



**Family and Early Childhood Literacy in New Brunswick :
A Provincial Snapshot (Spring 1999)**

Part V – Focus Groups with Family Literacy Partners

**Study conducted by the
Centre de recherche et de développement en éducation
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Université de Moncton
Moncton, N.-B.**

**in cooperation with
Literacy New Brunswick Inc.**

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¹[This document is available in French.](#)

PREFACE

This study, initiated by Literacy New Brunswick Inc. (LNBI), was made possible by financial support from the National Literacy Secretariat (Human Resources Development - Canada). LNBI worked closely with the *Centre de recherche et de développement en éducation* (CRDE, Research and Development Centre on Education) to develop the research design and to plan and carry out the different studies that make up this research project. The research report is made up of six documents or parts: Part I – Brief Review of the Literature; Part II – Sociodemographic profiles of New Brunswick and its seven Health Regions: Population, families with at least one child of 0 to 4 years of age, and children 0 to 4 years of age; Part III – Inventory of Family Literacy and Early Childhood Initiatives in New Brunswick; Part IV - Survey of Parents of Preschool Children; Part V – Focus Groups with Family Literacy Partners; and Part VI – Summary Report. The results of each of these parts are presented in six documents available in English and in French. LNBI and the CRDE also worked together to develop the data collection instruments (questionnaires and interview questions) and to collect the data.

As for the reports, the literature review was drafted by Diane Lord and finalized by Carole Essiembre. Réal Allard wrote the sociodemographic profiles and LNBI prepared the inventory of family literacy interventions and with the collaboration of the CRDE, the overview of the results. Carole Essiembre wrote the reports on the survey of parents and the focus groups with partners, as well as the summary report.

From the CRDE, we wish to thank the many people who worked on this research project at one stage or another: Diane Lord, CRDE research officer, for her work on the research design, data collection, focus groups, and literature review; Renée LePage, Janine Mazerolle, and Manon Cormier, for their help as CRDE research assistants; Lisa LeBlanc, for her work as CRDE secretary; Carole Essiembre, research officer, for revising the literature review, verifying and interpreting the data, and drafting the final version of the literature review, the reports on the survey of parents and the focus groups with partners,

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From LNBI, we would also like to thank Bob Stranach and Charline Vautour, the LNBI project officers in charge of family literacy for Anglophones and Francophones respectively, for their help in developing the research design, the design of the research data collection tools, the coordination of the collection of data, the writing of Part III – Inventory of Family Literacy and Early Childhood Initiatives in New Brunswick, and the writing of the overview. We would also wish the family literacy field workers who helped collect the data for the parent survey and the inventory of interventions: Robyn Baxter, Carole Beaudin, Kerry Billodeau, Darcy Bunting, Sylvie Comeau, Manon Cormier, Diane Desroches-Dubé, Jocelyne Lavoie, Christine LeBlanc-Dubé, Manon LeBreton, Cindy LeBouthillier, Katrina Jardine, Tracy Kenny, Gloria Lane, Claudia M'Pania, Magen MacDonald, Chrystal Madsen, Lisa Roy, Valérie St-Pierre et Carmel Thibodeau.

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INTRODUCTION

The Centre de recherche et de développement en éducation (CRDE) in collaboration with LNBI, promotor of the project, held a series of consultations with family literacy partners within the framework of its research project entitled *Family and Community Literacy among Francophone and Anglophone Preschool Children in New Brunswick*. The partners are organizations concerned with family literacy in different parts of New Brunswick. Let us recall that the research project has six parts and this document relates to the fifth part (see Preface for a list of parts). The consultations took the form of focus groups, which were held in all seven health regions of the province. The objectives of the focus groups were to query the partners about their perceptions of the current status of family literacy in their regions and to find out their expectations in terms of the development of family literacy initiatives and the role Literacy New Brunswick Inc. (LNBI) should play in developing family literacy. The objectives of the consultations as presented to the partners during the focus groups were as follows:

- 1) To give family literacy partners an opportunity to discuss among themselves the current status of family literacy in their regions.
- 2) To highlight the emergence and stability of partnerships between organizations concerned with the development of family literacy.
- 3) To take stock of the partners' perceptions, opinions, and comments about the role LNBI could play in order to foster family literacy in New Brunswick.

With the feedback from these consultations, LNBI hoped to develop a mechanism for taking regional conditions into account when developing family literacy initiatives.

The following report contains the findings of a qualitative analysis of the feedback gathered from 12 focus groups, conducted in all seven health regions of the province. The first part of our report consists in an overview of the data collection methodology used. The second part contains an analysis of the feedback gathered during the focus groups. The feedback is presented in the following order: current status of family literacy in New Brunswick; desired family literacy initiatives (including interventions, research, evaluation, and training); and the

role LNBI can play in developing family literacy in New Brunswick. Lastly, the findings are summarized and discussed in the conclusion to our report.

METHODOLOGY

The following part of our report identifies the partners who took part in the focus groups and outlines the questionnaire, survey method, and data analysis procedure used.

1. Population Surveyed

A total of 12 groups of family literacy partners were surveyed. The partners hail from the following organizations:

- | | |
|--|--------------------------------|
| - NBCC (literacy coordination) | - Public libraries |
| - Health and Community Services | - Daycares |
| - N.B. Dept. of Municipalities and Housing | - Literacy New Brunswick Inc. |
| - Société des Acadiennes et des Acadiens du N.-B. | - N.B. Department of Education |
| - Acadian Peninsula Regional Development | - School Districts |
| - Literacy Federation of NB | - Comités de parents du N.-B. |
| - Learning Exchange | - Family Resource Centres |
| - Laubach Literacy of N.B. | - Literacy Council |
| - IODE and Francophone project partners
of "Born to Read" | - University of New Brunswick |
| | - Speech therapy services |

Of the twelve focus groups that were held, six took place in English, four in French, and two in both official languages simultaneously. Each focus group represented one health region, except for the group consisting of partners from minority Francophone communities (Saint John, Fredericton, and Miramichi). Table 1 indicates the distribution of the family literacy partners who were surveyed.

Table 1. Focus Group Participants, by Health Region and Language Used During the Interviews.

Language Used During the Interviews and Health Region ¹	Gender		Total
	Male	Female	
English (6 groups)			
Saint John (Health Region 2)	1	9	10
St. Andrews (Health Region 2)	2	7	9
Miramichi (Health Region 7)	1	4	5
Moncton (Health Region 1)	3	11	14
Fredericton (Health Region 3)	0	9	9
Woodstock (Health Region 3)	1	6	7
French (4 groups)			
Shediac (Health Region 1)	2	11	13
Grand Falls (Health Region 4)	1	7	8
Shippagan (Health Region 6)	2	7	9
Minority regions	1	5	6
English and French (2 groups)			
Campbellton (Health Region 5)	0	7	7
Bathurst (Health Region 6)	0	10	10
Total (12 groups)	14	93	107

¹ Health regions are established by the Department of Health and Wellness.

2. Interview Questionnaire

The topics discussed during the consultations were designed to learn about family literacy partners' perceptions about the current status of family literacy and related needs in New Brunswick. More specifically, the following issues were addressed:

- current status of family literacy;
- possible initiatives in terms of interventions, research and evaluation, and training;

- priorities regarding the development of family literacy initiatives; and
- LNBI's role in developing family literacy in New Brunswick.

The interview guide used with the Anglophone groups appears in Appendix A, and the guide used with the Francophone groups is contained in Appendix B.

3. Survey Method

The focus group method was used to gather data from family literacy partners. This qualitative method provided information about the perceptions, opinions, and experiences of people working in the area of family literacy development in New Brunswick. Discussions between participants during the focus groups also yielded valuable information.

Written material was sent to each participant in preparation for the focus groups. The material consisted of information about the objectives and structure of the meetings, questions to be thought about prior to the focus groups, and a summary of current trends in family literacy in Canada and other countries.

Each focus group lasted approximately two hours and began with an introduction given by the LNBI representative, followed by a description of the session. Current trends in family literacy in Canada and other countries were outlined briefly, and then the group discussions began.

4. Data Analysis Method

Since all the interviews were tape-recorded, we transcribed the comments made by the participants in each focus group. We produced twelve word processing files, which were subsequently imported into Atlas/ti, a qualitative analysis software package. We then coded the focus group participants' comments and grouped them together into topics and subtopics. The findings of the qualitative analysis of the partners' feedback are presented in the following section.

FINDINGS

The findings of the qualitative analysis of the partners' feedback gathered from the focus groups are presented in three sections as follows: 1) the partners' perceptions of the current status of family literacy in their respective regions; 2) the partners' perceptions about initiatives that should take place in their respective regions in terms of interventions, research and evaluation, and training; and 3) the partners' perceptions about the role LNBI should play in developing family literacy.

1. Current Status of Family Literacy

First, the partners shared their views about the current status of family literacy by answering the following question: “Based on your knowledge and experience and given the current trends in family literacy, how do you perceive the current status of family literacy in your region?”

We grouped the partners' perceptions together as follows: 1) public awareness of family literacy; 2) the role played by parents, professionals, schools, and government in the area of family literacy; 3) existing resources; 4) literacy activities in the regions; and 5) training for professionals and parents.

1.1 Public Awareness of Family Literacy

According to many of the partners, family literacy continues to be a pressing need in the province. It is a need that affects everyone. Some of the partners indicated that, in general, all parents want the best for their children. They also said that some parents feel they do not have to take part in family literacy activities, since they believe they can take care of it themselves. On the other hand, many parents are not aware of everything that family literacy entails.

I think every parent in his or her heart wants the best for her child ... [P9 (164:165)].

We have grouped the partners' perceptions of public awareness of family literacy into the following six categories: 1) lack of information; 2) importance attached to literacy; 3) impact of socio-economic status on literacy; 4) exogamic couples; 5) obstacles preventing some parents from taking part in literacy activities; and 6) lack of knowledge about the impact of literacy. Box 1.1 summarizes the main points raised by the qualitative analysis of the partners' comments.

