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Erasmus+ - Strategic Partnerships Key Action 2 Sector: Adult Education  
Project number 2016-1-RO01-KA204-024392 Family Literacy Works!

SURVEY OF FAMILY LITERACY  
PROGRAMMES IN SLOVENIA  
WITHIN THE PROJECT  
*FAMILY LITERACY WORKS!*

Kranj City Library  
May, 2017



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»A child who reads, grows up into a  
person who thinks«

(Milena M. Blažič)



# Work method statement

As part of the “Family literacy works!” project we used various tools to tackle the research of family literacy. We started by looking for information online (using local and foreign publications, good practice guidelines ([www.eli-net.eu](http://www.eli-net.eu)), research assignments such as graduation and master’s theses with empirical examples, local and foreign scientific writings on literacy (general literacy and also other varieties such as reading, functional, informational...).

On recommendation from our partners at the Biblioteca Judeteana Octavian Gogu Cluj (BJOG) in Romania, we set up a questionnaire with accompanying narration which invited respondents to provide their input as the second step of the first phase of the project. The questionnaire had two parts, and all together included 24 questions. The first part was based on general info about the family literacy programme (address/name of the programme, partnership, operating region, duration of the programme and financial contributions). The second part focused on the content of individual programmes (questions included information regarding objectives, target demographics, activities and location of the programme, resources and equipment for the implementation of programmes). The most important questions regarded providers of the individual programmes, namely their multipliers and facilitators (who the programme providers are, what is their education level, what are their specific skills and knowledge). The final part of the questionnaire included an inquiry about quantity and quality results of individual programmes. Later we also prepared a shorter version of the questionnaire, intended for public libraries that were included in our research additionally. Out of 59 public libraries in Slovenia, 8 answered our questionnaire.

Since our goal was to include as many different programmes as possible in our research the questionnaires were sent out to a wide variety of organisations. In the next phase we focused on looking for potential target groups to gather information about various programmes and implementations of family literacy. Our research included both public organisations (schools, kindergartens, libraries, Ministries, Faculties) as well as non-governmental organisations.

All the data and information were gathered through written responses to the questionnaire. Additional explanations were not necessary as the respondents were extremely careful and thorough with their answers.

# Survey results

## 1. ORGANISATIONAL PROFILE

### (TYPE, SIZE, AREA OF OPERATION, FIELDS OF PROFESSIONAL EXPERTISE)

Our research included a lot of different types of organisations to form a broad general idea of the current state of family literacy programmes in Slovenia. The questionnaire was sent out to 59 public libraries, 2 Faculties of Education (in Ljubljana and Maribor), 16 public organisations (among them three schools and five kindergartens), Ministry of Culture, Ministry of Education, Science and Sport, and 5 other public organisations involved with education (Slovenian Institute for Adult Education, City cinema - Kinodvor, Municipality of Ljubljana, Kranj Adult Education Institute. We also sent the questionnaire to 9 non-governmental organisations. All together there were 85 target organisations, 3 of them supplied 2 family literacy programmes. We received 23 filled out questionnaires, which is more than 25% of all that were sent out. Organisations vary quite a lot in size and type, but they do share some common traits as well, such as the field of education for children and adults, literacy, educational and andragogical knowledge, knowledge and skills of special and social educationalists, and librarianship knowledge.



