What HIPPY does for the parents is awesome. They gain confidence and learn skills. Parenting skills are learnt as a consequence of the programme. They become aware of how kids learn and how to support them.

HIPPY children tend to be, long-term, more realistic about life. They have those thinking processes in place and appear more likely to resist peer pressure. They learn life skills. They might be shy but still 'know'. They tend to be more cooperative. HIPPY helps children be realistic; to know how to think; to know how to solve problems; to be independent thinkers."

Robyn Burgess

Teacher, Finlayson Park School, Manurewa, New Zealand



The Hippy Coordinator Expert Professional Support

The local coordinator, qualified in early childhood education or related fields, acts as program manager and is responsible for all the initial work of ushering a program into a community, by networking with community services and local authorities. The coordinator is responsible for recruiting parents, in consultation with local services, and for hiring and training home visitors. Group meetings, parent-child workshops and special events (trips, festival celebrations) are also organized and facilitated by the coordinator with the assistance of the home visitors.

Parent groups and parent workshops are held once or twice a month and constitute a hugely important component of the HIPPY program because they bring parents together as a social and learning micro-community, sharing experiences and ideas, breeding a sense of solidarity and belonging – a stepping stone for many parents into wide-ranging community involvement. The parent groups provide a forum for discussion with professional experts on parenting topics – pediatricians, psychologists, authors of children's books, and so forth. Furthermore, when parents bring their preschoolers to these meetings, and the home visitors provide on-site care, this is an opportunity for the children's social interaction and for their parents to observe and consider alternative child-rearing approaches.

- **HIPPY Local Coordinators works typically with 10-20 home visitors and 150-180 families. Numbers vary according to need.**

The Hippy National Coordinator / Director hires and trains local coordinators and focuses on strategic planning in consultation with HIPPY International headquarters and the country or state's HIPPY Board or Advisory Group; resource development; partnership and collaborations with government and non-government organizations.

"...parents were found to appreciate HIPPY as a flexible, adaptable, supportive and enjoyable program, ... improving their children's learning readiness... Expanded insight into child development was accompanied by pride in the children's achievements."

Research into HIPPY
Australia 1998- 2007,
Suzanne Dean, Victoria
University, 2007



Evaluating HIPPY

Evaluation tools are built into the HIPPY program via intensive monitoring and reporting which are integral components of the training, instruction and guidance processes. The home visitor listens to the parent's account of how s/he and the child managed, enjoyed and progressed, or had difficulty with the activities of the previous week. In the same vein, the home visitor observes, reviews and writes up on his/her meeting with the parent, as does the coordinator on the training sessions with the home visitors. Beyond this internal tracking process, various aspects of HIPPY's programming and approach have been, and continue to be the subject of research, in some cases commissioned by stakeholders and, in others, of purely independent academic interest. A few examples are quoted here and a rich collection of studies appears in *Parents Making a Difference: International Research on the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program* (Magnes Press, 2003), edited and with an introduction by Director of HIPPY International, Dr. Miriam Westheimer.

"...differences between the groups in cognitive development were apparent at the end of the school year... ..when teachers were asked to think back... they did report that HIPPY children were better prepared for kindergarten, both academically and socially, than children in the other groups."

**The Vancouver HIPPY Project:
Preliminary Evaluation Findings
from a Multi-Cultural Program, Lucy
LeMare & Karyn Audet, 2003**

Selected Hippy Outcomes



	Home Visitor	Parents
	<p>Increases and broadens employment opportunities beyond HIPPY.</p> <p>Develops wide-ranging skills:</p> <ul style="list-style-type: none"> • teaching • administrative (computer, planning, reporting) • creative <p>Acquires work experience, enabling him/her to compete in the job market or participate in further education studies.</p> <p>N.B. To further broaden the scope of opportunities for the home visitor's future beyond HIPPY, more and more HIPPY programs are facilitating accreditation. (See for example the HIPPY New Zealand program information.)</p>	<p>Acquire knowledge of child development and appropriate expectations for their children with sensitivity to individual pace and temperament.</p> <p>Become confident in their teaching abilities</p> <p>Expand and enrich their children's pre-academic and home literacy environment</p> <p>Take on proactive roles when their children enter the formal academic environment:</p> <ul style="list-style-type: none"> • Communicating with child's school • Attending school events • Advocating for child's education • Volunteering in the school <p>Many take on new challenges:</p> <ul style="list-style-type: none"> • as home visitors in HIPPY • going back to school • finding employment

As proud as HIPPY is of its contribution to long-term socio-economic outcomes of investment in good, effective early childhood education, it is no less proud of its contribution to the immediate developmental and educational value and here-and-now pleasure and well-being of parents and children engaging together in HIPPY's fun-learning activities.