1.1 Partners' Perceptions of the Current State of Public Awareness of Family Literacy

- ? There are shortcomings in terms of access to information, availability of information, and coordination of dissemination of information about family literacy.
- ? Family literacy does not seem to be a priority or value for many parents and is not part of their daily routine, especially in the case of literacy for children aged 0 to 5.
- ? Parents from all socio-economic backgrounds have family literacy needs, including learning how to communicate and interact with their children.
- ? Some children of exogamic families have specific literacy needs, e.g., in the area of speech development and support in learning the minority language.
- ? Obstacles in relation to existing resources (lack of time, cost, transportation, distance, childcare) and personal issues (lack of confidence, fear, feelings of intimidation) prevent parents from taking part in family literacy activities.
- ? Many people are unaware of the benefits of family literacy, especially for children aged 0 to 5.

1.1.1 Lack of Information Some of the partners reported that parents lack information about literacy. They do not always know how to go about getting the information, and it is not always available. Some of the partners also said that dissemination of literacy information

appears to be poorly coordinated. In this regard, the partners are not always familiar with their respective activities.

There are some [parents] who would like to find out, but it seems that they don't have the information they need. [P1 (327:329); Trans.].

To let parents know that that age from 0 to 5 before they get into school is the age where they [children] learn all the techniques that they need to know when they're so young and I think that there is a lack of knowledge for the parents on how intelligent your children are and how much more they pick up in just a few years. [P9 (32:37)].

... in my opinion, coordination of information is one of the most important issues. Even myself, since I've become interested in literacy ... we realized that there were a lot of things going on, but we didn't know just what each person was doing ... [P2 (9:13); Trans.].

1.1.2 Importance Attached to Literacy. A few partners indicated that some parents are aware of the importance of literacy starting at a very early age, but many of them are unaware of just how important it is. A few partners reported that some parents do not attach any importance to reading and promoting reading prior to school entry. **Fathers** tend to be less involved in literacy. It is usually the mothers or women who get involved, but the traditional mother-father roles are changing in certain instances.

It doesn't occur to parents that children can understand even when they're very young. [P4 (67:68); Trans.].

... often, they aren't really interested in anything having to do with reading because it's still a long way off. They'll start thinking about it when the child enters kindergarten ... [P4 ((10:12); Trans.].

And in our community programs, it's very much a female thing too. [P10 (647:647)].

Even more so in professional families than in low-income families. In professional families, dad definitely doesn't come. [P10 (721:722)].

... but I think we're dealing with a lot of history and traditional roles of men and women and fathers and mothers, and that's changing ... [P11 (236:238)].

Further, some partners report that literacy is not a priority for many parents. In some instances, these parents have other *basic needs* to be met, such as housing, food, clothing, and employment. It is difficult to do family literacy with families who have priorities needs, since they have many other needs that have to be addressed. What is more, in rural areas, it is not only families at risk that have needs, but also families with stay-at-home mothers.

As was said a short while ago, it's not because it's not a need for some parents. Rather, it's a matter of preference. When you don't know where you'll be living tomorrow and you don't know if your children will have enough to eat for the rest of the week, you're running to food banks all week to make sure there's food on the table ... [P1 (436:440); Trans.].

Survival is the name of the game. [P7 (403:404)].

Reading is not a priority to them. It's one crisis after another. [P8 (178:178)].

What I still see is in the rural community, it's not the at-risk parents that go to the program, it's the stay-at-home moms ... [P10 (264:266)].

According to a few partners, there are other families where literacy is not part of their *lifestyle* or values. Some reported that it is occasionally difficult getting through to parents or getting them out of their homes. It is especially difficult reaching parents who come from homes where literacy was not part of the family lifestyle. A few partners indicated that New Brunswickers living in regions with resource-based *economies* never used to need a lot of education to get good-paying jobs. Thus, education and literacy were not always important in these families.

In some families, they were not taught that it was important. [They can't] teach it to their children, since they did not learn it themselves. [P1 (324:325); Trans.].

I think that if the parents have the joy of reading themselves and make it a priority in the home, they're

covered. But there's a whole number where that's just not happening. [P11 (368:371)].

The problem we have is getting them out of their homes. [P6 (758:758); Trans.].

It's harder to get newer people or families who have not had this as part of their lifestyle, to begin, to feel comfortable, to go out and take that step. [P9 (15:17)].

... resource-based economies have lower levels of literacy traditions. [P8 (151:152)].

... when people turned 15-16 around here, they went off to work in the woods, or on the boats or in fishplants, they didn't need a grade 12 and they made good money. [P12 (174:176)].

1.1.3 Impact of Socio-economic Status on Literacy. The partners did not agree on the impact of socio-economic status on family literacy. Some partners indicated that in some families with little education, the family members do not interact a great deal with each other. Sometimes, the parents do not see that their children's development is lagging, because, for them, things have always been that way. Parents tend to raise their children the way they were brought up. Teen parents and single-parent families are sometimes caught up in the income-assistance cycle, just as their parents sometimes were. Many parents did not have any role models to look up to. Other partners report that family literacy is not important to many families with *low socio-economic status* and that few literacy activities take place in such homes. However, that is not true of all such families. There are families with low socio-economic status that value education and reading. These families can succeed in breaking the intergenerational cycle.

... often, parents don't necessarily see that their child's development is lagging, because that's the way things were in their own families. So that's normal to them. [P4 (7:9); Trans.].

...if you were going to say what's the main thing, I would think socio-economic level, low education on the part of the parent, they probably didn't have the role models themselves. [P11 (34:37)].

We do work with poor families too that do remarkable things with their children and you wonder where they got it from and that's where they got it from: large support networks or the inner strength ? [P8 (203:206)].

Some partners stated that some *middle- and upper-class* families do not engage in literacy activities. These parents do not take the time to read to their young children. Thus, middle-class parents have family literacy needs too.

We get talking about it, and we see that there are big differences between families. You have families that are well educated but whose children have literacy problems. [P5 (612:615); Trans.].

Not only that, but I know several that are educated, are this and that, and think that it doesn't apply to them. Even though they're not doing day to day things in their homes, they have the computer, they have the proper toys, but they don't know how to play with their children, so there's another end to that as well. [P10 (176:181)].

... social economic class has nothing to do with it, sorry. It may be one of the variables that provides parents with more strategies and opportunities to help their children, but that doesn't make them a better parent. [P9 (307:310)].

A few partners maintain that regardless of socio-economic status, there are parents who do not know how to interact or play with their children. They never had any role models to look up to. In this regard, some partners pointed out that many parents are concerned with meeting their children's basic needs and fail to see the importance of interacting and talking with their children, starting at birth. Many partners noted shortcomings in the area of parent-child *communication* and parent-child *interaction*.

... I was really struck by one parent who said, "Well, I didn't know I had to talk to my child." [P3 (22:23); Trans.].

... most of the families that I would see would be considered in the low educational, less than grade 10 education. Often, within these families, we don't see participation between children, we don't see a lot of interaction. [P11 (26:29)].

What matters is interaction, enjoying talking to your child and getting feedback, even if it's just seeing your child smile when he or she hears your voice during those first few months. But it's true that some parents don't know what interaction is all about. They are concerned only with meeting basic needs. As long as the child isn't crying and has been changed and fed, that's as far as it goes. [P3 (48:53); Trans.].

... you don't see that interaction with the parent, and they're not playing with their children. There's no interaction between the children and the adult ... [P11 (52:54)].

1.1.4 Exogamic Couples. Some partners reported that in the case of exogamic couples (those where one parent's mother tongue is English and the other's mother tongue is French), the children sometimes exhibit delays in speech development because they have not been able to learn either language. Further, in the case of exogamic couples, English is often spoken in the home. Some of these parents then decide to send their children to French schools, but they do not speak French with their children. Francophone and Anglophone pupils thus end up in the same class, since francization classes are not necessarily available. Some partners said that these parents feel it is up to the schools to teach their children French. *Assimilation* continues to be a problem among Francophones in minority areas.

A lot of the children that we are working with may be in a home where the mother speaks English and the father speaks French so the children end up naturally being in the middle of that sometimes, and one of the issues that we have to address when we start working is to get the child to be able to converse in one of the languages before we start trying to think they'll do both and I don't know if that's a problem that's associated with the low socio-economic status that many of the children are in, but I think that probably it is because they're not getting the amount of stimulation they need [for] their language to develop. [P12 (45:54)].

What we find is that the vast majority of the children here in pre-kindergarten, kindergarten, and preschool come from homes where one parent is Francophone and one is Anglophone. That's true in most cases. [P6 (8:12); Trans.].

First, they speak English at home. Second, the child comes here and the parents tell us they're putting him or her in a French school so he or she will be bilingual. [P6 (30:32); Trans.].

... the parents think it's up to the school to teach their children French, but they have a big role to play. They shouldn't put the responsibility only on the school. [P6 (483:488); Trans.].

... we attribute their speech delay to the fact that their primary caregiver has not spoken one language to that child consistently or a mixture of both. [P12 (61:63)].

Now, obviously, there is the problem of French and assimilation with English, as already mentioned. [P6 (568:571); Trans.].

1.1.5 Impediments to Literacy Activities. The partners spoke of various obstacles that they say prevent parents from taking part in family literacy activities in their regions. The obstacles can be divided into two major categories: those concerning available resources and those that are personal in nature. **Resource**-related impediments mentioned by the partners include distances to be travelled, lack of transportation, lack of time, lack of childcare, lack of financial resources to buy books, and the cost of some activities.

... transportation and babysitting are the two major issues in this province. [P11 (554:555)].

Parents tell us they don't have the time. [P2 (400:400); Trans.].