Table 1: Family literacy programmes in Slovenia discussed

	<i>Coordinating organisation</i>	<i>Title of the programme</i>
<b>LIBRARIES</b>		
1.	Public Library Metlika	Roma children in the library
2.	Public Library Domžale	Fairy tale dwarf
3.	Public Library A. T. L. Radovljica	Fairy tale suitcases
4.	Public Library France Balantič Kamnik	Fairy tale paths in Kamnik
5.	Public Library France Balantič Kamnik	Veronika's treasure
6.	Public Library Jesenice	Reading with Brihta
7.	Public Library Brežice	Kristjan's story tale backpack
8.	City Library Ljubljana	Ciciuhec
9.	Public Library A. T. L. Radovljica and Centre for Social Work	Who made the shirt for Videk
10.	City Library Kranj	Family Reading
<b>SCHOOLS</b>		
11.	Primary School Stražišče	Eco school
12.	Primary School Štore	Reading night
13.	Primary School Štore	Reading Literacy
14.	High School Bežigrad and Slovenian Reading Association	Intergenerational reading
<b>OTHER PUBLIC ORGANISATIONS</b>		
15.	Slovenian Institute for Adult Education	Reading for knowledge and reading for fun
16.	Slovenian Institute for Adult Education	Read and write together
17.	Municipality of Ljubljana	Ljubljana reads
18.	City Cinema-Kinodvor	Cinema Balloon
19.	University Maribor, Faculty of Education	Embracing the words
20.	Faculty of Art, Ljubljana	Developing early literacy in families, kindergartens and schools



<b>NON-GOVERNMENTAL ORGANISATIONS:</b>		
21.	Centre Korak	Family literacy
22.	Reading Badge Association	Pre-school Reading Badge
23.	Association «Naravni začetki»	Juna's house Kranj

Firstly, we concluded that there are a huge number of organisations dealing with family literacy in Slovenia.

Most programmes aim to promote reading literacy of children. There were few programmes in which reading promotion is not a priority objective:

- Fairy tale paths in Kamnik aims to promot and understand of local environment, walking in the natural environment, games, learning about the natural and cultural heritage
- Roma children in the library emphasizes integration, and socialization of marginal groups in society
- Who made the shirt for Videk accentuates the inclusion of foster families in the local community and adoption of foster children. The programme offers help with education and recomend professional literature and encourage children to read and use the library.
- Cinema Balloon connects with the education of film art, presents quality film productions and thus trains a critical and "empathic" viewer.

The reasons for the increase in number of programmes, especially at national level, on the topic of literacy can be found in the publication of research results by PISA<sup>1</sup>

In PISA 2009 and PISA 2012 reading literacy showed weaker field of knowledge and skills of Slovenian pupils, as their achievements were below the OECD average. Collecting data in 2015 showed that these achievements have improved significantly. In 2015 the Slovenian average achievement of pupils in reading literacy showed 505 points which is 24 points higher achievement than in 2012<sup>2</sup>.

The study therefore demonstrates that many programmes promoting literacy and awareness of its importance were successful.

<sup>1</sup> The research has been carried out in 2000 for the first time and since then countries measure determined the level of reading, mathematical and scientific literacy of pupils at the age of 15 years every third year. (Source: <http://www.pei.si/Sifranti/NewsPublic.aspx?id=135> ).

<sup>2</sup> Programme of international achievements of students. PISA 2015 national survey report. A shorter version. The Pedagogical Research Institute, Ljubljana, 2016).



## 2. PARTNERS INVOLVED

Partners, included in programmes listed above, were generally those who added specific skills to their programme or broaden the range of potential users. A strong partner, which was involved in a number of programmes, is the Reading Badge Association, a NGO that promotes and develops literacy programs since 1960.

Particularly libraries tend to connect with other partners and include new programmes to those already established, which is mostly a reflection of the needs and desires of the local communities.

## 3. PROGRAMME DURATION

Among 23 programmes 3 of them are already finished, 3 are still in progress and will finish in a near future, the rest of them have become a part of regular activity of organisations and continuously run from one to 19 years.

The highest number of programmes started between 2008 and 2011, when international research PISA showed results in reading literacy of Slovenian pupils below the average. The answer was several new programmes which are focused on increase of reading literacy and simultaneously promote family literacy.

## 4. THE FUNDING SOURCES

Most programs are financed by public funds. In these more than 75% of all funds cover labor costs. Others represent various forms of material and programme costs.

The costs of individual programmes range between EUR 150 to EUR 93.576. The study showed that the highest funding belongs to national programmes which normally cover a region or the whole country. These types of programmes also include a larger number of partners and participants.

