



6th and Concluding Meeting of the “QualiFLY” Project Istanbul, 22–25 May 2007 Report

The concluding meeting of the QualiFLY project was held from 22 to 25 May 2007 in Istanbul. The following participants attended the meeting:

Ms Derya Akalin, Mother-Child Education Foundation (AÇEV), Turkey
Ms Bettina Allzeit, School Kerschensteinerstraße (German FLY project)
Ms Carla Barozzi, Università Popolare di Roma (UPTER), Italy
Prof. Sevda Bekman, Boğaziçi University, Istanbul, Turkey
Prof. Greg Brooks, University of Sheffield, England
Mr Juan Camilleri, Malta
Ms Aysen Ciker, School Chemnitzstraße (German FLY project)
Ms Marthese Cini, Foundation for Educational Services, Malta
Mr Luciano Daina, Università LUISS di Roma, Italy
Ms Jenny Derbyshire, National Adult Literacy Agency, Ireland
Ms Maren Elfert, UNESCO Institute for Lifelong Learning
Ms Pauline Else, LLU, London South Bank University
Ms Canan Erman, Mother-Child Education Foundation (AÇEV), Turkey
Mr Yvon Laberge, Éduk, Canada
Ms Ceren Lordoglu Tuz, Mother-Child Education Foundation (AÇEV), Turkey
Ms Gabriele Rabkin, State Institute for Teacher Training and School Development, Hamburg, Germany

The aim of the meeting was to review the work that has been done in the course of the QualiFLY project and to come to conclusions and draw up checklists as quality indicators for family literacy work. Another thematic focus of the meeting was on intercultural issues. As in previous meetings, external experts had been invited to give further input to the project partners.

The meeting was opened by Derya Akalin, General Manager of AÇEV, and Maren Elfert, coordinator of QualiFLY, who gave a short introduction to the QualiFLY project and a summary of the previous meeting (on evaluation of family literacy programmes, held in Hamburg).

Updates on new developments in the programmes of the project partners:

AÇEV/Turkey: Derya Akalin reported on new developments in AÇEV (Mother Child Education Foundation):

AÇEV has developed new advocacy strategies with regard to preschool education in the context of the campaign “7 is too late”. The “7 is too late” website is now being launched in Turkish language – it contains extensive information on child development. Since the media campaign, AÇEV notices that preschool education is going up on policy agendas.

AÇEV uses TV spots bringing across messages for parents such as “Listen to your child” or “Talk to your child” and explaining why that is important.

The Mother-Child Education Program is being revised. Traditionally, it targeted mothers of 3- to 9-year-old children. Now it will be modularized and differentiate between mothers of 3- to 7-year-old children and 9- to 11-year-old children. The more modular design will allow for greater flexibility for the facilitators.

AÇEV will launch a programme for 0- to 3-year-old children in 2008.

Marthese Cini from the **Foundation for Educational Services/Malta** reported that also in Malta there is a tendency to introduce family literacy in preschool education (meaning age 3 and 4; school starts at 5 in Malta). Preschool teachers in Malta are kindergarten assistants, not qualified teachers, getting only a little in-service training. There are plans for changing this situation and professionalizing the profession.

In the **FLY project/Germany** new materials have been produced. Gabriele Rabkin presented a new exercise book that provides copy-ready worksheets for facilitators. The exercise book has been published in German (with the Klett publishing house) and it is planned to publish an English version. Following comments of participants on the English version, especially with regard to the chapter on phonological awareness, the English version will be reviewed. Gabriele also presented a story bag made by Tibetans, which is very popular in the FLY project as it inspires the mothers to produce story sacks and materials on the basis of their cultural background.

Jenny Derbyshire from **NALA/Ireland** reported on a story sacks project being funded for one year by a building society/ bank and then by the Department of Education for another year. From both funds NALA offered grants to local adult literacy groups to run story sacks and numeracy sacks courses. These involved parents in learning about books for children, choosing books, making the bags, practising reading the books in an interesting and engaging way, painting scenery as a background to the story and the non-fiction book and making games and toys to include in the bags. It became a very creative way of working with parents on both their own and their children's literacy and numeracy.