Where obstacles tend to be **personal** in nature and concern parental attitudes, some partners reported that certain parents feel intimidated or are afraid of taking part in activities in the community (e.g., library, prenatal classes, school). Some parents do not feel they have the skills needed to engage in literacy activities with their children. According to the partners, this latter group includes parents who fared poorly at school and parents who do not know how to read.

Do you find that some people are intimidated to come into groups or going into the library? I found that here. [P8 (60:61)].

Most of those parents are very intimidated by the school because of their own school experience, no doubt about it. [P8 (102:104)].

... many of them had bad experiences in school. [P2 (124:125); Trans.].

Many parents have low self-esteem. They don't think they can do anything. [P2 (182:183); Trans.].

Some partners expressed concern about the amount of time children spend **watching television**. In some homes, parents use television to keep their children quiet. These parents see it as educational and a good babysitter. Similarly, computers and electronic games figure prominently in the children's lives. A few partners were afraid that some parents value those media more than books when it comes to their children's education.

The parents consider it a good thing if their children are sitting quietly in front of the TV. [P2 (131 :132); Trans.].

... partly it is a good babysitter. [P7 (141:141)].

... nobody's even mentioned TV, but if we don't get those children loving books before they're stuck in front of the TV, you'll lose them to that method which is only going to take them up to about grade 3 level. [P8 (442:445)].

1.1.6 Lack of Knowledge About the Impact of Literacy. A few partners maintain that while a certain number of parents acknowledge the importance of literacy, many are unaware of its benefits. They do not know enough about the impact of literacy activities starting at birth and during pregnancy. This is true of the population as a whole.

There are many parents who do not know that merely pointing out colours to their children or showing them how to cut things out will have an impact on their learning at school. Young parents do not realize that. [P2 (151:154); Trans.].

1.2 Role of Parents, Professionals, Schools, and Government in Family Literacy

At present, many partners are of the opinion that the role of parents and professionals in the area of family literacy is not clearly defined or understood. Some partners said that many parents are unaware of the major role they have to play in their children's literacy process. Some partners also indicated that schools and government have to become more involved. Box 1.2 summarizes the partners' feedback about the role of the various stakeholders in the area of family literacy.

1.2 Partners' Perceptions of the Role Currently Played by Parents, Professionals, Schools, and Government

- ? Many parents do not see themselves as being primarily responsible for their children's education. They ascribe this role to the schools. Further, some parents do not feel they have the necessary skills to teach their children how to read and write.
- ? Many people continue to see professionals as experts rather than as facilitators who support parents with a view to empowering them.
- ? The role played by the schools in family literacy is still in its infancy and is not what it could be.
- ? Family literacy does not seem to be a priority for government.

According to some partners, many *parents* believe that it is up to the schools to teach their children how to read and write. These parents do not see themselves as being primarily responsible for their children's education. Many parents feel that they lack the skills needed

to teach their children how to read and write. Some parents do not want to engage in literacy activities, teach their children how to read and write, or teach them the alphabet, because they are afraid of not doing it the right way or because they think their children will be bored at school if they have already learned these things at home. Further, some partners indicated that certain parents believe that teachers are responsible for reading to children.

... too often they see literacy as the school educator's responsibility and they don't realize what an incredibly important role they have ... [P7 (6:8)].

There are parents who will say I'm not teaching upper and lower case letters cause I don't want to teach the wrong way ... They buy their kids books and read to their children but that's it, they never go past that. They might mess up kindergarten or their child might be bored at school if they do too much. I am hearing that comment a lot from a lot of different parents. [P7 (49:57)].

They're afraid that they'll learn too much before they go to school and I have heard that repeatedly, and that's a little bit scary. [P7 (179:181)].

Many parents say that reading to children is the schools' responsibility. [P3 (93:94); Trans.].

Further, there seems to be confusion surrounding the role played by parents and that played by *professionals*. Some partners indicated that, in a way, professionals have taken the parents' place. The professionals' role has to be redefined as one of supporting parents with a view to empowering them.

One of the big roles we have to play is to make it clear to parents that we're there to support and complement them. [P5 (363:365); Trans.].

There's an assumption that the specialist is right and I as a parent am not responsible for my kid, which is a very wrong attitude. [P10 (165:166)].

Because of our background to some extent, professionals in all the provinces have taken the place of many parents and adults ... [P2 (183:185); Trans.].

The attitude that I'm the expert is not good. The right attitude is that I'm here to help you, but you're the one

with the skills. You just have to realize that you have them. [P5 (125:127); Trans.].

As for the role played by the ***schools***, some partners said there are a few schools that are concerned about family literacy, but the issue is not discussed much in the Department of Education. One group expressed concern about the cultivation of interest in reading in the schools. Some participants worried about the quality and variety of books available in relation to pupils' interests. A few partners pointed out that teachers are sometimes reluctant to involve parents in their children's schoolwork because the parents are unfamiliar with the instructional program, and the teachers do not want the parents to confuse the children. Some partners also said that schools are seeing the consequences of illiteracy in children: many children have poor manual dexterity and no experience with books and exhibit speech or language problems.

One of the big complaints we're getting now from kindergarten teachers is that the children don't know how to express themselves. There are a lot of speech problems among kindergarten pupils. [P2 (132:135); Trans.].

... I find there are a lot of children starting school who have had no experience with books, reading, or even holding a pencil. If they've had no experience and they're behind in that regard, it's obvious they've never been given the opportunity to do it. [P2 (85:88); Trans.].

Lastly, where ***government*** is concerned, some partners feel that family literacy is not a priority.

Unfortunately literacy is always the last thing on their menu. [P12 (486:487)].

1.3 Existing Family Literacy Resources

Many partners pointed to a lack of family literacy resources. Box 1.3 summarizes the participants' feedback concerning regional disparities in terms of resources and shortcomings in human, material, and financial resources.

... there isn't enough money, time, person power, transportation, and babysitting services. [P11 (564:565)].

1.3 Partners' Perceptions of Existing Family Literacy Resources

- ? People who live in rural areas have access to fewer services and sometimes have to travel great distances to obtain certain services. Not having access to transportation is an impediment for many parents.
- ? There are not enough human resources in the family literacy field.
- ? The cost of French-language materials is higher, and obtaining them is sometimes difficult, especially in predominantly Anglophone areas.
- ? Many partners deplored the lack of financial resources allocated to family literacy.

Many partners mentioned that, generally speaking, people who live in *rural* areas have fewer resources at their disposal. They have to travel great distances to obtain services and/or resources. Lack of *transportation* is thus a problem for many.

The fact is that in rural areas, accessibility of services is not the same as in urban areas, owing to a lack of transportation. [P5 (292:294); Trans.].

Some partners also pointed to a lack of *human resources*. Volunteers are asked to do a lot. Further, workers' salaries are not high, which makes recruitment harder.

We don't have enough people. [P11 (137:137)].

... What they're not doing is giving us the resources we need so that volunteers won't burn out, etc. [P5 (435:436); Trans.].

I think that if we paid our family resource centre workers, our literacy workers, our early intervention workers, what we paid our construction workers, then we'd have more men in the fields of early childhood and literacy. [P10 (671:674)].

A few partners expressed concern about the lack of **material resources** available. It was also mentioned that the cost of French-language books is higher and that it is sometimes difficult to obtain them in some areas, such as minority Francophone areas.

French-language books are always more expensive. [P4 (293:293); Trans.].

If we want people to read, we have to be able to provide them with books, but the scale the government uses is the same across the province. In the education budget for our libraries, we get \$7 per pupil. But \$7 for Francophones is not the same as \$7 for Anglophones. For the price of one book in French, you can get three or four in English. [P5 (574:580); Trans.].

Many partners deplored the lack of **financial resources**. According to some, the funding is sometimes spread out. In addition, parents sometimes have to cover costs to get certain services. Some partners said that sound financial management was needed.

... but I find a lot of the money in literacy is spread out [P10 (565:566)].

And free services, because sometimes parents have to contribute to receive our services, and they refuse. [P3 (633:635); Trans.].

1.4 Family Literacy Activities in the Regions

As already mentioned, some partners report that family literacy activities are taking place in the regions, but they say that there are not enough. Box 1.4 summarizes the partners' feedback regarding literacy promotion and awareness activities and literacy initiatives in the regions.

1.4 Partners' Perceptions of Family Literacy Activities in the Regions

- ? There are not enough promotion and awareness-raising activities, especially those that emphasize family literacy starting from birth and even during pregnancy.
- ? Many parents are not aware of everything that family literacy entails.

? The literacy activities cited most often are primarily those offered by libraries, Family Resource Centres, and organizations involved in the Early Childhood Initiatives and the Born to Read/Le goût de lire program.

There are not enough *promotion and awareness-raising activities*, and they sometimes concentrate too much on the negative aspects of illiteracy. Further, literacy posters often depict older children instead of very young children. Some partners stressed the importance of promoting literacy starting at birth (and even during pregnancy). Some partners said that many parents engage in literacy but do not realize it. Further, many parents do not know about everything that family literacy entails (reading, telling stories, communicating, playing games, etc.).

... the perception lately of literacy in the negative, that people can't read, rather than the excitement of literacy and boy I want my kid to have these experiences, I'm wondering if maybe the PR [public relations] has to be refocused. [P7 (96:99)].

I would say that a lot is being done, but some people aren't aware. [P3 (6:6); Trans.].

I think literacy is a lot more than story telling, it's playing with playdough, it's ... action, it's talking, it's communication and ... there isn't a lot of promotion, there isn't a lot of marketing about what literacy is and how valuable it is ... how critical and important it is to have our children learning at that 0 to 3, 0 to 5 ... preschool ages. [P9 (277:284)].

I'm thinking also about most of the posters that we see. We often see posters "read to your child every day", that type of thing, but usually it's maybe a six year old child, you never see an infant. [P7 (261:263)].