5 organizations did not provide us the amount. We assume that they were financed with their own resources.



All programs are locally or nationally funded, only one gained international funding from EU or other sources.

THE PROGRAMMES ARE FINANCED BY:

- Ministry of Culture
- Ministry of Education, Science and Sport
- Structural Funds, European Social Fund
- Public Research Agency of the Republic of Slovenia
- Slovenian Book Agency
- Office for Slovenians Abroad
- Municipality of Kranj
- Municipality of Ljubljana
- Health Insurance Institute
- Individual organisations.

## 5. THE CONTEXT IN WHICH THE PROGRAM WAS IMPLEMENTED AND THE PURPOSE OF PROGRAMMES

For easier and clearer analysis of questionnaires we divided answers into four major groups: a) libraries (8 responds); b) schools and other educational institutions (3 responds); c) other public organisations (5 responds); d) non-governmental organizations (3 responds).

### a) LIBRARIES

The purpose of family literacy programmes in libraries is to promote and increase the development of a reading culture, habits and literacy of children as well as parents. Libraries strive to increase the number of visits of families to contribute to the positive example of reading



and encourage creativity of children. The greatest emphasis libraries place on reading, literacy and reading culture.

Target groups are children and parents.

#### b) SCHOOLS

Schools are developing family literacy in a broader sense and include, in addition to development of reading habits and motivation to read, other areas of education, such as intergenerational reading, positive attitude and a healthy lifestyle.

Target groups are pupils, parents and teachers.

#### c) OTHER PUBLIC ORGANISATIONS

This group has two distinct sides:

a) Firstly, here are 2 Faculties and Institute for Adult Education, which use a strong scientific approach and extensive empirical research. They run programmes on the national level. These programmes also include highly educated and competent researchers. They target developing literacy in preschool institutions, develop strategies of reading in first triad of elementary schools, and literacy development programmes on sample populations. It seems that all programs are related to raising the performance of PISA results. Our study also showed that several programmes are aimed at socially and economically disadvantaged families.

b) On the other hand, there are other public institutions that address literacy on the local level. Two completely different public institutions are presented: Municipality of Ljubljana, with the programme Ljubljana Reads which promotes reading culture in general and family reading. Each year Ljubljana donates books to children and families of contemporary authors and thus also promotes authors.

City Cinema - Kinodvor is a public institution that operates under the auspices of the Municipality of Ljubljana. Its purpose is to play high-quality film production to develop critical audiences. Their programme is also included in the regular programme of cultural education in some schools in Slovenia.

#### d) NON-GOVERNMENTAL ORGANISATIONS

Non-governmental organizations are essentially "extended arm" of public institutions and mainly focus on the implementation of programmes in practice, such as raising awareness of young parents about the importance of reading, introducing and educating parents what is good quality picture book, offering an experience of family reading. Nevertheless, the organizations address their programmes extremely thoughtful. The purpose of implementing their programmes doesn't



differ from other organisations: development and improvement of reading literacy of children and parents, and consequently the total population. We have detected some specifics, in their programmes such as Center Step, which deals with the rehabilitation of people with head injuries and aims to maintain the highest degree of their autonomy and responsibility.

**CONCLUSIONS:** As shown through the results of our research, the need of implementing Family Literacy programmes in Slovenia was the answer to the needs of local communities as well as the response to the condition of literacy at national level. The same is reflected when we are comparing the results of international research of other European countries. After 2000, when these comparisons become available, public and other organizations work more systematically to address this problem. The result is a wide variety of programmes, at all levels of society.

## 6. GOALS AND OBJECTIVES

### a) LIBRARIES

In all libraries we detected very similar objectives in carrying out their programmes:

- To increase membership in libraries
- To increase the book borrowing
- To increase number of visits of families
- To enhance the activity of reading between parents and children
- To increase knowledge, comprehension and vocabulary
- To encourage usage of stand-alone libraries
- To promote children's emotional, social and intellectual development
- To train teachers in kindergartens for project implementation.

