



# RESEARCH ANALYSIS ON FAMILY LITERACY PRACTICES IN ROMANIA

„Octavian Goga” Cluj County Library



*BjC*  
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# Research methodology

Study the existing data available online

Identification of the target groups for the delivery of the questionnaire

The delivery of the questionnaire to 67 organizations

## **RESULTS:**

- **20 filled questionnaire** from:
  - **public institutions (schools, libraries)**
  - **non-governmental organizations**
  - **professional associations**
  - **educational centers**



# Survey results

## *TYPES OF ORGANIZATIONS:*

- public schools
- public libraries
- other public institutions: school inspectorates, city and county councils, public departments for social assistance and child protection
- non-governmental organizations

## *GOALS:*

- improving reading skills
- encouraging reading and literacy practices within families

*PARTNERS:* - cooperation between public and private sector



# Survey results



- ***AVERAGE DURATION*** – 12 months
- ***FUNDING SOURCES:***
  - European or national development programs (EEA Grants, Romanian Social Development Fund - program operator)
  - local government councils
  - schools, public institutions
  - national and international NGOs

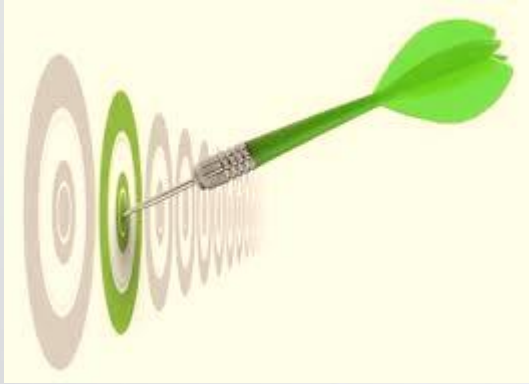
# Survey results

- **CONTEXT: ELINET** - European Literacy Policy Network country report on **Literacy in Romania** (2015) revealed that Romania performed well below the EU average in both PIRLS and PISA

Compared to the European average, in Romania:

- fewer pupils have parents with positive attitudes towards reading
- the availability of children's books in the home is rather low
- there are more parents (8%) who never or hardly ever engage in reading activities

# Survey results



## **OBJECTIVES:**

❖ ***supporting personal development of socially-disadvantaged and vulnerable groups and their social inclusion***

### **Main objectives:**

- improving school attendance
- reducing the risk of school drop-out;
- educating parents in understanding the importance of education for their children;

❖ ***raising awareness of the essential role of family literacy in improving children's school success and facilitating the development of positive parent-child relationship***

### **Main objective:**

- to promote positive attitudes towards reading as a fun activity for the families' leisure time.

**WORLD READ ALOUD DAY** - first edition, coordinated by Reading Together Romania

# Survey results

## *TARGET GROUPS:*

- ❖ ***socially-disadvantaged groups:***
  - Roma children
  - institutionalized children
  - migrant children
  - communities living in poverty
  - children with learning disabilities
  - children at high risk of leaving school
  
- ❖ ***children*** of all ages at all levels of education from kindergarten to high-school students
  
- ❖ ***parents***
  
- ❖ ***educators*** (teachers, school mediators, school counsellors, social workers, librarians, volunteers etc.) - attend courses on how to teach reading  “reading counsellors”




# Survey results

## *ACTIVITIES:*

❖ *children* were involved in:

- *educational / reading activities*

e.g. interactive workshops on reading art or story-making, viewing educational shows and films, learn-by-play (games), group discussions, story-telling, drama (shadow theatre), role play, creative illustration, exploring and making comics, fun puzzles, playing with writing and drawing letters and words, making family story bags

 learning through self-discovery, creativity, reflection and critical thinking

- *extracurricular / leisure activities*

e.g. group games, sports, drawing/painting, trips, visits to museums, to the movie theatre, to the libraries



# Survey results

## *ACTIVITIES:*

❖ *parents* were engaged in:

- informative sessions
- parental education activities (e.g. predictive lecture, active reading, role play)
- project's promoting activities

❖ *educators:*

- attend courses, trainings, conferences, workshops, informative sessions
- engage in research activities and promote best practice examples

# Survey results

## *RESOURCES:*

- books, games and educational toys
- consumables: working sheets, emoticons, flipchart sheets, post-its, markers, glue, scissors, crayons
- equipment: computers, video-projectors, printers, photocopying machine, speakers, tablets
- musical instruments or theatre props

## *LOCATION:*

- schools
- libraries
- kindergartens
- educational centers
- centers for local activities
- community centers

# Survey results

## *FACILITATORS:*


- *public school teachers* - pedagogical competences

 No national curriculum for reading in Romania!

5 % of lower secondary school teachers report *reading* to be part of their teacher training!

Some Romanian school teachers are trained to become: *reading counselors or reading specialists*

- *public librarians* - varied skills and competences, training in librarianship

 workshops held for the intergenerational literacy programs facilitators in libraries accustomed facilitators with

- ✓ the psychological traits of the age generation involved: primary school children and adults
- ✓ the importance of inter-generational learning
- ✓ preparation of intergenerational workshops

- *volunteers* – NGOs members were parenting experts, family psychologists, educational counsellors, writers, artists, non-formal education specialists

# Survey results

## *FACILITATORS:*

- *reading counselors' tasks*
  - ✓ organize and lead reading circles
  - ✓ transfer successful activities to classrooms
  - ✓ engage other interested parties and further develop the program
  - ✓ promote reading within the school and the community
- *reading specialists' tasks*
  - ✓ serve on the board of the programs
  - ✓ serve on the editorial board of journals
  - ✓ provide feedback
  - ✓ ensure the scientific soundness of methodologies
  - ✓ recommend future program developments
  - ✓ lecture in annual conferences
  - ✓ moderate debates



# Survey results

*Programs developed for disadvantaged social categories had as main general results:*

- development of literacy skills (Roma primary school children and adult family members)
- enabled parents and children to become well acquainted with each other and therefore to improve their communication and social relationships
- improved behavior and discipline, school attendance and school results
- reducing the risk of school drop-out
- parents received counseling on the importance of education and were supported to acquire knowledge and methods to motivate their children to learn
- empowered teachers to use various non-formal and informal teaching methodologies as well as to support effectively learners with different learning needs

# Survey results

*Programs developed for promoting reading for pleasure had as main general results:*

- increased self-esteem and confidence of children and adults
- improving reading skills and vocabulary, both for children and parents
- parents have learned new reading methods for children, new methods of inter-generational communication and participated in family reading hours
- raised awareness on the importance of joint learning activities for children and parents, with a positive effect on the parent-child relationship

# Survey results

## *GENERAL IMPACT*

- improved relations among children, parents and grandparents through reading
- improved school children' and adults' literacy skills
- improved attendance and school results, reduced school dropout
- children with learning disabilities gained self-confidence and became more sociable
- better parents' active involvement in the educational activity of their children
- positive interaction among children, parents and educators
- better trained educators
- more educated communities
- developed local strategies to encourage reading at all levels

Positive impact on *individuals*: children, parents, educators

*organizations and institutions*

*communities*

*stakeholders*



# Survey results

## *CONCLUSIONS*

### *positive findings*

- many projects for social inclusion of disadvantaged people
- many active NGOs for children's rights and protection
- many projects that support parenting skills

### *negative findings*

- few projects with a focus on supporting parents and caregivers in understanding and fostering the literacy development of their children
- no national initiatives for adults/parents who struggle with illiteracy
- no national strategy for developing the existing family literacy programs





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