The partners identified and talked about various literacy *interventions* taking place in their region and elsewhere. Those cited most often include public library activities such as story time, reading clubs, reading camps, and visits. However, a few partners indicated that some

libraries are frequented especially by middle- and upper-class families. Frequency of library use and library hours sometimes pose problems.

“The Born to Read/Le goût de lire” project was often mentioned by the partners, who spoke of the benefits of the project but were concerned about its long-term funding. Other partners wondered whether any follow-up is done with parents who are given reading kits to make sure they are using them.

Lastly, a few partners spoke of the importance of providing literacy training during prenatal classes. They cited the “Nobody’s Perfect/Y’a personne de parfait” program. Family literacy initiatives mentioned also included those run by agencies involved in the Early Childhood Initiatives and Family Resource Centres.

1.5 Family Literacy Training of Professionals and Parents

The partners talked about the family literacy training received by professionals and parents. Box 1.5 summarizes their feedback.

1.5 Partners’ Perceptions of Parents’ and Professionals’ Family Literacy Training

- ? There are few training activities intended for all parents.
- ? For many professionals who work with families, family literacy is not part of their university education.

Some partners indicated that the education received by *professionals* who work with children (e.g., teachers and social workers) includes little or no training in early childhood development and family literacy. A few partners remarked that family literacy is not part of the university education received by certain professionals. Professionals who work with

families are not all trained in the importance and impact of family literacy. Thus, they do not always do what is necessary in that regard.

I also think that there needs to be some education with professionals in the field too, and I know public help is happening, but in our division, I don't think that social workers that are out working with these families are quite as aware as they need to be about the importance of this ... [P7 (146:149)].

It wasn't even something I asked the parents because I didn't recognize the importance of it. And we were never shown that, never taught that, it's not part of the curriculum. [P7 (151:154)].

Further, some partners indicated that *parental* training in family literacy is often aimed at such target groups as families at risk. They said that other parents and families don't necessarily have family literacy training but need it.

What I find is lacking sometimes is education for families in general, i.e., is it important to them? [P2 (32:34); Trans.].

2. Potential Family Literacy Initiatives

The partners were queried about the kinds of family literacy activities, research, evaluation, and training they would like to see. They were asked to indicate their expectations and priorities in terms of the development of family literacy. Box 2 lists the questions the partners were asked.

The partners' comments are divided up into six categories: 1) general remarks; 2) developing literacy through awareness; 3) establishing partnerships (coordination and resources); 4) developing interventions; 5) research and evaluation; and 6) training.

2. Questions about What the Partners Would Like to See: Expectations and Priorities in Terms of the Development of Family Literacy

If not already in place, what concrete family literacy initiatives would you like to see developed in your region?

- in terms of developing interventions, including:
 - * networking and partnership-building?
 - * awareness-raising and public education?
 - * delivery of programs and services for clientele (children, parents, communities)?
- in terms of research and evaluation?
- in terms of training for partners, including professionals and volunteers?

According to you, what should be prioritized in the field of family literacy in your region?

- in terms of developing interventions?
- in terms of research and evaluation?
- in terms of training for partners, including professionals and volunteers?

2.1 General Remarks

Most of the partners made general remarks about the development of family literacy activities. The comments are, in a way, guiding principles to be followed when developing family literacy initiatives. We have divided the partners' comments into five categories. Box 2.1 contains a summary of their comments.

2.1 Some General Remarks by the Partners About Potential Family Literacy Initiatives

Family literacy initiatives should:

- ? take into account the importance of communication and bonding;
- ? meet regional and family needs;
- ? be incorporated into activities of daily living and, where possible, existing programs;
- ? be preventive and strive for long-term benefits as well as short-term ones;
- ? encourage regional and family empowerment.

First, some partners maintain that family literacy initiatives should take into account the foundation for literacy, i.e., **communication and bonding**. The first priority is to make sure there is interaction, bonding, or true communication between parent and child. Some partners said that literacy has to be developed not only by reading books but also through other methods such as story-telling, verbal communication, handling of reading-related materials (playdough, blocks, etc.), and interaction.

... the awareness that literacy is the foundation, that it's verbal communication, that it's interaction between parents and children aged 0 to 5. [P5 (355:357); Trans.].

... if a child gets held and read to and rocked and lullabyed, then they get bonded and they get self-esteem. They are going to be successful in school if they have both things, so it's the holding, it's not just the reading, it's not just the word, it's what the mom and the baby are doing when they're reading. [P8 (447:452)].

Second, a few partners indicated that literacy activities have to take into account the **needs** of the different regions and the people concerned. Interventions should be tailored to the needs of individuals and should take into account the values and strengths already present in families and communities.

... But were the needs of families really assessed? Because you can offer all you want. Like someone said a while ago, if you offer parents something they don't need, you won't get them on board. [P1 (538:541); Trans.].

You don't have to deliver services the same way everywhere. You provide services taking regional needs into account. [P5 (465:467); Trans.].

Third, some partners stated that new literacy initiatives should be **integrated** into existing ones. Similarly, family literacy should be incorporated into families' activities of daily living, such as grocery shopping, reading road signs, and preparing meals.

We have a big role to play and a lot to do, but there are so many programs already. The idea shouldn't be to start

something new but to build stimulating things into existing programs. [P1 (53:56); Trans.].

Let's not try to create something new; let's see what's already out there. [P9 (397:398)].

... incorporating literacy into our normal daily routine. [P7 294:294)].

Fourth, some partners said that literacy initiatives should also be **preventive** in nature and should strive for long-term results, not just short-term ones. Prevention could lead to significant savings in the long run.

I feel prevention is so important. [P2 (540:540); Trans.].

It's prevention. If they would put the money in now, they wouldn't have to be spending out large money. [P12 (575:577)].

Fifth, many partners indicated that the aim of literacy initiatives should be community **empowerment**. Community workers must be enabled to identify their needs, establish programs and activities to meet those needs, and mobilize the resources required to deliver programs. The process must be facilitated in order to ensure true community empowerment.

I think community-based, community of interest. I think that the kind of work that the early childhood centre, so you go in as a change agent, a facilitator and then you step out. [P10 (585:587)].

It should be organized and run the way the frontline workers see it run, because they work it every single day and it should be those people that organize it, set it up and do it. Not dictate it as this is the way it's supposed to be ... [P11 (658:662)].

... if people just can work together, and again give the ownership back to the community, but it takes some work on the groups that are there ... [P11 (684:686)].

2.2 Developing Literacy Through Awareness-Raising

Generally, the partners were of the opinion that the public must be made aware of the importance of family literacy. Some partners said it is a societal choice and a collective development issue for the regions. Box 2.2 contains a summary of the partners' feedback.

... We have to make the content of this morning's discussions a major issue in our collective development. [P5 (238:239); Trans.].

2.2 Suggestions for Raising Public Awareness of Family Literacy

- ? Some partners indicated that the public as a whole has to be made aware of family literacy.
- ? Many partners said that public perceptions have to be changed and the importance and impact of literacy have to be stressed.
- ? The partners agreed that parents need to be informed and even educated about family literacy.
- ? Many partners mentioned the need to value parents as the people primarily responsible for their children's education.
- ? The partners stressed the importance of getting boys and fathers involved in the literacy process. They suggested that having more male workers would encourage fathers to take part in literacy activities.
- ? Some partners said we must prove to government that there is a need for family literacy so that it will allocate the necessary resources to it.
- ? Many partners recommended a provincial awareness-raising campaign.

Some partners said it was necessary to change public *perceptions* and stress the importance and impact of reading. Some partners noted that early intervention with parents is necessary in order for literacy to become part of their daily routine and lifestyle. We must help parents develop a taste for reading and an understanding of its importance so that they can instil these values in their children. To that end, several partners suggested that people

not only be informed about the importance of literacy, but also that they be shown the benefits and impact of family literacy starting at an early age.

... You have to intervene at a very early age ... in order to change that kind of lifestyle. [P4 (148:150); Trans.].

It's a mind-set. We're changing mind-sets. [P7 (584:584)].

Yes, but we have to get the parents to want to read. [P2 (397:398); Trans.].

To get them on board, you have to show them that it'll work. [P2 (407:408); Trans.].

I truly believe that if people were much more aware of the impact a deep-rooted love of reading has on children when they grow up, when they get older ... it becomes natural after a certain point that there is so much to be gained from reading. [P1 (123:127); Trans.].

Showing them how. And then I think you have to back what you say. I'm going to tell you reading to your small child is important. "Tell me why? Prove it to me! Are you positive it will benefit them?" And I think that somewhere along the way you have got to back up what you're saying, and there are statistics, just say that it has been proven that when this happens, you know that your child will do better in school, help with their self-esteem which will help them be better at anything. [P 7 (282:288)].

The partners also agreed that in the main, **information** and awareness-raising has to target the public as a whole. Some partners went further, saying that it is not just a question of informing parents and/or the general public, but also **educating** them. Many partners advocated prenatal intervention with parents, e.g., by incorporating family literacy into prenatal classes.

There's not enough information out there ... There needs to be a wealth of information ... so it becomes common practice. [P7 (31:34)].

The way I see it, it's more than prevention, it's education. It's education from day one to better equip parents. [P6 (1017:1020); Trans.].

... how do we as a society endorse that learning begins pre-birth to preschool and we need to, as a society ... to make

people understand what they're doing is actually very important and help them be able to celebrate their achievements and successes. [P9 (312:316)].

I feel that awareness-raising can be done with parents, and I think it should be done during pregnancy, not after the child is born, because then parents are swamped. I believe the right time is before the child is born. [P3 (84:88); Trans.].

Many partners stressed the need to value *parents* as the people primarily responsible for their children's education and to restore parents' confidence in themselves. Many of them indicated that workers have a major role to play in that regard. Other partners said that parents have to be involved in the various stages of the literacy process, and their opinions and recommendations have to be sought.