Two new publications, *Supporting Family Literacy: Ideas and Tips for Tutors* and *The Family Health Literacy Handbook* are available on www.nala.ie.

Jenny also gave a status report on the European Family Learning Network (EFLN) of which NALA is a member. This network is a 3-year (Grundtvig 4) project. It plans to set up and run a European family learning website, develop family literacy network development tools, a 6-monthly newsletter and 4 training seminars. There is a family literacy project in Marseille, France (which is also a member of the Family Learning Grundtvig-Network), run by Espace Pédagogie Formation, Françoise Grudler.

There is another EU-funded project related to family learning called FACE IT! (Family and Citizenship Education: an Integrated Training), which is a 2-year (Grundtvig 2) project. The aims of this project are to: 1. organize and run international and national trainings; 2. produce a handbook on the training programmes developed; 3. set up and run a website for the duration of the project.

Greg Brooks reported from **England**:

The leading agency in the area of family literacy, the Basic Skills Agency, will probably disappear and the future leadership in the area is at stake. It remains to be seen whether NIACE (which will absorb the BSA) will take over this leadership.

Funding for family literacy programmes is complicated. There are 27 different sources of funding. All the funding – which comes through adult learning – is short-term and has to be applied for every year which makes the situation unstable.

Sure Start was introduced in 1997/98. 450 million pounds was invested for three years in this programme, which runs in deprived areas. It is linked with health and social services.

The Family Literacy Work of the LLU+ London South Bank University, UK

Pauline Else of the LLU+ London South Bank University, UK, presented the work of the Family Learning Division. It offers a range of courses, focusing on supporting parents through the different developmental stages of babies, toddlers and school age. Accreditation is available on all courses. All LLU+ provision is delivered through the learning styles approach, in which parents are taught in the preferred way that they learn (e.g. visual, auditory, tactile, kinaesthetic). This approach also takes into account environmental and emotional factors. A tool kit has been adopted called "Catching Confidence" based on RARPA (Recognising and Recording Progress and Achievement in non-accredited learning). This helps capture and measure self-esteem and self-confidence. The LLU+ is one of the pioneers in empowering parents through its family learning courses, to become ambassadors or teachers of other parents, as well as supporting their own

children, through gaining a sound knowledge base. The LLU+ also offers expertise in the areas of ESOL (English for speakers of other languages), family learning, numeracy, community and workforce development, dyslexia support and literacy, as well as in language and learning support.

Research study “Effective and inclusive practices in family literacy, language and numeracy”

Professor Greg Brooks from the University of Sheffield, UK, presented a project on “Effective and Inclusive Practices in Family Literacy, Language and Numeracy”, which had been commissioned by CfBT Education Trust and funded by CfBT Education Trust & the National Research and Development Centre for adult literacy and numeracy. The project ran from April 2005 to December 2006 and was delivered as a collaboration between researchers at the Institute of Education, University of London, at Lancaster University and at the University of Sheffield (Greg Brooks and Kate Pahl). A “meta-study” was undertaken to include a quantitative and qualitative review, based on studies exhibiting a wider range of research designs than would contribute to a systematic review.

The aims of the meta-study were to

- conduct a UK-wide and international review of family literacy, language and numeracy (FLLN) programmes and practice
- develop an international perspective on effective practices in FLLN
- identify criteria for promising practice and models of inclusive and diverse FLLN delivery for wide dissemination.

The study used evidence from Britain, Canada, Germany, Nepal, New Zealand, South Africa, Turkey, Uganda, the USA, and the PEFaL initiative led by Malta which also involved Belgium, England, Italy, Lithuania and Romania.

