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Organización
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Организация
Объединенных Наций по
вопросам образования,
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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Regional Literacy Conference Addressing “*Literacy Challenges
in Europe with a sub-regional focus:*”

Building Partnerships and Promoting Innovative Approaches.

(Baku, Azerbaijan, 14-16 May 2008)

“Parents’ empowerment for family literacy”



United Nations Literacy Decade

EFFECTIVE PRACTICE

Presented at the UNESCO Regional Conference in Support of Global Literacy "Addressing Literacy Challenges in Europe with a sub-regional focus: Building Partnerships and Promoting Innovative Approaches", 14-16 May 2008, Baku, Azerbaijan

Programme name: Parents' empowerment for family literacy

Implemented by: Club Europa Association

Basic facts

Country: Romania

Starting year: 2003

Outreach: 450 families in three years

Target Population: Families with primary school and pre-school children living in deprived areas and needing literacy support

Language of instruction: Romanian

Operating in: 3 locations – 2 in Bucharest and 1 in Braila

Main Funding: European Commission, Club Europa

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Brief Description

The programme aims at boosting literacy competence among pre-school and primary school children and adult family members. It is extracurricular, school-based and intergenerational.

The PEFaL family literacy programme is needs-based and designed to run during three months. It includes 5 modules as follows: group and intra-family communication on literate environment awareness; parents and children discovering book reading, exploring and expressing feelings; mother language reading, writing and comprehension by playing and having fun; making comics and family story bags for practical literacy boosting; presentation of results, evaluation and closing event. In addition, families register with the school or

public library, and/or visit a bookshop to select children's books for exploration during the programme, exchange with the other families and to setting up a reading corner at home.

The innovation of the programme consist in placing an intergenerational literacy programme in public schools, building on the recognition of parents' prior knowledge and educational experience, using the school, the community and home literate environments, as well as acquiring literacy through fun and play.

Tutors are primary school teachers trained in family literacy, and design and management of family literacy modules, programmes, management and empowered with evaluation tools to collect evidence of knowledge, skills and attitudes acquired by the participants through pre- and post-testing, attendance checking, assessment of family homework portfolios, tutors' written reflections and, class teacher statements.

In 3 years, 450 families had a 99% attendance rate; child school attendance and discipline improved radically; reading and writing skills showed some improvement; homework delivery and parents' participation in school activities improved significantly. Thirty per cent of the mothers registered for English, computer classes and further vocational training. The most spectacular effects were on some grandmothers and mothers with severe depression whose self-confidence and self-respect improved to the point where they became parent leaders and class assistants.