... To make them realize how much their children's development is influenced by the things they do every day and to value them ... I think that is our primary role in working with families, to give parents back a sense of worth as the most important people in their children's lives, the ones who have the most contact with their children. [P5 (94:102); Trans.].

Give them back that power, let them keep their self-esteem and believe in themselves. But they need support and backup, and that is the major role we workers have to play, to enable parents to remain the prime movers in their children's education. [P5 (371:375); Trans.].

Maybe we're going about it the wrong way and we don't know it. Maybe we could reach parents in a way ... maybe they could tell us how. [P1 (548:550); Trans.].

All this awareness-raising will be achieved by involving parents, supporting parents, and backing up parents. [P5 (351:353); Trans.].

The partners stressed the need for awareness-raising activities targeting the entire population. It is essential to reach at-risk families, families with little education, low-income families, teen mothers, etc., but middle- and upper-class families have literacy needs as well. Also, some partners mentioned the need to get boys and fathers involved in the literacy

process. It was suggested that having more male workers would encourage fathers to take part in literacy activities.

I would like to see a general public awareness campaign. While it's true that parents are with their children more often, there are also babysitters and grandparents who end up spending all day with them. In my opinion, an awareness campaign should target everybody. [P1 (637:642); Trans.].

The question was always about priorities. Some things are top priority, others are medium priority, and others are low priority. The top priorities include children with a lot of problems, but when you get down to it, if we looked at the outcomes of what we do, we should almost be focussing on the medium-priority group. [P3 (595:606); Trans.].

I would like to see more fathers, more males, in the field. More training, something to entice them. [P10 (851:852)].

Because when a male goes in there and sees all these mothers around, he goes "this isn't for me". But if you have a male staff there, maybe it would be less intimidating. [P10 (885:887)].

According to some partners, we must prove to **government** that there are family literacy needs in this province. The government could then allocate the necessary resources (e.g., a secretary of state, a minister, a budget) to implement literacy initiatives. Literacy should be a government priority. We have to show government the benefits of investing in literacy, such as the savings that could result from short- and long-term prevention.

We need to make government understand that they will win financially over the long term. If we don't make them see that, they won't do anything. [P1 (658:660); Trans.].

Something that comes to mind, if we know that working with children from birth can help reduce the need for a lot of costly services later on, I think we can make our government understand the importance of supporting initiatives for children starting at birth. [P4 (490:495); Trans.].

That's the way government works, if you want money you have got to prove on paper that there is a need out there and if

you could prove it, through the accepted research ... [P11 (893:897)].

... if we had the minister with a budget and could concentrate, let's say in response to the needs identified, I think we'd have a better chance of resolving this problem, especially at the family level. [P8 (270:273)].

As for **promoting** family literacy, some partners recommended a **provincial awareness-raising campaign**. We have to talk about family literacy and hear it being talked about. People have to be informed about the importance of literacy and the various ways of engaging in literacy activities. We want it to have a snowball effect so that everyone will want to get involved in family literacy activities. Some partners suggested other tools for promoting family literacy, including the media, television advertising, new information and communication technologies, existing services (e.g., doctors), and contests. A few partners said that family literacy has to be marketed and promoted. Some suggested that celebrities and other well-known persons be enlisted for advertising purposes. Community leaders could even be involved in delivering literacy programs. Further, other partners called for advertising focussing on the positive aspects of literacy rather than the negative ones.

I feel that marketing at the provincial level is very important...It has to be done provincially first. Then you can go ahead and publicize local initiatives. [P3 (650:653); Trans.].

Though promoting it in a positive way. ... It's "do this for your kid cause it's wonderful for the child, it's wonderful for you and everyone will benefit". I think the tone has to be very carefully ... [P7 (248:253)].

And peer related, as we had talked about already, the professional university educated person is very scary for families, so a leading family in the community that they respect and can identify with them has the same cultural beliefs, and they would be the person to deliver that program. [P12 (307:311)].

People have to be swept up. It has to become popular, cool, the "in" thing. [P1 (490:491); Trans.].

Sooner or later, it has a snowball effect. If my neighbour reads to her baby and I see her sitting in her chair reading to her two-month-old or six-month-old, it'll catch on. That's the best way of getting the message across. [P4 (116:119); Trans.].

So maybe if we could get some very high profile and people could start talking about it and get people concerned and worried and excited about what we can do to make it better. [P12 (489:491)].

I don't know if it's feasible or not, but we should see how we can use new technologies to promote it. [P5 (260:262); Trans.].

2.3 Partnerships, Coordination, and Resources

Box 2.3 briefly summarizes the partners' comments about desired initiatives in terms of partnership building, activity coordination, and mobilization of resources.

Some partners indicated that the various literacy workers have to build *partnerships* in order to discuss issues, share information and resources, and work together to attain family literacy objectives. We must join forces to support each other and make sure our efforts are not duplicated. Some partners said that parents could also benefit from partnerships, which could take the form of support networks, for example.

We need to be working together. I think we're out there, we're focussed, but we're all trying to do our own little thing. [P11 (675:676)].

2.3 Suggestions for Partnership Building, Coordination and Family Literacy Resources

- ? Some partners said that partnerships have to be established between the various organizations involved in family literacy with a view to sharing information and resources and working together to attain common goals.
- ? Some partners suggested that a structure be implemented to coordinate activities and support organizations and parents.

? The partners recommended that more funding be allocated for family literacy so that the necessary human and material resources can be secured.

I think that we somehow ourselves are sitting at this table we see that, we need ourselves to be able to take time and say "look here's what we're all trying to do and how can we do this and figure out how this community could come together". [P11 (698:702)].

... so we need to make other people aware of what we're doing and how we can help them and find out what they're doing and see how we can feed each other, the members of this family that need help with literacy so we're starting ... [P11 (723:726)].

By coordinating all the information and trying to establish links between all the groups working on this, we will be able to develop more interventions and partnerships. The movement will keep on growing. [P2 (15:19); Trans.].

We also have to work together and not stay in our own little corners. [P4 (433:434); Trans.].

Some partners suggested that a structure be implemented to support organizations and parents. They spoke of a need to *coordinate* all available information so that workers can readily access it. Some also said there was a need to coordinate human resources and various literacy and prevention activities. In short, coordination would make it easier to share resources and forge ties for partnership purposes.

There are structures that have to be established. [P5 (716:717); Trans.].

What we need are resource persons in the community who can pull a few strings and put it all together. Someone to do interventions. Something along the lines of what we've done today. We need someone to coordinate all that. [P2 (450:454); Trans.].

The way I see it, the Department of Education isn't in touch with us enough. There are hospitals, schools, and other institutions that aren't open enough. Each goes about its business, and very often, there are many resources in

one place that could be paired with others or shared, which would mean significant savings. [P3 (370:374); Trans.].

There has to be coordination between the departments, like a literacy secretariat. Then there could be interdepartmental coordination in the form of an overall strategy. The departments would get involved, and everyone's mandate and role would be defined. But I think the coordinating group should be some sort of independent secretariat. [P3 (688:694); Trans.].

As for **resources**, some partners recommended that more funding be earmarked for family literacy. Additional financial resources would make it easier to launch initiatives in communities and would also help to overcome a number of obstacles by covering the costs of transportation and childcare services. Funding would also make it possible to hire more human resources. A few partners suggested setting up a bank of existing human resources in the family literacy field, including people in the community, relatives, seniors, retired teachers, etc. Lastly, other partners would like more material resources, such as books.

Maybe what's missing now, of course, is more money for projects. [P1 (148:149); Trans.].

... what we need is government subsidies to hire more people to help us, but that's happening slowly. [P5 (381:383); Trans.].

Funding has to be allocated according to need, not according to the percentage of the population. [P5 (450:458); Trans.].

I think there is a bank of people, but, in my opinion, there are a lot of people who could volunteer their time or maybe be paired with families. [P3 (192:196); Trans.].

One other staff person and enough funding to provide the lunch and the babysitters and the drives. It would work like a charm. [P12 (318:319)].

... make books available. [P1 (514:516); Trans.].

2.4 Development of Family Literacy Activities

The partners suggested various ways of developing family literacy activities. The partners' comments are categorized as follows: initiatives involving libraries; initiatives involving schools; initiatives aimed at parents and/or children; initiatives involving the development of information materials; and use of various means of delivering literacy services. Box 2.4 summarizes the partners' feedback.

Among the suggested initiatives involving *libraries* were programs for parents and babies, story time on Saturdays, and family visits. One partner suggested that libraries review their family literacy role, develop a literacy action plan, and come up with a strategy for serving various client groups.

I think, yes, we have to develop a strategy. But I think we should perhaps look at it less intellectually and come up with something original. [P3 (443 :445); Trans.]

If only we had someone who could put together a program such as Fathers and Tots, Mommy and Baby Time. We could have the same thing at the library, which would be a meeting place for young mothers and tots or fathers and tots ... story time. [P2 (603 :607); Trans.]

It would be great to have story time on Saturdays or at other times that would be convenient for working parents. [P4 (355:356); Trans.]

... if we could have family visits, so that families would come to the library together. [P6 (236:238); Trans.]

2.4 Suggestions for Developing Family Literacy Activities

Following are a few of the partners' chief suggestions for developing family literacy activities:

- ? Have libraries offer activities for parents and their babies, story time on Saturdays and family visits.
- ? Ensure that family literacy is incorporated into the high school curriculum.
- ? Have schools offer workshops for parents to help them prepare their children for school entry.
- ? Have school libraries offer a book lending service for families.
- ? Establish initiatives targeting both parents and their children.
- ? Include family literacy activities in prenatal classes.
- ? Ensure that the objective of family literacy activities is parental autonomy and empowerment.
- ? Prepare a directory of family literacy activities and update it regularly.
- ? Put together a pamphlet on family literacy and give a copy to all parents.
- ? Use various media (audio and visual) to deliver literacy services.