Children	Families & Community	Long Term, Big Picture Outcomes	
<p>Pre-academic skills improve, contributing to their long-term academic performance.</p> <p>Acquire skills, values and attitudes which help them:</p> <ul style="list-style-type: none"> • Learn with concentration and confidence • Navigate the home to school transition comfortably • Be empathetic to others • Gain a new perspective on their relationship with their parents 	<p>Strong parent-child relationships</p> <p>Educational activities with the child in home and community becomes part of the family routine</p> <p>Decreased isolation and increased connection of families with community</p> <p>Expansion of socio-economic opportunities and horizons</p> <p>Families take on proactive roles and initiatives in the community, resulting in stronger communities, better positioned to advocate for and serve their members' well-being</p>	<p>Increased odds of graduating high school</p> <p>Increased chances of breaking out of poverty-crime-drugs cycle</p> <p>Increased opportunities for education and employment, leading to:</p> <ul style="list-style-type: none"> • better educated workforce • higher productivity • reduced crime • lower costs for health, welfare, justice systems etc. <p>Greater social equality</p>	



The Hippy Curriculum and Program Materials

“...children of parents who emphasize problem solving and curiosity for learning develop long-term individual interests and the ability to attend to tasks for longer periods of time.”

H. Weiss, M.Caspe, M.E. Lopez,
Harvard Family Research
Project, Spring 2006

Designed for parents and their children aged three to five years-old, HIPPY program materials consist of weekly activity packets, which include storybooks, workbooks and ‘basic supplies’ such as geometric shapes, scissors and crayons. The workbooks are set out like lesson plans for the parent, providing them with developmentally appropriate activities for their children with the objective of ensuring a successful and enjoyable learning experience for parent and child working together.

In the program, parents work with their children on language development and cognitive skills including problem solving, logical thinking, perceptual and other school readiness skills. Both reading together and talking about the storybooks help develop a love of literacy in the family, and constitute significant moments of parent-child interaction, of bonding, which remain in both children and parents’ memories.

The workbooks build on the storybook content to expand literacy skills – such as phonological and phonemic awareness, letter recognition and early writing experiences. Parents are encouraged to build on the information in the activities in all areas of their children’s lives, nurturing all areas of their children’s development .

HIPPY introduces skills and concepts in a progressive manner, first using the physical body, then concrete objects and finally representation of objects in pictures, followed by opportunities for practice and learning. Wide-ranging, fun-learning HIPPY activities, including reading, writing, drawing, singing, rhyming, games, puzzles and cooking, are used to enrich skills and concepts a child will need in the formal educational framework.

Constant reviewing and updating ensures that HIPPY materials are relevant for families and reflect current educational research findings. The program is sufficiently flexible to facilitate initiatives for change, additional materials and extension activities developed in different member countries. Thus, Canada has created its own Let’s Talk Science component; the USA has a Healthy Eating component and has just introduced Let’s Read, Talk and Play for parents and their five year-old children. Israel is developing an experimental themed program designed to increase individual choice and creativity.

Each Home Visitor has a manual which details the program, its activities and their educational contribution.



Training

Average timing and frequency of training in a typical program:

2 weeks pre-service for coordinators

2 days regional pre-service for home visitors

3-4 hours per week in-service for home visitors by coordinators

Weekly – home visits (1 hour) alternating with parent group meetings or parent-child workshops (2 hours)

15-20 minutes, 5 days a week (or more) by parent with child

Training, instruction, guidance, shared learning experience, knowledge and skill-building – however it is defined – is a core component of the HIPPY experience. It goes on between national and local coordinators; local coordinators and home visitors, in small groups and on a one-to-one basis; home visitors and parents; local coordinators and parents; and that essential bottom line – between parents and children.

In a training session, material of the previous week is reviewed and problems, if they arose, are discussed. New material for the upcoming week is also reviewed. Role play is widely used as an effective, experiential teaching method by coordinator with home visitors and home visitors with parents, but this does not preclude other teaching methods from which participants feel they derive benefit.

HIPPY Management & Starting a HIPPY Program

The headquarters of HIPPY International are housed at its birthplace, the NCJW Research Institute for Innovation in Education, The Hebrew University of Jerusalem, Israel. Organizations or institutions in member countries of the HIPPY International network have a contractual agreement with the Hebrew University to operate the program.

If you are interested in establishing a HIPPY program and a HIPPY national network exists in your country, you can find full guideline information on your country's HIPPY website. If you plan to 'pioneer' HIPPY in your country, you will find details on the HIPPY International website. The following points offer a brief overview of the necessary start-up steps:

