

Take your partner

Key to the Door – MOTiv8 (Parents group in the community)



Case study template

Max: 500 words

Case Study Title: Reading Project – Take Your Partner

Pilot LA/provider: Key To The Door – MOTiv8

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Introduction:

The objectives of the project are:

- To test the attitudes to, and experience of, reading amongst groups of emergent adult readers and gather good practice showing successful approaches to encouraging and maintaining reading, especially amongst those with lower literacy levels.
- To provide opportunities for adult readers to access formal literacy programmes/courses where appropriate.

Description/Outline of activity, process, etc

“MOTiv8” is a progression course for young parents who have completed the TOYS project. It runs for 10-13 weeks depending on the school term and covers similar sessions the TOYS project but in more detail. It acts as the next step to young parents accessing education, employment or further training.

When parents attend MOTiv8 they are more confident and have overcome many barriers to their inclusion. We thought that by using the two groups for “Take your Partner” we would get a good comparison of how young parents have moved on and are more aware of their personal achievements.

Surprisingly, although the group had been together for over three months they were still not convinced about their capabilities of reading. Again we explained that they wouldn’t be judged but their feedback would be used to highlight the need for more flexible approaches to young parent’s engagement.

We did this consultation as a two-way process we spoke as a group and to individuals about their own interpretations of reading, and we handed out the questionnaires. The response to these methods was very different. Verbally, the majority was that they didn't read at all discussion proved that they read magazines on a regular basis; they used computers and especially MSN and social network sites to communicate. They all texted and read texts on a regular basis. Include why/how was it useful and who was involved, for example:

- Outline of programme of work/session plans or bulleted list
- Key data – attendance, retention, achievements, How learners were recruited
- Group profile

Immediate and longer term impact

(i.e. what was achieved, outcomes for parents/carers, children, practitioners, the setting, etc)

How you encouraged the group to be more active readers?

By using a variety of eye catching, bright colourful materials, and asking for feedback from the groups. Also copying flip chart work onto A4 to put into portfolios.

What difference has it made?

- We make more contact and publicise more on Face book which all the young parents seem to be addicted to.
- Some parents have filled in library cards or have taken them away to fill in.

Key factors for success

- Comfortable environment
- Onsite childcare
- Relaxed informal atmosphere

Key challenges

The hardest part was getting the initial interest for the group to fill out the questionnaires which they said "looked boring". They also questioned the need for the social class information.

Next steps

Any developments since the activity described or plans for future developments? For example:

- Some young parents have joined the library.
- We are introducing a book/magazine exchange.
- Looking at the possibility of having a books and stories session.
- We are looking into having a wireless connection to enable the future groups to use laptops.
- How have you promoted it locally?
- How are you going to share/disseminate it more widely?

Other additional information

For example, any website, resources particularly reading material that you have found really useful in engaging learners ,did they read aloud, drama , plays events etc where they have used the reading skills etc

Please include a list of any reading material that you have bought / chosen to use with the group.

NIACE quick reads packs

Quotes from parents or practitioners: *(these will go in a separate box)*

"I really read a lot at Key to the Door, and I didn't think I read at all."

"I will take a membership card and join the library."

"Does it matter what my social class is."

"Why is it always stressed on forms and things that you can ask for materials in other languages and with bigger print, but they don't ask can we make it more understandable?"

"I borrowed a book from the library once it was years ago I forgot to take it back and couldn't afford to pay the charges so I never went back. Does that still happen?"

Photos available (please circle/delete as appropriate): YES NO

Photos need to be high resolution, at least 300 dpi

NB: All photography requires a model release form for signature by each subject, or their parent / guardian in the case of children.

The Reading for Pleasure suite of materials:

- CPD modules: Reading for pleasure in a number of contexts
- Storytelling: CPD unit with lesson ideas
- Families, Learning and Storytelling: Using archives for community cohesion
- Take Your Partner: Engaging emergent adult readers
- Technology and Reading: How to use blogs, wikis, iPods and e-books to promote reading
- Putting two and 2 together: Creating a bridge between literacy and numeracy learning
- Resources for libraries: Guidance on how to engage families to read for pleasure