With regard to the UK, Brooks reported that the rationale for family literacy in Britain started by drawing on longitudinal data sets. In 1993, ALBSU commissioned research into the links between parents’ literacy difficulties and their children’s literacy achievements, drawing on the National Child Development Study. The study found that children of parents who reported having literacy difficulties were approximately twice as likely as others to be in the lowest quartile nationally on reading test scores. Although the direct correlation between an increase in literacy levels in parents’ skills and a consequent increase in children’s literacy can be questioned, it is probably safe to conclude that the parental involvement form of family literacy benefits children’s literacy (Hannon). There are multiple dimensions of family literacy, and one is that it builds on family’s strengths and cultural resources.

In terms of quantitative data, benefits reported include improved child rearing practices (PEEP, UK); better employment prospects (BSA, UK); enhanced self-confidence (MOCEP, Turkey); adults’ greater mastery of the spoken language (FLAME, US); improved children’s literacy (REAL, UK); retained improvements in literacy (BSA, UK). It can be concluded that evidence of benefits to parents’ skills is very thin. No quantitative studies have yet been carried out into whether:

- parents in FLLN programmes make better progress than they would in stand-alone adult basic education programmes
- some approaches to family literacy or language or numeracy are more successful than others.

Family Literacy in Canada

Family literacy policies and practices

Yvon Laberge, Director of Éduk - an NGO working mainly in the area of literacy and family literacy for the francophone minority – gave a presentation on family literacy work and research in Canada. 2% of the working population is below the level considered necessary to function in society, with the Aboriginal population making up the largest group, followed by immigrants. Family literacy policies are aimed at these “at risk” categories. Family literacy programmes are common, especially in the Anglophone communities. However, programmes have been developed or adapted also for the French-speaking minorities as well as for aboriginal populations in Canada. As an example, the province of Alberta is very active in the field of family literacy. The Provincial Government of Alberta has a Parent-Child-Literacy Strategy (PCLS) that includes a funding mechanism to support the delivery of family literacy programmes. The Centre for Family Literacy in Edmonton is unique in scope and size. It develops materials and runs a series of programmes (e.g. Help Your Child to Read and Write, Books for Babies, etc.) as well as the C.O.W. (Classroom on Wheels) buses. One of the buses tours through the rural communities in Alberta, bringing books and family literacy programmes to the people by linking up with local partners. The other bus is a local bus that stands every week on the same spots and not only offers programmes but also functions as a public library. Many activities undertaken by the Centre for Family Literacy are funded through PCLS. The Centre has developed a foundational training for family literacy practitioners. Foundational training has been adapted into French by the Fédération canadienne pour l’alphabétisation en français and is delivered by its member organizations, including Éduk.

The situation of the French-speaking minority

Canada is officially a bilingual country (French and English). The French-speaking population is dispersed across the country, and is a minority in every province except Québec. Studies show that in such a context few achieve a high level of competency in the minority language. Communities, families and individuals must multiply the opportunities for exposure and use of the minority language to gain a mastery of the minority and majority language. Family literacy programmes provide support to parents to effectively transmit French language skills and to develop a sense of belonging to the culture. In such a context family literacy programmes endeavour to develop multiple literacies: school literacy develops reading, writing and numeracy skills in the minority language; cultural literacy develops an understanding of the dynamics of language acquisition and cultural development in a minority context; and community literacy provides information on available services in the community in the French language (resource libraries, schools, cultural events).

The (Inter-)cultural dimensions of family literacy

Intervention by Professor Çiğdem Kağıtçıbaşı

In the session on “(Inter-)cultural Dimensions of Family Literacy” Professor Çiğdem Kağıtçıbaşı gave a presentation on “Culture, Parenting and Child Development: Is There an Optimal Developmental Trajectory?” Professor Kağıtçıbaşı presented the long-term effects, policy and applications of the Turkish Early Enrichment Project¹, the longitudinal research study that led to the development of the Mother-Child Education Program. The original study was followed by two follow-up studies. The first follow-up was carried out when the children were aged 16 to 18 and

¹ Kağıtçıbaşı, Sunar, Bekman (2001), *Applied Developmental Psychology*, 22, 333-361
Kağıtçıbaşı, Sunar, Bekman & Cemalcılar

showed positive outcomes for children who had been in educational day care and those whose mothers had been trained. More children of the mother-trained group were longer in school than the children from the control group.