As for the *schools*, a few partners suggested that family literacy be incorporated into the high school curriculum in order to reach the entire school population. Other partners said that schools could offer workshops or organize get-togethers to help parents prepare their children for school entry. The workshops could cover family literacy. The partners also suggested setting up reading labs, lending books to siblings not yet in school, and establishing an exchange network between families who are at ease with literacy and those who are not.

Well, we were talking about preschoolers a little while ago, but we mustn't forget that there are parents with children at school, in kindergarten, Grade 1, or Grade 2, and they have another child. We should work with the Department of Education to show parents how to help their children at home when it's time to start reading or do their homework. [P2 (376:381); Trans.].

Schools could offer workshops and organize get-togethers with people who can help parents prepare their children for school entry. I don't think there are many parents who wouldn't want to help their children do better in school. I think the motivation is there. [P1 (268:272); Trans.].

I would like to see high schools provide information about the importance of the family. Those courses have been neglected a lot these past few years, and for kids who have dropped out of school ... All high school students could use a course in values, because they'll probably all have children. [P2 (470:474); Trans.].

We need to get them in middle school and do something that gives them the idea that "I should read to my baby as soon as the baby is born." I don't care if they plant the seed when they're 12, maybe when they're 16 and have a baby they'll remember it. [P7 (550:554)].

... they should have had a course on parenting and integrate literacy into there before they get out of high school. [P7 (713:719)].

The partners made a number of comments about the development of initiatives aimed at **parents** and/or their **children**. On the whole, many partners agreed that family literacy interventions have to start early. Many partners recommended incorporating family literacy concepts into prenatal classes, whereas others suggested that screening be done before age three and a half. Some partners said that parental workshops should make parents active participants and enable them to put into practice what they have learned. A few partners recommended establishing initiatives aimed at both parents and their children, because they felt that such initiatives would attract more people and increase the chances of success. Some partners maintained that the objective of family literacy initiatives should always be parental autonomy and empowerment.

At three months old, if they got a professional visit from somebody who could talk about their situation and see how they're doing and recommend the resources that could help them. [P8 (667:669)].

When you try to get parents to take courses for their own benefit, it doesn't work as well. But when it's for their children's well-being, they're more receptive. [P1 (212:216); Trans.].

There should be programs in the hospitals, at birth or in prenatal classes, on parent-child communication and reading. [P2 (67:70); Trans.].

Classes, training sessions, workshops, call them what you want, but something has to be offered for all future parents. As soon as couples know they are going to have a child, there has to be something available for them, along the lines of what you are offering. [P3 (222:226); Trans.].

And we talked about the package that goes home with the mothers when they leave the hospital. That that could have more information on the importance of literacy and it could then go to like 0 to 6 months, it doesn't have to be just reading, it could be through activity. It could be very simple. Stuff that anybody can do with their kids. [P7 (355:359)].

Parents have to be shown how, since we won't always be there for them. They have to be empowered to take charge. [P1 (228:230); Trans.].

... a much broader initiative is the power of parent modelling [P9 (407:408)].

Some partners spoke of the need to develop *information materials* on literacy. A few partners would like to have a directory of family literacy services that is updated regularly. Other partners suggested preparing a pamphlet that they could give to parents (e.g., at immunization clinics or in doctors' offices).

... suggested a directory that would be updated on a regular basis would be helpful. [P8 (639:640)].

I would like a pamphlet for parents ... telling them what they could be doing to prepare their children for school entry ... We see about 85% of children at immunization clinics. [P2 (340:342); Trans.].

Parents take their children to the doctor's office. Just having something that would be there for the parents to pick up and read. [P7 (241:242)].

Lastly, some partners suggested the use of *various media to deliver literacy activities*. The methods suggested include story-telling, music, radio, public readings, audio and visual materials, books on cassette, books about the immediate environment, games, computers, and television.

Have programs for children on community radio like we had when we were young. [P4 (325:326); Trans.].

Have more public readings. [P1 (501:501); Trans.].

... if we had little books composed about our immediate environment. [P8 (537:538)].

Computers are a tool. [P1 (367:367); Trans.].

We often forget the media. So many children watch television. So how can we get the general public to understand the importance of literacy and how can we put together television programs for children and parents to be broadcast at times when children are watching? [P1 (350:354); Trans.].

2.5 Research and Evaluation

The partners' comments about desired research and evaluation initiatives are summarized in Box 2.5.

A few partners indicated that *evaluation* of family literacy programs is a challenge that has to be addressed. Some partners said that follow-up has to be done in order to determine the impact of family literacy initiatives (such as the Born to Read/Le goût de lire program). Some kind of process to evaluate initiatives is needed.

2.5 Suggestions for Family Literacy Research and Evaluation

- ? Some partners suggested that mechanisms be established to evaluate the impact of family literacy programs.
- ? Some partners suggested that more extensive research be done to learn more about the situations and the literacy needs in the different regions and the true causes of illiteracy.
- ? Some partners suggested that research of a more qualitative and regional nature be done.
- ? Some partners called for research that would be useful and publicized.

It (evaluation) is a problem. [P1 (530:530); Trans.].

I think it's great that we get material out to new moms and expecting moms, but there has to be some kind of follow-up as well. [P8 (325:326)].

Follow-up strategies to make sure that this information is used the way it's intended to be used. [P8 (332:333)].

A few partners suggested that more *extensive research* on family literacy be done in order to shed light on the true causes of illiteracy. Other partners indicated that research should take regional characteristics into account and that the findings of such research should reflect regional needs and realities.

I would really like to see some extensive research with a lot more opinions. A real study should be done on the nature of the problem. [P1 (552:554); Trans.].

It's to put the money in the WHY. [P12 (481:481)].

When you talk about evaluation and research, you're not talking about the same thing in Westmorland, Kent, or Northumberland. Each region is different. [P1 (569:571); Trans.].

... we need to look at our local circumstances and we do need to know what projects are working and why they are working ... [P10 (804:806)].

A few partners indicated that many family literacy studies are quantitative in nature rather than qualitative, and some are international instead of regional. Some partners suggested that studies of a more *qualitative* nature be done, and a few even suggested that focus groups be held with parents in each region in order to identify their perceptions, needs, and recommendations in terms of family literacy.

... when I think about what we hear about literacy, it's based on quantitative testing, it's based on international testing. [P10 (803:804)].

Are there any focus groups happening in parent groups? That might be something that could be looked at in future studies, because we are interpreting what our families are feeling but it's difficult for us to say for sure. [P12 (637:641)].

I do think it needs to be researched, more of this kind of research, qualitative, structured, focused, interview groups. [P10 (800:801)].

Lastly, some partners expressed concern about the *usefulness* of research and *dissemination* of its findings to ensure that it is understood by the general public.

... what are we doing with their body of research? We pay for that research, we know what it looks like. How do we bring it from the researcher into the school ministry down to the classroom level? [P11 (819:822)].

2.6 Training

Some partners said there is a need for training of parents and family literacy professionals and/or workers. Their comments are summarized in Box. 2.6.

The partners also said that the training should be geared to the needs of the regions and their residents. Some partners stated that all early childhood *workers and/or professionals* should receive training in family literacy, which they could then put into practice in their work with families, parents, and children. It was suggested that we work with professional associations to train their members. Further, we should ensure that family literacy is covered

in the university curricula for professionals who will go on to work with families, parents, and children (e.g., teachers and social workers). Literacy volunteers also need training. A few partners recommended building partnerships for training purposes.

2.6 Suggestions for Family Literacy Training

- ? Some partners recommended that early childhood professionals and workers be given training in family literacy and that the subject be covered in university curricula.
- ? Some partners suggested that training in family literacy be given to all parents, e.g., during prenatal classes.
- ? Some partners suggested having resource persons who could instruct parents in the art of reading books, e.g., at the library during story time.

And get training as well. Maybe they don't need the same thing in Grand Falls as they do in Edmundston. [P2 (456:458); Trans.].

The professional associations too, it's not something that's discussed at a professional development day. Perhaps, for example ... or is not promoted within our association and I don't know if that's the same. [P7 (618:621)].

There's a lot of volunteers, there's low funding basic employees, so we have some of the basic people, they have basic training and things, so they could use additional [training]. [P10 (766:769)].

It's not going to happen unless we have professionals who have got the skills to do that and to train our teachers in elementary schools. [P11 (156:158)].

... if when you're looking at educational programs, like at university level, that that's something that could be included as part of their curriculum. It's easy to say that

everybody knows what to do, but I don't think that everybody does. [P11 (877:880)].

Training for anyone who's involved. [P12 (555:555)].

Concerning **parents** training, some partners suggested calling on resource persons who could instruct them in the art of reading books (e.g., at the library during story time). Other partners indicated that parents have to be given training and made aware of what family literacy is all about. It is not just a question of reading to children. Parents also have to be taught, for instance, how to create an atmosphere and environment conducive to learning in the home.

The parents come for story time, and after that they continue at home. So it would be a good idea to have a resource person who could talk to parents at the library to encourage them to continue reading at home. [P4 (386:390); Trans.].

Increase awareness among parents first. [P5 (14:14); Trans.].

Expanding what their idea of literacy is. It's not just sitting down with your child and reading a book. [P7 (321:323)].

Teach parents to develop that learning environment at home with their child or tutoring their child here in school subjects. [P9 (375:376)].

3. LNBI's Role in the Development of Family Literacy

The partners discussed the role that LNBI should play in the development of family literacy in New Brunswick. To promote discussion and exchange of ideas, the following two questions were asked: “What role(s) could LNBI play in the development of family literacy initiatives in your region?” and “How could this role or these roles be transposed into concrete and specific action plans?”

