

# FAMILY LITERACY WORKS!

## Short presentation of the project

June 2017



Members of the team project

### Introduction the project

Family Literacy Works! is a transnational project of five EU countries; Romania, Portugal, Bulgaria, Republic of Macedonia and Slovenia. Partner organizations in the project determine the state of development of family literacy in these countries. In the project, we are proposing to define what competences family literacy facilitators need and design a training programme to develop those competences.

### Family literacy definition

Literacy is a basic right, a skill that paves the way for the expansion of opportunities and for overall human development. Participation in modern society requires individuals to be literate, to be able to express themselves, to learn, develop, and live autonomous and full lives.

Family literacy is a method of education. The roots of family literacy as an educational method come from the belief that “the parent is the child’s first teacher.” Literate parents are better able to support the learning of their children. Establishing family literacy programmes is the most effective strategy to increase parental involvement and literacy development. The purpose of parental literacy curriculum is to increase students’ academic achievement. When family literacy programs are established parents become advocates for their child’s literacy.



Slovenian team

### Why is this important?

The benefits of a well-educated and well-trained population for a country’s economic, social and political development are well documented. Access to education and training is essential for developing the skills and competences needed to manage in everyday life and to be able to effectively participate in the society.

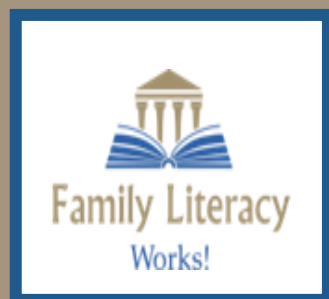
### Purpose and goals:

Literacy is considered a factor in the economic competitiveness of a country. People with better literacy are more aware of the world and of themselves, better at understanding new ideas and change, better at judging the value of things; they have better health, higher income, and better participation in civic life than people with lower literacy skills.



Kick-off meeting in Cluj – Napoca in Romania





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Meeting of project group in Kranj

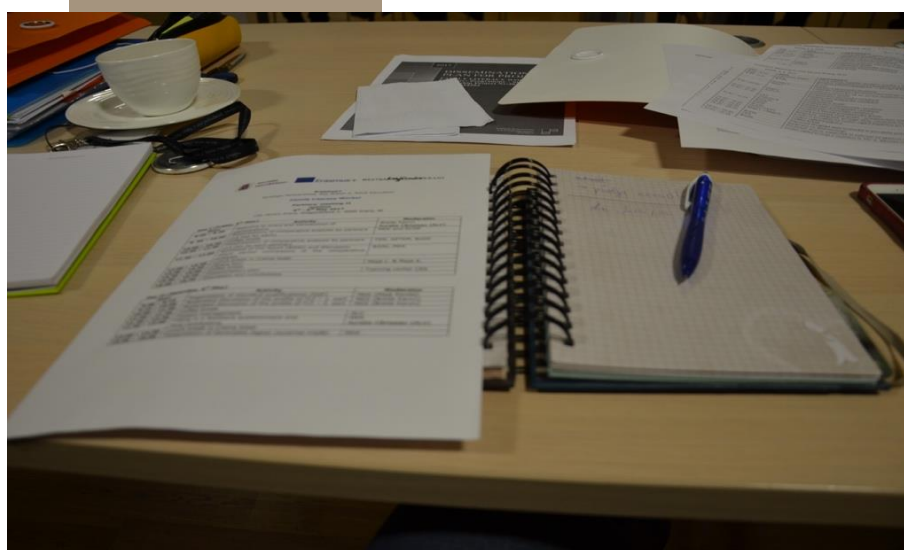


Meeting of project group in Kranj

### Implementation:

The major project activities include:

- Identifying good practice in the field of family literacy in Europe;
- Defining the core competences of family literacy facilitators (FLF);
- Developing and piloting a coherent FLF training programme (curriculum, methodology, learning materials).



Meeting of project group in Kranj

### Sustainability

The methodology of the comparative analysis, as well as the family literacy practices can be used as models of such analyses or sources of information about FL programmes by other researchers.

The profile of family literacy facilitator will be used as reference for training such professionals, and the structure of the profile presentation (competences, qualifications) can be a model for describing new emerging job profiles. The FLF training programme will be used in many areas such as proposal for in-service, or part of the portfolio of training provisions. The libraries will provide training programs for schools and school librarians, particularly in the rural areas.

Given the interest across Europe in adult literacy and literacy in general, including for migrant families, the products of the project can be easily adapted to meet the specific needs of various groups, including migrants.

### Duration:

October 2016 – March 2019

### Coordinator of project:

ASOCIATIA LEARN&VISION - ALV  
(<http://www.asociatialearnandvision.ro/>)

### Contact in Slovenia:

Kranj City Library  
<http://www.mkk.si>  
[maja.lesar@mkk.si](mailto:maja.lesar@mkk.si)

### More about the project:

<http://www.mkk.si/2017/02/22/druzinska-pismenost/>  
FB page

### Expectations

This project is best achieved within a transnational partnership as we would like to capitalize on experiences related to family literacy initiatives in a diversity of cultural contexts, and to propose a FLF profile and training program that is functional for a broader area than that of one country.