The second follow-up study was carried out when the children had become young adults (25-27 years of age). Those from the intervention groups whose mothers had received training or were in educational day care had one full year of schooling more than those from the control group. More children from the intervention group had attended university. The mother-trained group had more vocabulary even as adults compared to non-mother-trained groups.

In the discussion that followed the presentation participants reflected about the conclusions with regard to working with migrant families in family literacy programmes. Participants talked about the question whether immigrant parents have different parenting styles. In Prof. Kağıtçıbaşı's view permissive independence-oriented parenting is not liked by immigrant parents as it carries the risk of segregation. Many immigrants become more religious after they have immigrated because their religion is the only thing they have that they feel is superior to the host country. Prof. Kağıtçıbaşı's position is that cultural relativism has done more harm than good. In the name of tolerance in many Western countries people expect less from children with migrant backgrounds and the children learn to expect less of themselves. In her view, governments should require secular education as religion is a private matter. More integration and less separation should be required. Often religion and culture are mixed up, but culture cannot be reduced to religion.

Participants came to the conclusion that family literacy promotes integration as most family literacy programmes integrate different values and parenting styles, enhance dialogue, contact and communication and respect for the values of others. Family literacy can help to improve the balance between cultures. Family literacy programmes involve a lower obstacle to immigrant participation than "normal" education programmes.

Family literacy for aboriginal people in Canada

Yvon Laberge reported on family literacy among the Aboriginal population in Canada. In 2001, 1.3 million people in Canada reported having at least some Aboriginal ancestry, representing 4,4% of the total population. There are three distinct groups: Aboriginal, Métis and Inuit. While 21% of Aboriginal people spoke an ancestral language as their mother tongue in 2001, that proportion had declined from 26% over just five years. Among children, only 16% spoke an Aboriginal language in 2001, down seven percentage points from 1996. With relatively higher rates of adult unemployment and single parenthood, poverty affects more than four in 10 Aboriginal children. In family literacy programmes for Aboriginal people, there is a tendency to celebrate the traditional languages by involving the elders who still speak these languages. In Red Earth, Alberta there is a family literacy programme for the Cree Nation. A "story sacks" programme is used, where women put together a story sack with the help of a facilitator. The Cree women are known for their skills in sewing. Traditionally, sewing was done in groups. The making of the story sack is a way of valuing these skills and reproducing a traditional cultural context – they form a kind of sewing circle. While they prepare the story sacks they also chat about literacy practices, food preparation, etc. They also discuss what should be included in the story sacks (the facilitator has lists of culturally relevant books and stories for children), but the women will suggest talking to such and such an elder for information about the tribal legends. The elders also take the children and teach them traditional hunting and fishing techniques. Moreover, the discussion happens almost exclusively in the Cree language.

There is another family literacy programme in a small community in Manitoba for Métis (the Métis are a mix of French, Scottish and native blood). In this community, there was tremendous friction between three communities – French, Métis and English. The young Métis were also rapidly losing the language and the unique culture of their ancestors. The family literacy programme began with high school students learning to gather stories from the elders in the Métis community. They learned how to pose questions, record interviews and transcribe the interviews. They then produced a document with some of the stories and legends collected. The students prepared a play, depicting the Métis language, culture and way of life. This play was presented to the entire community. This example shows that family literacy programmes help to create a better understanding of peoples' culture and bridge the gap between the communities.

Travellers in Ireland

Travellers are a distinct group in Irish society, with a clear cultural background and practices arising from their origins as a nomadic group. Travellers are Irish, and their culture includes their own language; a tradition of singing and story-telling; the importance of religion; and loyalty to the extended family. As a group Travellers are becoming increasingly marginalised within Irish society and face many of the difficulties experienced by ethnic minority groups in other European countries. These include discrimination and prejudice, together with problems relating to health, drink and crime.