Generally speaking, the partners' comments can be divided into two main categories: coordinating family literacy activities in the province and raising public awareness of literacy.

3.1 LNBI – Coordinating Family Literacy Activities

Box 3.1 contains a summary of the partners' comments about LNBI's role in coordinating family literacy activities. Many partners agreed that coordination is one role LNBI should play. The various family literacy activities taking place in the province have to be coordinated. For example, LNBI could coordinate all the various *resources* and *support* the organizations involved in family literacy activities in the regions. A few partners said that LNBI should mobilize resources, e.g., find human resources (field workers), material resources, and financial resources, with a view to offering family literacy services across the province.

3.1 Perceptions of LNBI's Role in Coordinating Family Literacy Activities

- ? Coordinate the various family literacy activities in the province.
- ? Mobilize and coordinate the various resources required to deliver family literacy services in the province.
- ? Support the different family literacy partners.
- ? Serve as a clearinghouse for the exchange of ideas and information.
- ? Foster partnership building.
- ? Ensure continuity of development, research, evaluation, and follow-up activities.

... volunteers, material resources. [P8 (730:730)].

Hire more field workers. [P11 (936:936)].

Coordination of adult and early childhood services, salaries, materials, advertising ... all that has to be coordinated. Finding volunteers in the regions, that has to be coordinated. That's one role. We all have the same goal. [P3 (671:675); Trans.].

Further, some partners suggested that LNBI be a *clearinghouse* for exchanging ideas, informing partners, and building *partnerships*. According to some, LNBI should be the focal point. Similarly, a few partners suggested that LNBI ensure the continuity of family literacy development, research, evaluation, and follow-up activities.

Could LNBI be a clearinghouse for ideas? [P10 ((963:964))].

LNBI could be the coordinating agency in New Brunswick. [P4 (474:474); Trans.].

Exactly, and it could be the link between actions and between what is being said and done now and what will be done in the future. [P6 (1154:1157); Trans.].

... LNBI should ensure continuity... continue research and evaluation and continue to develop family literacy. [P2 (623:625); Trans.].

... play a coordinating role and see that objectives are attained and progress is made. [P6 (1135:1137); Trans.].

3.2 LNBI – Raising Public Awareness of Family Literacy

Most of the partners indicated that awareness-raising is another major role to be played by LNBI. Their comments are summarized in Box 3.2.

3.2 Perceptions of LNBI's Role in Raising Public Awareness of Family Literacy

- ? Make information about family literacy available and accessible.
- ? Promote and advertise family literacy.

- ? Conduct a provincial campaign to promote and raise awareness of family literacy.
- ? Serve as a lobby group, particularly in dealings with government, and a watchdog for family literacy organizations.
- ? Ensure a long-term vision and stability.

Some partners said that awareness-raising activities must target the public at large, not just specific groups such as families at risk. **Information** must be made available and accessible. Some partners indicated that LNBI should **promote** literacy, publicise it through various media (e.g., posters, information leaflets, television, newspaper articles, and a toll-free number). One group suggested proclaiming a family literacy week or month. In short, some partners maintained that LNBI should conduct a promotional campaign to **raise public awareness** of family literacy.

Documentation. Make the research findings they have available. [P1 (680:681); Trans.].

Raise awareness in general. [P1 (606:606); Trans.].

... first of all, earmark the necessary funds for all sorts of programs, be it publishing pamphlets, writing articles for the newspapers, television spots ... now's the time to raise awareness. [P1 (653:656); Trans.].

Literacy New Brunswick Inc. can in fact get TV commercials. Give a toll-free number. Have Wayne Gretzky do a commercial. [P8 (780:782)].

Further, many partners suggested that LNBI serve as a **lobby group**, particularly in dealings with government. LNBI should act as watchdog for literacy organizations and lobby government in order to focus attention on regional needs and obtain the resources required to deliver literacy services, especially the financial resources. Family literacy must become a priority.

I see them as being the watchdog for the rest of us. [P12 (629:629)].

In my opinion, they should ensure liaison between the decision makers and the public. I could really see LNBI doing lobbying and promoting what is being done in communities. LNBI could point out what resources the communities have and what they still need from government. [P5 (710:714); Trans.].

I think the most effective role that they could play is the lobby group to generate funds. [P8 (731:732)].

Lobbying government for people to make this a priority and incorporate intervention strategies. [P12 (620:622)].

Lastly, a few partners expressed concern about LNBI’s long-term viability. They maintained that in order for LNBI to carry out its mandate successfully, it must have a ***long-term vision and stability***.

SUMMARY AND CONCLUSION

The following is a summary of the findings of the qualitative analysis of the 12 focus groups of partners involved in family literacy across New Brunswick. The partners are organizations working in the area of family literacy in the different regions of the province. The focus groups were conducted as part of the research project entitled *Family and Early Childhood Literacy in New Brunswick: A Provincial Snapshot (Spring 1999)*. They were the fifth part of the research project (see Preface). Box 4.1 summarizes the highlights of the focus groups. The objectives of the focus groups were as follows:

- 1) To give family literacy partners an opportunity to discuss among themselves the current status of family literacy in their regions.
- 2) To highlight the emergence and stability of partnerships between organizations concerned with the development of family literacy.
- 3) To take stock of the partners' perceptions, opinions, and comments about the role LNBI could play in order to foster family literacy in New Brunswick.

The following topics were discussed in the focus groups:

- current status of family literacy;
- possible initiatives in terms of interventions, research and evaluation, and training;
- priorities regarding the development of family literacy initiatives; and
- LNBI's role in developing family literacy in New Brunswick.

4.1. Summary of Highlights Raised in Part V – Focus Groups with Family Literacy Partners (Part 1 of 2)

Current Status of Family Literacy in New Brunswick

- Some partners pointed out that, in the main, there are shortcomings in terms of access to information, availability of information, coordination of the dissemination of information on family literacy and definition of roles and responsibilities of family literacy partners.
- According to some partners, family literacy does not seem to be a *priority* for or to be valued by many parents, and it is not part of their lifestyle, especially in the case of literacy for children 0 to 5 years of age. Parents from all socioeconomic backgrounds have family literacy needs including learning how to communicate and interact with their children. They do not realize all the benefits of family literacy.
- Some partners indicated that there are shortcomings in connection with the *roles* and responsibilities of persons concerned with family literacy. For example, many parents do not see themselves as being primarily responsible for their children's education; some parents feel that they do not have the skills they need to teach their children how to read and write, many people see professionals as experts rather than facilitators who support parents with a view to empowering them; and the involvement of schools in family literacy is not what it could be.
- Many partners reported that people who live in rural areas have access to fewer *services* and that they sometimes have to travel considerable distances in order to obtain services. Access to transportation is a problem for many parents.
- Where *resources* are concerned, some partners reported that there are not enough human, material, and financial resources. The cost of material resources in French is higher, and obtaining them is sometimes difficult, especially in predominantly Anglophone regions. Access to transportation is a problem for many parents.
- Some partners felt that there are not enough *promotional* or *awareness-raising activities*, especially those that stress the importance of family literacy starting at birth and during pregnancy.
- Some partners indicated that there are few *training* activities for parents as a whole and that family literacy is not part of the university curricula for many professionals who will be working with families.

4.1. Summary of Highlights Raised in Part V – Focus Groups with Family Literacy Partners (Part 2 of 2)

Potential Family Literacy Initiatives

- The partners indicated that *family literacy initiatives* should take into account the importance of communication and bonding, meet regional and family needs, be incorporated into activities of daily living and existing programs, be preventive and strive for not only short- but also long-term benefits, and aim for regional and family empowerment.
- Some partners said that it is necessary to *raise awareness* of family literacy among the population as a whole, change public perceptions, stress the importance and impact of literacy, value parents as the ones primarily responsible for their children's education, get boys and fathers involved in the literacy process and hire more male workers.
- Some partners maintain that *partnerships* should be established between the various organizations involved in family literacy, that a structure should be set up to *coordinate* activities and to support organizations and parents; and that more *funding* is needed.
- The partners suggested various *initiatives that could be implemented*: family activities in libraries; incorporation of literacy into high school curricula; workshops offered by schools for parents to help them prepare their children for school entry; inclusion of family literacy in prenatal classes; distribution of pamphlets on family literacy to all parents, etc.
- Some partners suggested that mechanisms *evaluating* the impact of family literacy programs be established.
- Some partners suggested that more extensive research be done to learn more about the situations and the literacy needs in the different regions and the true causes of illiteracy.
- Where *training* is concerned, some partners recommended that early childhood interveners and professionals be given family literacy training and that all parents receive such training.

LNBI's Role in the Development of Family Literacy in New Brunswick

- Some partners felt that LNBI has a major role to play in terms of *coordinating* family literacy activities, e.g. by mobilizing resources, supporting and informing partners, facilitating the establishment of partnerships, and ensuring the continuity of development, research, evaluation, and follow-up activities.
- Some partners indicated that LNBI has a significant role to play in terms of *raising awareness* of family literacy, e.g. by conducting activities designed to publicize and promote family literacy; conducting a campaign to raise awareness of and promote family literacy; lobbying; and acting as a watchdog for family literacy organizations.

The focus groups provided us with information about the perceptions and opinions of persons active in the development of family literacy in New Brunswick. The focus groups lasted for

approximately two hours. The interviews were tape-recorded and transcribed into electronic files. We imported the files into Atlas/ti, a qualitative analysis software package. The comments of the partners who took part in the focus groups were coded and divided into different topics and subtopics. Following is a summary of the qualitative analysis of the partners' comments. This summary is based on the boxes containing the highlights of the partners' comments in connection with the topics and subtopics addressed in the focus groups (see *Findings*).