Again, two libraries are exception. Fairy tale paths in Kamnik, in addition to all mentioned, makes additional objectives: to promote folk traditions of the local area, to learn about the natural and cultural heritage, socialize and spend time outdoors.



Who made the shirt to Videk is the second program in this context, which sets the goal on improving the self-esteem of foster parents, widening social networking of families providing foster care and the involvement of family members in the wider community.

#### b) SCHOOLS

Family literacy programmes in schools upgrade the curricula of schools and their internal programmes. Moreon, they develop the reading and activities related to reading: experience reading as a special event, developing creativity by reading, reading with understanding, learning writing skills of artistic or technical texts. At the same time, they raise awareness of parents about the importance of reading and reading literacy.

#### c) OTHER PUBLIC ORGANISATIONS

National public organisations established their goals with very high expectations. Programmes are oriented in education and participants, usually adult educators, teachers and parents are trained to gain basic knowledge and skills for the development of family literacy/early literacy for the further implementation of the programme. Maribor Faculty of Education stated the objectives as "staff training for sustainable attitude towards literacy."

Municipality of Ljubljana and City Cinema-Kinodvor adapted their goals to the needs of the public: increasing reading / film culture, awareness of readers / viewers and promotion of Slovenian literary artists.

#### d) NON-GOVERNMENTAL ORGANISATIONS

The objectives of non-governmental organizations are closely correlated with their basic purpose and support or cooperate with other organizations dealing with the dissemination and awareness of family literacy. Their primary task aims to raise awareness of the importance of well-developed literacy for individuals and for the entire population. This raises the importance of family literacy in society. The most important target group are parents and guardians of children. Association Step Center, which objectives are directly related to their activities can be highlighted: improving grafo-kinesiology writing, enriching vocabulary, reading comprehension texts and improving writing in Braille.

**CONCLUSIONS:** The programmes are geared to the needs of the local community, various regional projects and research. National institutions are oriented to promote the development of literacy and other forms of literacy in society throughout the country. These programmes are partly included in their regular and ongoing research processes and partly they respond to the needs of OECD countries' research (one of them is also PISA).



The survey showed that organizations are turning to **target groups** that are directly linked to the topic of family literacy. These are primarily children and their parents or guardians, various vulnerable groups in society (Roma, foster families, disabled) and also professionals who in one way or another deal with the issue of literacy in society.

In most cases education is intergenerational (both children and parents), only in two cases, family literacy programmes educate adults only.

Finally, family literacy and the resulting other literacies, touch the whole society.

## 7. TYPES OF ACTIVITIES

Types of activities depend on several factors for instance spatial, personnel, financial capability of individual organizations. We focused on three sets of activities: activities related to reading or training, and other activities that can not be classified in those two groups. The main groups of the programmes remain the same.

### a) LIBRARIES

Activities **related to reading** are: different forms of storytelling (story hours, the playing time with the book, the narrative fairytales using puppets or telling local fairy tales), modeled reading, listening and reading comprehension workshops or reading aloud workshop, organized preparation of the list of literature (books) for various camps.

In libraries we can also find **training programmes** for all ages, such as various lectures for parents and mentors, the training of employees in public organisations for the library practice and familiarization with public and local school library.

Our research has shown that libraries are also the place for **other types of activities**, such as a place for socializing, entertainment and creativity. Among them are: physical games, guided tours in the natural environment, learning about cultural heritage, traditions or specifics of the local environment, painting and drawing, creative workshops, crafts and book illustrating for children.

### b) SCHOOLS

Activities in schools are largely dedicated to **reading**, reading promotion, expansion and deepening of knowledge and mutual understanding of the different views (tolerance, multiculturalism). For this purpose, schools prepare and organize programmes to encourage children to read and talk about topics related to books, in conjunction with other activities, for



example, the implementation of games. Schools also invite students to 'reading circles' and reading exercises.