Travellers' traditions are sometimes in conflict with the demands of modern Irish society, especially in terms of the expectations of schools and employment. Older Travellers did not usually attend school, mainly because they were moving a lot, but also because school was not seen as part of the Travellers' way of life. The family is the source of education and literacy has not been regarded as a necessary part of learning. In addition school books do not in general reflect the lives of Travellers. Children who do not see their traditions and lives reflected in their school books can feel even more marginalised.

In this context family literacy has a real part to play. It is a key to helping both adults and children develop their literacy, and also has a role in building bridges between Traveller families and schools. Courses which build on home learning can encourage parents and children to see how traditions and values are established at home and can also lay the foundations for future learning at school, in the community and in the workplace.

Issues relating to family literacy work with Traveller families also highlight some core issues in family literacy work. Family literacy support will only be helpful for Traveller families if it is based on clear and genuine respect for their traditions and culture and takes on a role of advocacy for Travellers with schools. In many subtle ways families need to be sure that programmes support inclusion rather than assimilation. These are important issues for many families involved in family literacy programmes.

In some places the story sacks approach is being used to build links between home traditions and literacy development. Traveller parents build the sacks around books which they create themselves for their children, based on their own lives and stories. Building on the traditions of story-telling and singing, this approach reinforces the Travellers' culture and develops both the adults' and the children's literacy.

Young immigrants' school experiences in Malta

Juan Camilleri from Malta presented a study investigating psychological perspectives and educational considerations of young immigrants' school experiences in Malta. As part of a comprehensive qualitative study, this presentation showcased the narratives of school experiences of three students who attend mainstream State secondary schools in Malta: These children came to Malta irregularly by boat. Since 2002 Malta has experienced a dramatic surge in the number of undocumented migrants arriving by boat, having travelled in an irregular manner usually from Libya. Boat people are colloquially referred to as "klandestini". The presentation showed that the school experiences of these students are generally positive, although clearly they also face the challenge of schooling without adequate preparation and support. It is therefore imperative that schools are prepared to welcome student populations that are culturally and linguistically diverse and to provide truly inclusive and multicultural education. In view of these findings, family literacy programmes could be an effective means of building cultural bridges and ensuring the inclusion of immigrant children and their families in society.

Family literacy with migrant parents in Germany

Gabriele Rabkin spoke about her experiences with migrant parents in the FLY project in Hamburg. She read out a poem written by a Turkish mother who came to the family literacy programme in a burqa. This created some friction, as the only participating father did not feel at ease, as he felt his presence was a problem for that woman. In the course of time the mother participated in the programme with enthusiasm and she as well as the other participants discovered her exceptional writing talent. It is now planned to publish a little brochure with the poems of this mother. This example shows how family literacy programmes can bring out people's latent potential.

Bi- and multilingualism is an important issue in many family literacy programmes, especially those which target families with migrant background. There are many misunderstandings around this issue. Parents should be informed that bilingualism is normal and that it is a huge asset. The thinking skills of bilingual people are more flexible than those of monolingual people. Parents should be encouraged to speak to their children in the language they are most confident in.

Family literacy for special groups

The Father Support Program

Hasan Deniz reported about the state of the arts and new developments with regard to AÇEV's Father Support Program. The programme was developed in 1996 and targets fathers of children between the ages 2 and 10. It has reached 8,000 fathers in 25 provinces of Turkey; 400 teachers have been trained. The yearly target is 6,000 fathers and children. The programme is funded by the Ministry of Education (providing the volunteers and the rooms) and AÇEV (providing the rest) and is free of charge. The participating fathers have to be literate. The aim is to sensitize fathers to the importance of their role in their child's life and to equip them with the skills and attitudes necessary for fostering the healthy development of their young children. The programme consists of group meetings (for a period of 13 weeks) facilitated by an AÇEV trained group leader (the group leaders are volunteers, often teachers) as well as activities for fathers to implement at home with their child using storybooks and other materials. Fathers are motivated to attend these courses when they learn skills that can help them to improve their relationship with their child. They experience many things in the programme that become functional in their lives. The social relations in the course are another motivating aspect; fathers understand that they have common problems. Recruitment for the programme is done through introductory meetings targeting the fathers of the primary school or/and pre-school, to which they receive an invitation letter. At the first session the group leader makes a contract. Particularly in the first three weeks, the group leader calls the fathers one day before the session. He also calls the absent fathers.

