



Intergenerational Education Initiatives in Ethiopian Communities: Parent-Child Engagement and Learning Outcomes Tracking

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Abstract

Intergenerational education initiatives have gained attention for their potential to enhance learning outcomes by fostering parent-child engagement and intergenerational support in educational settings. The methodology employed a mixed-methods approach with both quantitative data collection through standardised assessments of child learning outcomes and qualitative data via interviews with parents and teachers to understand the programme's impact and challenges. Parental engagement in intergenerational education initiatives was found to positively influence children's academic performance, particularly in literacy and numeracy skills. Parents reported increased confidence in their children's educational journey, attributing this to more frequent home-based learning activities facilitated by these programmes. This study highlights the importance of parent-child engagement for improving educational outcomes among Ethiopian youth. The findings suggest that intergenerational education initiatives can be effective when supported with clear guidelines and resources for both parents and educators. Based on this research, it is recommended that policymakers allocate more support to intergenerational education programmes by providing training sessions for parents and teachers, as well as financial incentives to encourage participation. Additionally, regular evaluations should be conducted to ensure the sustainability of these initiatives. Intergenerational Education, Parent-Child Engagement, Learning Outcomes, Ethiopian Communities

Keywords: *Africanization, Community Development, Intergenerational Support, Participatory Research, Socio-Emotional Learning, Youth Empowerment, Cultural Preservation*

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