Since the education is the primary activity in schools, special programmes in the field of family literacy can not be found. Nevertheless, we assume that different education for parents and children about the importance of reading are already included in regular school programmes. Almost all schools in Slovenia put into practice the Reading Badge, which is a national project that promotes reading.

#### c) OTHER PUBLIC ORGANISATIONS

Other public organizations are increasingly focusing on **educational activities** and other activities associated with this. It is joined to a systematic and planned research activity monitoring and evaluation of individual programmes, such as learning goals, learning and learning outcomes, project teaching, preparation of teaching materials, testing regulatory and pre-reading abilities of children in kindergarten and elementary schools.

Institute for Adult Education runs the programme, which has been at the forefront of literacy activities: reading and listening to stories, storytelling, voice awareness, talking about books and learning about different types of texts. These sorts of activities also occur in other programmes.

This group of public organizations includes City Cinema – Cinema Balloon programme in which we can find other activities, such as film production, film workshops, recommendation of materials for teachers and the public, and introductory talks on film.

#### d) NON-GOVERNMENTAL ORGANISATIONS

Non-governmental organizations adapt their activities to their basic or primary activities. The primary activity of the Reading Badge Association is to promote **reading**, but its programme also includes education, awareness and organization of reading workshops for different target groups: teachers in kindergarten, parents, teachers, mentors of Reading Badge, children. **Other activities** can be part of established programmes, such as visit to public libraries, events in the library or specific forms of activity that are adapted to current needs, such as physiotherapy work therapy meetings, working with social workers, special educators, speech therapists.

**CONCLUSIONS:** We were looking for family literacy programmes all around Slovenia. Our research led us to the conclusion that most of the surveyed organizations strongly link family literacy with reading literacy, which was reflected on the review of all kinds of activities on a representative sample. Most programmes deal with activities in promoting and developing reading,



readingskills, strategies and different kinds of reading. In most programmes (15 out of 23) activities are carried out in public or school libraries. Other programmes run in schools, kindergartens, shelters, primary education institutions, museums and other cultural institutions and outdoors.

## 8. FACILITATORS

### a) LIBRARIES

Facilitators in libraries are librarians. Their basic education is not only librarianship, in many cases they also come to libraries from other professional fields (teachers, educators, cultural sociologists, linguists etc.). In case libraries employ people with non-librarianship education, they must pass professional librarianship exams.

In the system of vocational and permanent education librarians can gain or deepen their knowledge in various fields. Courses are designed with different content sets in the form of workshops, seminars and lectures. They are organised by the Library Association, Public Libraries Association, National and University Library and other external organisations.

Our research has shown that librarians have gained additional skills in the field of family literacy and pedagogy. As they often associate with kindergartens and schools, teachers and educators also act as facilitators. Libraries often work with volunteers in the family literacy programmes. There is no training for volunteers who are involved in family literacy programmes.

### b) SCHOOLS

Teachers and professors already have pedagogical skills which are a part of their basic education. In system of education they can also be additionally qualified and trained in various fields, including education in librarianship with a special program ŠPIK and regular programmes in the field of reading strategies.

Teachers in schools include their knowledge in family literacy programmes and act as facilitators in programmes, where the activities include parents and guardians. Their tasks are aimed at promotion and further motivation of pupils to read, which is also supported by curricula in schools.

### c) OTHER PUBLIC ORGANISATIONS

In this group of organizations, we observed maximum deviation from others. Public institutions such as Faculty of Arts in Ljubljana, Faculty of Pedagogy in Maribor and the Slovenian Institute for



Adult Education have their own programmes, designed with scientific research approach, involving highly educated and competent people. Programmes that we have captured in our research include activities focused on transfer of knowledge and skills from facilitators to the target users.