The programme is evaluated by quantitative and qualitative methods. The quantitative method consists of an attitude inventory (covering four factors: non-traditional roles, non-authoritarian attitude, non-permissive attitude and open communication); the qualitative method consists of in-depth interviews with fathers and mothers.

Other experiences with fathers

In Malta, the Hilti in Sports programme targets fathers. It provides literacy sessions in conjunction with football nurseries to families who need literacy support and who are not attending the Hilti Club (the "classical" family literacy programme in Malta).

Family literacy with elder children (the Maltese NWAR programme)

NWAR („Late Blossoms“) is a remediation project for 8- to 13-year-old children with severe literacy needs. It was set up in 2002 in seven regional centres and has reached 418 families so far. 40 per cent of the children have achieved their learning targets. One tutor works with two children at a time; parental participation is obligatory. The learners' interests are central, and before the programme starts a contract is made in which the learning targets are fixed. The programme runs one hour twice a week for a period of 4 months.

Grandparents

In the UK, 82 per cent of children spend time with their grandparents every week. Given the important role grandparents play in the care of their grandchildren, the Basic Skills Agency, UK, has started a research and development project with regard to the relevance of grandparents for the education of their grandchildren and has developed some resources to help grandparents understand the curriculum and what they can do to support their grandchildren. Grandparents can help to strengthen the child's cultural identity and pass on traditional knowledge and skills to their grandchildren.

The "hard-to-reach"

Family literacy programmes do not always manage to work with parents with the greatest need of support/literacy development. However, it seems feasible to approach first of all those parents from whom a positive feedback can be expected and go on from there. It can help not to offer literacy overtly but embed it within the activities provided.

LLU+ has developed many successful approaches to support those parents who are "hard to reach", through its policy of recognising and celebrating existing skills and knowledge of all parents, providing flexible support so that they may more confidently participate in their children's development. The LLU+ is also delivering nationally recognised accredited family learning training to those working in the field of family learning.

Conclusions

The group formulated some conclusions in the form of checklists with regard to the main topics that have been addressed by the QualiFLY project. These were teacher training; best practice approaches (what works, what doesn't work?); parental involvement, research and intercultural dimensions of family literacy. Moreover, the group reflected on the potentials and limits of family literacy. The conclusions are resumed below. However, they can only represent preliminary reflections on these very complex issues.

What can family literacy do?

- FL helps to develop understanding and respect across adults;
- is a reciprocal process of learning from each other;
- encourages teachers to incorporate cultural values and traditions into school activities;
- builds on parents' motivation to help their children;
- direct effect on parents' ability to help their children ;
- brings parents back into learning;
- enhances parents' opportunities for employment;
- promotes positive family-school relations;
- increases parents' confidence and helps them to discover their strengths as parents, educators and individuals;
- is a tool for integration and cultural maintenance: helps people balance between different cultures;
- builds on existing literacy practices;
- improves the outreach of the family to the community;
- empowers families to use the services of the community;
- enables parents to challenge the school;
- empowers mothers and engages women in learning opportunities;
- gives all generations (grandparents, siblings and other family members) greater involvement and awareness of important role;
- can help to reduce problems with literacy in the future;
- promotes and embraces diversity of cultures, traditions, languages and beliefs;
- promotes lifelong learners.

What can't family literacy do?

- FL cannot solve all society's problems;
- Should not be seen as a substitute for good support at school;
- programmes don't always reach the most in need;

can stigmatize families if too “targeted” in approach;
target group: not only migrants;
doesn't reach enough fathers;
has to be endorsed and supported by policy makers;
funding is difficult – often first programme to be cut as it falls between categories;
family literacy needs long-term funding as an investment in families and in the future.

