

**International ELINET Symposium 2018**  
**“Literacy in the 21st Century: Participation – Inclusion – Equity”.**

July 23-24, 2018, Cologne, Germany



**Poster Session: Literacy Research Projects**

**Chair:** Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

**Location:** Seminar Building / Room S 25

LITERACY CHANGES LIVES.

**Fostering the relationship school-family-community to promote family literacy and personal development.**

**Presenters:**

**Piedade Vaz Rebelo, PhD** with Franco-Borges, M. L. Vale Dias, , M. Maia de Carvalho, Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal.

**Abstract:**

This paper presents the Portuguese adaptation of the Bunny Polo’ research-action project that is been developed in kindergartens of a School Network of the centre region of Portugal. The project is coordinated by AIFREF - Association Internationale de Formation et de Recherche en Éducation Familiale - by Pourtois and Desmet (University of Mons -Belgium), and aims to fight against the generational transmission of social exclusion and poverty, by strengthening the cooperation between parents and educators (coeducation) of preschool children, and by fostering the relationship school-family-community and citizenship. In the scope of the implementation of the project, ten fascicules with ludic-didactic activities are proposed. These activities are planned to be developed by the children with the educator, at the kindergarten, and with parents, at home. Each fascicule should be implemented monthly and there are monthly meetings to discuss/share all the process, considering the psychosocial needs’ model proposed by Pourtois and Desmet (2007). The research-action methodology used is guided by a longitudinal approach - monitoring the children in preschool years through language tests, and their parents (KIDI-P, EAIP/F,EGP, LGS, RSTS-A, and qualitative data from focus-group). A control group is also assessed with same instruments. The preliminary data collected points to relevant positive developmental outcomes near the children, and their parents, confirming the generativity role of literacy for personal development by enhancing cognitive, emotional, and relational competencies favouring citizenship and collective wellbeing.

**References:**

Pourtois, J. P. & Desmet, H. (2007). *L’éducation postmoderne (4 Ed.)*. Paris. PUF

**Bio Note:**

**Piedade Vaz Rebelo, PhD**, is Assistant Professor and Teacher Educator at the University of Coimbra, expertise on Teacher Education, Educational Psychology. She participates in international and national projects, either as coordinator and participant. She is responsible for disciplines at the Teacher Education Master Courses, at the Science Teacher Education PhD Course for, at the Teacher Education PhD Course and at the Supervision of Instruction Master Course, supervising theses and researches. She is also an External Evaluator of Schools, collaborating as expert with the Education Inspectorate.