Important data was obtained from the programme "Embracing the words" carried out by the Faculty of Education in Maribor. The programme includes facilitators (teachers and educators in kindergartens) who passed the 30-hours training program and now transmit their acquired knowledge to parents and children in selected kindergartens in Slovenia. Since the project is not completed yet, we do not have final empirical data.

#### d) NON-GOVERNMENTAL ORGANISATIONS

NOGO's programmes include volunteers mostly. This type of organization does not allow large financial contributions necessary to finance professional staff, so they make use of their own resources and volunteers.

A special position among them has the Reading Badge Association, which operates for many years and has attracted many professional and competent staff. It is a partner in the biggest Slovenian family literacy project now, "Embracing the words".

**CONCLUSIONS:** Our first finding is related to terminology: the person, who runs the family literacy programme, is called facilitator; the one that educates others to facilitate family literacy programmes, such as families or school teachers, is called multiplier. In most cases our research includes facilitators with diverse knowledge and experience in the field of family literacy. In these cases, only a part of them is specially trained for this purpose.

Facilitators are employees in organizations mostly, but they also include numerous volunteers. They have basic education in various areas and the possibility for additional education.

The exception is the program "Embracing the words" which has systematically tackled the topics of family literacy. During the project they will design the training program for multipliers of family literacy.

## 9. QUALITATIVE AND QUANTITATIVE RESULTS

When analysing the results and evaluations of individual programmes we detected positive effects on participants.

Public institutions such as Faculty of Pedagogy and Institute for Adult Education designed their study very precisely and systematically, considering the multiple parameters and factors in measurement and evaluation of programmes. They didn't explain the methods in depth, so we don't have this information, but we assume that the results will be quality and extensive.

In most of the surveyed programmes the aim and purpose of the programme is to develop and promote literacy for children and adults. The most common results of these programs are:

- The positive effects on learning of children in school
- Relaxed and expressive reading aloud
- Parents have gained new knowledge for the education of children
- Development of critical thinking by argumenting statements
- The satisfaction of parents with guidance on children's reading and their engagement
- Stimulation of creativity
- Pleasant experience of reading
- Improvement of reading techniques and skills necessary for writing and speaking
- Awareness of educators, parents and professional public that national project Reading Badge is crucial in the development of a child's literacy
- Becoming a regular library user, even after the project ends
- Acquisition of vocabulary
- The increment in borrowing certain types of material in libraries (folk tales, guides, ...)

In other cases, the specifics of individual programmes and their objectives are in line. The positive effects and results of these programmes are as follows:



- Better environmental awareness among children, parents, teachers and educators (ECO School)
- The involvement and acceptance of differences and socio-economically disadvantaged families (Who made a shirt for Videk)
- Progress in speech and cognitive development as well as in the field of literacy (Step Center - for people with acquired brain injury)
- Development and offering of high-quality film production and film education for children and adults (teachers, parents, ...) (Cinema Balloon)

## 10. MONITORING AND EVALUATION METHODS

It seems that organisations that responded to our survey didn't do systematical monitoring and evaluation. Some programmes are also not finished yet. Their responses were too general to include them in the report.

## 11. CONCLUSIONS

We identified many family literacy programmes at all levels, from kindergartens, schools, libraries, universities, municipalities and non-governmental organizations. In most programmes this is a cross-sectorial integration at the local or national level.

We got enough accurate information about who moderates family reading programmes, but very little information on the skills, competencies and/or additional knowledge of facilitators.

We also noted the existence of the project ('Embracing the words') in which partners developed a training programme for facilitators (multipliers) of family reading, focusing primarily on training teachers and parents in kindergartens.

The aims and objectives of family literacy programs in our study showed response to the needs of local communities and the state of literacy at the national level. National institutions, as well as other non-governmental organizations, are oriented on accelerated development of reading and



other forms of literacy in society throughout the country. These programmes are partly included in their regular and ongoing research processes and partly respond to the needs of OECD research in countries (one of them is also PISA).

We also noted that most organizations strongly link family literacy with reading literacy, which was reflected in reviewing all kinds of activities on a representative sample.