Checklist for teacher training

There should be joint staffing and training of adult educators and child educators.
All tutors in family literacy should have training in working with adults.
Facilitators should be trained both on adult education and primary education.
Parental involvement should be offered as accredited training.
There should be both initial and in-service training.
Training should be evaluated.
Teachers should be trained in planning (discussing with learners, exploring their needs, designing or adapting model to suit the group).

Aspects of training which are important:

Site visits;
Mentoring;
respect for parents/families/communities;
placements/teaching practice;
theoretical base and understanding of the research on which family literacy is based;
cultural awareness and sensitivity training;
understanding of bilingualism.

Content:

The literacy programme should be built around a strong oracy component (depending on group).
Life stories can be an important element.
Learning should be connected to needs and interests of participants.
Plenty of activity should be included.
A range of different learning styles should be catered for.

Checklist for Best Practice

Community liaison and partnerships, e.g. with different professionals in the community, e.g. social and health workers, with schools and pre-schools, community leaders, adult learners and adult education institutions, literacy tutors.
It is important to have the support of administrators, managers, policy-makers.
Contracts (between partners/stakeholders) and clear roles are important.
There should be support for tutors, e.g. networks and easy access to whatever support may be needed.
A clear understanding of family literacy tutors'/facilitators' role and where it stops is needed.
Recognition of participation, progress.
Non-accredited learning should be celebrated and evidenced.
The programme should be adapted to the needs of participants (needs assessment).
Participants should be respected and the programme should be built on their strengths.
Goals should be negotiated.
Appropriate materials and equipment for 1. adults and 2. children are needed.
Separate parents'/children's sessions and joint sessions seem to be a successful structure, but it may be limiting to prescribe it to all programmes.

Checklist for Parental Involvement

Sharing ideas of parenting: develop peer learning that develops self-esteem
Relevant and well planned negotiated content
Involve parents in all stages of the programme: in the recruitment process, in management decisions, research, etc.

Liaison outreach persons (e.g. Home school liaison officer, Ireland)
Qualifications are very motivating for people.

Checklist for Evaluation

Always evaluate.

Good programmes need to be based on research. Researchers and providers need to work effectively together.

Research needs to be included in the package if a family literacy programme is implemented.

Keep it simple.

Evaluation should cover delivery, process and outcomes.

(Delivery: number of participants, materials produced/used, etc.;

Process: What happens in the programme?;

Outcomes: Direct benefits on skills. Assess outcomes not only for parents and childrens but also for the providers)

Evaluation should assess changes in attitudes (attitude questionnaire at the beginning and at the end)

Take into account unintended outcomes and wider benefits, e.g. parents being more involved with their children's schools

Evaluation can be done in more imaginative ways than just giving out a questionnaire (e.g. the evaluation of the Family Literacy Project in South Africa with the *Photo Voice* technique)

Perspectives of family literacy

Models and approaches are increasingly diversified as they are adapted to local circumstances and contexts and the needs of specific groups

Establishing Family Literacy and Numeracy programmes for grandparents

Family literacy programmes for preschool and early age are increasing

More research-linked (action-research)

Qualifications for teacher training will be contextualized for family literacy

More models for family literacy in prisons

Family literacy with migrant families (bilingualism)

Family literacy and active citizenship

Teacher, tutor or facilitator?

Participants discussed whether to use the word teacher, tutor or facilitator to describe the people who lead groups in family literacy work. The group decided to use the term "teacher" because it is the clearest, most general word and transfers between languages and cultures. It does not imply that people leading family literacy groups will have a full teaching qualification. It is expected that all family literacy practitioners are trained specifically to work in family literacy.

The QualiFLY project concluded with a statement on the perspective of family literacy, developed by the group with special support by Greg Brooks:

The QualiFLY Statement

"Family literacy is an inclusive and effective means of boosting the capabilities of parents and children. There is evidence of its benefits from a range of countries and settings around the world, and for families from a range of cultural and language backgrounds. Family literacy can make a significant contribution to achieving both the personal goals of participants and the wider policy aims of governments, for example higher educational attainment and economic growth. We recommend that policy-makers and funders worldwide commit to long-term investment in programmes and research in family literacy." (Istanbul, May 2007)