Our summary is patterned after the three major topics that guided the focus groups: 1) the partners' perceptions of the current status of family literacy in their respective regions; 2) the partners' perceptions of the initiatives they would like to see in their regions in terms of interventions, research and evaluation, and training; and 3) the partners' perceptions of LNBI's role in the development of family literacy.

We will begin by summarizing the partners' comments about their perceptions of the current status of family literacy. Their remarks are divided into five categories: public awareness of family literacy; the role played by parents, professionals, schools, and government in family literacy; available resources; activities taking place in the regions; and training for professionals and parents.

When asked about their perceptions of the current state of public awareness of family literacy, the partners responded in the main that there are problems with access to information, availability of information, and coordination of the dissemination of information about family literacy. It seems that family literacy is not a priority or a value for many parents and that it is not part of their daily routine, especially literacy from age 0 to 5. Parents from all socio-economic backgrounds have family literacy needs, including learning how to communicate and interact with their children. Some children from exogamic families have special literacy needs, for example, in the area of speech development and support in learning the minority language. Impediments in terms of available resources (lack of time, cost, transportation, distance, childcare) and personal issues (lack of self-confidence, fear, feeling intimidated) prevent

parents from taking part in family literacy activities. Many people are unaware of the significant benefits of family literacy, especially from age 0 to 5.

When asked about their perceptions of the role played by parents, professionals, schools, and government, some partners indicated that many parents do not see themselves as being primarily responsible for their children's education. They ascribe that role to the schools. Further, some parents feel that they do not have the skills they need to teach their children how to read and write. Some of the partners said that many people still see professionals as experts rather than facilitators who support parents with a view to empowering them. Some of the partners felt that the involvement of schools in family literacy is still in its infancy and is not what it could be. Some partners also said that family literacy does not seem to be a priority for government.

When asked about their perceptions of family literacy resources currently available, many partners responded that persons living in rural areas have access to fewer services and sometimes have to travel great distances to get services. Access to transportation is a problem for many parents. There are not enough human resources allocated to family literacy. The cost of French-language materials is higher, and it is sometimes difficult to obtain them, especially in predominantly English-speaking areas. Many partners deplored the lack of financial resources allocated to family literacy.

The partners noted that family literacy activities are taking place in the regions, but they felt that there should be more. The partners said there are not enough promotion and awareness-raising activities, especially those that stress family literacy starting at birth and even during pregnancy. Many parents are not aware of everything that family literacy entails. The literacy activities cited most often are those that take place at libraries and Family Resource Centres and those sponsored by the agencies involved in the Early Childhood Initiatives and the Born to Read/Le goût de lire project.

Lastly, some partners noted numerous shortcomings in the current state of family literacy training for parents and professionals. They indicated that there are few training activities designed for all parents. They deplored the fact that family literacy is not part of the university education of many professionals who work with families.

The partners' comments on the second major topic, i.e., their perceptions about initiatives that should take place in their regions in connection with the development of interventions, research and evaluation, and training, are grouped together and summarized as follows: general remarks; development of literacy through awareness-raising; partnership building (coordination and resources); development of interventions; research and evaluation; and training.

The partners made some general remarks about potential family literacy initiatives, which can serve as guiding principles for the development of activities. Family literacy initiatives should take into account the importance of communication and bonding; meet regional and family needs; be incorporated into activities of daily living and, where possible, into existing programs; be preventive and strive for long-term results as well as short-term ones; and encourage regional and family empowerment.

The partners suggested ways of raising public awareness of family literacy. Some partners indicated that society as a whole has to be made aware of the importance of family literacy. Many partners indicated that public perceptions have to change, and the importance and impact of literacy have to be stressed. The partners also agreed that parents need to be informed and even educated about family literacy. Many partners maintained that parents must be valued as the people primarily responsible for their children's education. The partners stressed the importance of getting boys and fathers involved in the literacy process. It was suggested that having more male workers would encourage fathers to take part in literacy activities. According to the partners, we must prove to government that family

literacy is a pressing need so that it will allocate the necessary resources. Many partners called for a provincial public awareness campaign.

Some partners also suggested possible initiatives in terms of partnership building, coordination, and family literacy resources. A few said that it is necessary to establish partnerships between the various organizations involved in family literacy with a view to sharing information and resources and working together to achieve common goals. Some partners suggested that a structure be implemented to coordinate activities and support organizations and parents. The partners recommended that more funding be allocated to family literacy, with a view to obtaining the human and material resources required to meet objectives.

Following are some of the partners' main suggestions concerning the development of family literacy activities: that libraries offer activities for parents and their children; that they have story time on Saturdays and invite families to visit; that the fundamentals of family literacy be covered in high school curricula; that schools offer workshops for parents to help the latter prepare their children for school entry; that school libraries offer a book lending service for families; that initiatives aimed at both parents and children be implemented; that family literacy activities be included in prenatal classes; that the objective of all family literacy activities be parental autonomy and empowerment; that a directory of all the various family literacy activities be developed and updated regularly; that a pamphlet on family literacy be prepared and given to all parents; and that various media (audio and visual) be used to deliver literacy activities.

The partners made suggestions concerning family literacy research and evaluation. Some recommended that mechanisms be established to evaluate the impact of family literacy programs. A few partners also suggested that more extensive research be done to learn more about the situations and the literacy needs in the different regions and the true causes of illiteracy. Other partners recommended that research of a more qualitative and regional

nature be done. Some partners said that research has to be useful and that its findings have to be made available to the persons concerned.

Lastly, the partners suggested the following initiatives in terms of family literacy training. Some partners recommended that early childhood workers and professionals be given training in family literacy. Some suggested that all parents receive training in family literacy, e.g., during prenatal classes. A few suggested calling on resource persons who could instruct parents in the art of reading books, e.g., during story time at the library.

The partners' comments on the third major topic, i.e., their perceptions of the role(s) to be played by LNBI in the development of family literacy, are presented as follows: LNBI's role in coordinating family literacy activities and LNBI's role in raising public awareness of family literacy.

Some partners felt that LNBI has a significant role to play in coordinating family literacy activities. They would like to see LNBI do the following: coordinate family literacy activities in the province; mobilize and coordinate the resources needed to deliver family literacy services in the province; support family literacy partners; serve as a clearinghouse for the exchange of ideas and distribution of information to partners; foster partnership building; and ensure the continuity of development, research, evaluation, and follow-up activities.

Some partners said that LNBI has a major role to play in raising public awareness of family literacy. They would like to see LNBI make information about family literacy available and accessible; promote and advertise family literacy; conduct a family literacy awareness-raising and promotional campaign; serve as a lobby group, particularly in dealings with government; act as a watchdog for family literacy organizations; and have a long-term vision and stability.

To sum up, the partners noted a number of shortcomings in the current status of family literacy in their respective regions, including lack of awareness of family literacy among the general public, confusion about the roles and responsibilities of each group, lack of

resources, lack of awareness-raising and promotional activities, and lack of training on the part of workers, professionals, and parents. The partners also recommended various ways of meeting the needs perceived in their respective regions, and they even suggested a few guidelines for developing such initiatives. The latter include the development of specific activities and/or programs, partnership building, coordination of activities, mobilization of resources, training, and research and evaluation. Lastly, the partners are of the opinion that LNBI must become involved especially in coordinating and raising awareness of family literacy in New Brunswick.

APPENDIX A - Regional Consultation Session With Family Literacy Partners

INTERVIEW QUESTIONS

1. Present Situation in Family Literacy

- 1.1 Based on your knowledge and experience and given the current trends in family literacy, how do you perceive the current status of family literacy in your region?

2. Expectations and Priorities Related to Family Literacy Development

- 2.1 If not already in place, what concrete family literacy initiatives would you like to see developed in your region?

- In terms of developing interventions, including:

* networking and partnership-building?

* awareness-raising and public education?

* delivery of programs and services for clientele (children, parents, communities)?

- In terms of research and evaluation?

- In terms of training for partners, including professionals and volunteers?

2.2 According to you, what should be prioritized in the field of family literacy in your region?

- In terms of developing interventions?

- In terms of research and evaluation?

- In terms of training for partners, including professionals and volunteers?

3. LNBI Orientation in the Development of Family Literacy

3.1 What role(s) could LNBI play in the development of family literacy initiatives in your region?

3.2 How could this role or these roles be transposed into concrete and specific action plans

APPENDIX B- Rencontre de consultation avec les partenaires en alphabétisation familiale

QUESTIONS D'ENTREVUE

1. Situation actuelle en alphabétisation familiale

1.1 À la lumière de vos expériences, de vos connaissances et des tendances actuelles en alphabétisation familiale, comment percevez-vous la situation actuelle en alphabétisation familiale dans votre région?

2. Attentes et priorités relatives au développement de l'alphabétisation familiale

2.1 Quelles sont les initiatives que vous aimeriez voir se concrétiser dans votre région concernant l'alphabétisation familiale?

- au niveau du développement des interventions, incluant :

* formation de partenariats et de réseaux?

* sensibilisation et éducation de la population?

* livraison de programmes et services à la clientèle (enfants, parents, communautés)?

- au niveau de la recherche et de l'évaluation?

- au niveau de la formation des intervenantes et des intervenants, y compris les professionnel.le.s et les bénévoles?

2.2 Quelles sont, d'après vous, les priorités au niveau de ce qui devrait se faire en alphabétisation familiale dans votre région?

- au niveau du développement des interventions?

- au niveau de la recherche et de l'évaluation?

- au niveau de la formation des intervenantes et des intervenants, y compris les professionnel.le.s et les bénévoles?

3. Orientation d'ANBI en ce qui a trait au développement de l'alphabétisation familiale

3.1 Quel(s) rôle(s) pourrait jouer ANBI pour favoriser les initiatives en alphabétisation familiale dans votre région?

3.2 Ce(s) rôle(s) pourraient se traduire comment sur le plan des actions concrètes et spécifiques?