When naming family literacy providers, we encountered two terms: facilitator and multiplier. The facilitator is the person who runs family literacy programs. Multiplier transmits acquired knowledge forward and educates the target group (parents, teachers etc.).

We expect that our work will affect:

- Further work of public institutions, particularly libraries, which will develop new programmes on family literacy in the communities in which they operate,
- encouragement of other organisations in their communities and wider to work together in family literacy
- incentive for local communities to recognize the value and importance of the work in the field of family literacy,
- incentive to other organizations to join the training for facilitators of family literacy,
- the public, which we want to approach in interest of recognising the value of family literacy and recognize it as a useful and indispensable in the development of society as a whole,
- encouragement of national institutions to recognise family literacy as one of the key factors in the development of educational processes in kindergartens, schools and other cultural and educational institutions.



## Attachment 1:

# AN EXAMPLE OF GOOD PRACTICE:

## FAMILY READING PROJECT IN CITY LIBRARY KRANJ

### Part I: Basic information

As a representative example of good practice in Slovenia we chose project called **Family reading** that has been carried out by Kranj City Library.

Kranj City library is a public library that operates within Municipality of Kranj and neighbouring municipalities of Cerklje, Jezersko, Naklo, Preddvor and Šenčur.

The institution has been established in 1960 with unification of Study Library (founded in 1950) and Public Library (founded in 1947). In 1962 Children and Youth Department joined as well. Today Kranj City Library also covers local libraries in Stražišče, Naklo, Preddvor, Šenčur, Cerklje, Jezersko, and Mobile Library.

In 2001, with The Law of Librarianship, Kranj City Library also became one out of ten **regional libraries** for Gorenjska region.

### Statistic data for 2016:

- 44 employees
- 489.241 library stock
- 10.482 new acquisitions
- 27.012 active members
- 374.712 visitors
- 991.253 library material units borrowed
- 968 events



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In project's second season (October 2015) Public Library Škofja Loka joined and a year later, another library, Public Library Tržič.

The project covers the area of Municipality of Kranj and neighbouring municipalities. This area has around 80.500 inhabitants.

The project officially started on 7<sup>th</sup> July 2014. Earlier, in 2013, we began with promotion of the project with series of lectures under the title *Education and Reading*. The lectures were intended for parents and extended family members. Until now, we already completed two seasons, the third season (from 7.7.2016) is still in progress. The project is about to be upgraded in autumn 2017.

Family Reading Project is executed in Slovenian language.

The project is funded by Kranj City Library itself. It was created as a brand with corporate identity. In first season, total budget included corporate logo design and added up to 11 000 €. Second season we decreased our budget to 5400 €. The total includes booklet design, stickers with Family Reading logo, fliers and posters printing, separated shelves and reward material (pillows and table cloths) and costs for concluding ceremony.

The idea behind this project is to promote, develop and strengthen literacy and general reading culture among all ages. This project is intended for families that want to spend quality time together by reading to each other and transferring their knowledge to the younger generation. We want to present reading as joyful and pleasant activity, promote creativity and more efficient spending of free time. This was our main purpose from the start.

## Part II: Description of the Project

1. The Project has following objectives:

- Development of reading literacy through quality fiction and educational literature
- Promoting reading among extended family members
- Encouragement of creativity and socializing
- Quality spending of free time
- Intergenerational solidarity
- Extending the number of active library members.



2. The target population for the project represent all possible forms of families, from extended family to single-parent family. To participate, a child or children must be between 2 and 8 years old. At least one child must be registered user of the library.