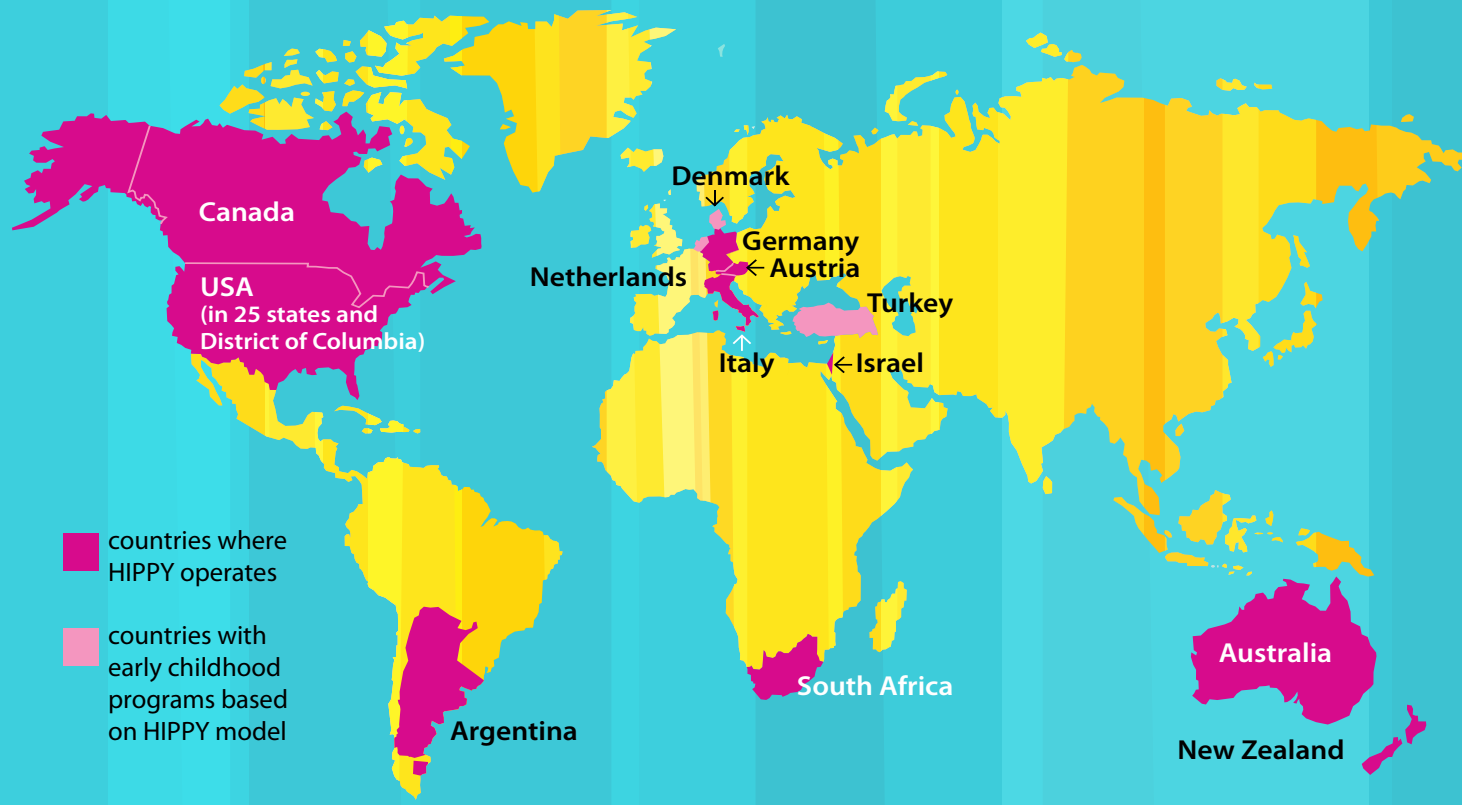
- Assess community needs and available services
- Assess if HIPPY can be implemented according to its principles and requirements
- Form advisory group/board
- Select implementing agency
- Secure funding
- Submit application; sign contract with HIPPY International at the Hebrew University of Jerusalem, Israel or your national HIPPY HQ
- Select and train coordinator


Each country program receives consultation, training and support from HIPPY International, which conducts annual seminars and workshops for new and experienced program staff; provides a forum for inter-program communication via its website; encourages international exchange of ideas and research, and coordinates curriculum development among member countries.



"I wish there were HIPPY programs in every community... Anyone who has ever been to a HIPPY graduation ceremony and seen the pride and self-confidence of both the parents and children would agree. Even if you are not the parent of a school-aged child, you can take the lead in bringing HIPPY to your town..."

Bill Clinton, Giving: How Each of Us Can Change the World, Knopf, 2007



HIPPY International	HIPPY Countries	HIPPY Contracting Partners/ Licensees	Website Email of HIPPY National Directors/ Coordinators
HIPPY International staff: Director: Dr. Miriam Westheimer mwestheimer@hotmail.com Administrative Assistant Carol Ginsburg carolg@savion.huji.ac.il	Australia	The Brotherhood of St. Laurence	www.hippyaustralia.org.au Carmen Calleya-Capp hippyaustralia@bsl.org.au
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	USA	HIPPY USA See: www.hippyusa.org/ Locations/locations.html for links to HIPPY programs in 25 states and the District of Columbia)	www.hippyusa.org Lia Lent llent@hippyusa.org

Further contact details are provided in the accompanying individual country inserts.