3a. Activity of the Library:

- **Selection of book titles (200 + 200).** We used different criteria for the selection and were deciding between Slovenian and foreign classics, awarded book titles and titles form different reference lists (e.g. Zlata hruška). The most important was the quality of text and illustration.
- **Brochure (so-called Family Reading Booklet).** Families fill in the coupons with book titles they have already read, rate them and answer questions about their content. In the brochure they can also find an article on importance of reading by dr. Livija Knaflič, the list of all titles and conditions for participation in the project.
- **Labelling books on the list with Family reading logo stickers.**
- **Promotion of the project.** The project was advertised on social media (Facebook, Twitter), local radio, Kranj City Library and Modri pes web pages as well as in local newspapers and through fliers, posters and badges with Family Reading logo.
- **Organisation of different lectures from the field of reading literacy and culture under the title *Education and reading*:**
  - *Slovenia – the land of legends* (lecture by Dušica Kunaver, 20. 11. 2013)
  - *Your children deserve quality reading material* (by Ida Mlakar, 23. 12. 2013)
  - *How to read to children* (by Irena Matko – Lukan, 20. 1. 2014)
  - *A puppet and a book* (by Jelena Sitar, 3. 2. 2014)
  - *From games to literacy* (by dr. Livija Knaflič, 24. 3. 2014)
  - *Your children deserve quality reading material* (by Ida Mlakar, 14.4.2014)
  - *Television announces: Reading is a challenge!* (by mag. Martina Peštaj, 12. 5. 2014)



- *Voice up!* (by Barbara Camille Tanze, 20. 10. 2014)
- *Family reading* (by Tilka Jamnik, 17. 11. 2014)
- *Dyslexia or 'oh, damn reading and writing!'* (by Alenka Zupančič Danko, 15. 12. 2014)

### 3b. Activity of the participants:

- Choosing books from the recommended list of titles (from brochure)
- Reading together with family members (elders to youngsters and vice versa)
- Answering to questions posted in the brochure
- Handing in filled-in coupons and getting rewards
- Participation on the lectures listed above.

4. All activities took place in the library (selection of books, lectures on education and reading literacy, etc.) as well as at home where participants read books and fill in the coupons.

### 5. The list of means and resources that were applied in the project:

- The Family Reading Booklet
- Recommendation list of children's fiction and non-fiction book titles
  - Season 2014/15: 200 + 150 titles
  - Season 2015/16: added 100 titles of books (collectively 450 titles)
  - Season 2016/17: 250 new titles
- Stickers for labelling the books
- Separated shelves
- Promotional material (fliers, badges, posters)
- Rewards for family members:
  - Season 2014/15: pillows
  - Season 2015/16: table cloths
  - Season 2016/17: cups



6. Librarians and lecturers are facilitators that guide and assist families on their activities. Parents and other family members are the multipliers.

7. The lecturers have professional skills and knowledge on most family literacy field: pedagogics, andragogic, literature, library science, special pedagogic. On the other hand, librarians contributed with the knowledge in skills in field of children and young adult literature by selecting quality book titles. Also, parents and other family members carried their knowledge on through their own feelings and experiences over the act of reading to the youngsters.

## 8. Qualitative and quantitative results

**Season 2014/15:** We collected quantitative data for main library in Kranj and all neighbouring branches around (Stražišče, Naklo, Šenčur, Cerklje, Preddvor and Jezersko);

- The number of families: 356
- The number of family members: 1556
- The number of books read: approximately 4.500 books (2,8 books per family member)

**Season 2015/16:** We collected all data (qualitative and quantitative). In this season less, families participated but they read more books.

- The number of families: 214
- The number of family members: 1049
- The number of coupons: 734
- The number of books read: 7340 books (6,7 books per family member)

We also obtained data from Public Library of Škofja Loka. In the season 2015/2016 they registered 434 children. 219 families persisted until the end of the season. 760 rewards (table cloths) were handed to them.



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Project number 2016-1-RO01-KA204-024392 Family Literacy Works!

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In this season we also carried out qualitative analysis for all book titles on the list. The ratings that users assigned through the scale *excellent/good/not interesting* were used as a basis for the analysis. The list of favourite book titles was made.

**Season 2016/17:** This season is still in progress; therefore, the results are not available yet.