

# Resources on Parent Education

*Compiled by Joan Kellehear July 2003*

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## **Evaluation**

**Bowes, J. Parents' response to parent education and support programs. Child Abuse Prevention Newsletter v.8 no.2 Summer 2000: 12-21, tables, and Online <http://www.aifs.gov.au/nch/nlsum2000.html>**

Limited information has been collected about parental response during and following participation in parenting programs. It is important to find out more about the mediating effects of parental response to programs to help explain benefits that flow to children, to know more about the community links of families and whether these are affected positively or negatively. This article reports on a study which reviewed 24 family support programs in the United States. Four key programs were chosen to illustrate the range of approaches to parent education and support: Infant Health and Development project; New Chance; Parents as Teachers; and Healthy Start.

**Bowes, J. Parents' response to parent education: a review of selected parent education and support programs in the USA. North Ryde, NSW: Institute of Early Childhood, Macquarie University, 2000, 633p, tables**

In an attempt to document the features and outcomes of a range of parent education and support centres in the USA, this report draws together information from a range of written materials to produce a summary statement about 24 family support programs and the results of evaluations of those programs. Outcomes for children and for parents are considered and summaries of programs and evaluation results are provided in the appendix.

**Cann, W. Family intervention services (Metropolitan project): preliminary outcomes for families. Victorian Parenting Centre News v.4 Spring 2000: 8-9, figures**

There are a range of individual, family and social factors that put children at risk of developing disruptive behaviour problems. Factors such as poor parent-child relationships, harsh inconsistent parenting practices, conflict between parents, and maternal depression are potentially modifiable using prevention programs.

The Positive Parenting Program Primary Care Strategy established by the Victorian government in 1996, was extended in 1998, with the development of the Family Intervention Services (FIS) projects. This article discusses the background to the FIS initiative, outlining the program, participating families, evaluation, and outcomes for children, for parents, and for couples.

**Cann, W; Rogers, H; Worley, G. A telephone assisted parenting support service for families living in isolated rural areas. Victorian Parenting Centre News v.6 winter 2001: 9-11**

An overview is presented of the Positive Parenting Telephone Service, a preventative and early intervention initiative which endeavours to engage parents who are unable to access more traditional parenting and family support services due to geographical isolation. The program can be accessed by any parent, but it is particularly aimed at families where early difficulties in the parent child relationship place children at risk for more serious and chronic psychosocial maladjustment. The service was established by a consortia of agencies based in the Hume Region including the Upper Hume Community Health Service and Lifeline (Albury Wodonga) with clinical and program support provided by the Victorian Parenting Centre. Program evaluation and outcomes are discussed, as are future directions.

**Deacon-Wood, H; McIntosh, J. Education and group interventions for separated parents in conflict: a review of research and leading programs. Bundoora, Vic: La Trobe University, 2002, 55p**

The authors review the research and past studies on the effects of the post separation and divorce period on children. They consider to what extent conflict is normal during separation, and the differences between enduring and normative conflict. Twelve separated parenting education programs, operating in Australia and the United States, are described and evaluated. The authors found that short term programs are of limited benefit, and are concerned at the proliferation of these. They also criticise the self report method of evaluation, as often the programs judged as producing the best outcomes are not enjoyed by the parents.

**Dickinson, J; Murphy, P. Mums and dads forever: a cooperative parenting initiative. Family Services Australia Newsletter no.23 Dec 2000: 33-37**

This paper reports on a cooperative parenting education and support initiative being piloted by Anglicare in Perth, WA. The aim of this pilot, one of three programs being conducted under the Federal Attorney General's Department Contact Orders Pilot initiative, is to reduce the number of parents, usually non resident, using the Family Court process to resolve breaches of contact orders. The evaluation framework is described.

**Dour, N; Littlefield, L. Key Steps to Parenting After Separation Program. Victorian Parenting Centre News v.5 Summer 2001: 1,3,14**

The Key Steps to Parenting After Separation Program is a short-term, early intervention / prevention program for separating and divorcing parents. This positively focused Program aims to empower parents to assist their children's

adjustment to the separation/ divorce and strengthen post separation family functioning. This article provides an overview of the Program, the rationale for developing it, objectives, content, implementation, and evaluation.

**Frawley, P; Littlefield, L. VicParenting in Primary Schools: a new program initiative from the Victorian Parenting Centre. Victorian Parenting Centre News v.4 Spring 2000: 1**

VicParenting in Primary Schools is a parenting and family support program developed by the Victorian Parenting Centre being piloted in 2000 - 2001 with 24 primary schools in Victoria. This article briefly describes the program, the staff involved, evaluation and future planning, and the support from the Department of Education, Employment and Training.

**Jenkin, C; McGenniss, A. Building resilience in Australian families: a PACE approach. AusEinetter no.10 Feb 2000: 6-7 and Online**

**[http://auseinet.flinders.edu.au/resources/auseinet/netter10/netter05 .p hp](http://auseinet.flinders.edu.au/resources/auseinet/netter10/netter05.p hp)**

Program for Parents (PfP) is a broad based early intervention public mental health and well being strategy aimed at building resilience and reducing the risk factors for youth suicide. PfP was implemented in 18 sites across Australia. The parent education program, PACE (Parenting Adolescents a Creative Experience) was used to build hope and optimism in parents. This article discusses both programs, including the results of an external evaluation.

**Kayrooz, C; Blunt, C. Bending like a river: the Parenting between Cultures program. Children Australia v.25 no.3 2000: 17-22, figures**

While there are many parent education programs in Australia, there have been few developed to cater specifically to the needs of migrant groups. Attempting to fill this gap, a parenting program was developed and trialed for three ethnic communities. The program addressed key parenting issues found to be of relevance to members of culturally and linguistically diverse groups, including: intergenerational conflict arising from different acculturation rates; the protective factor of a bicultural parenting identity knowledge of the school system; discipline options and child abuse laws; and how to gain support. The program was subsequently independently evaluated. Quantitative and qualitative information from both the process and outcomes of the program revealed that it was effective, particularly in fostering an understanding of the impact of culture on parenting, knowledge of the school system, non-physical disciplinary methods and child abuse laws. This study may be one of the first targeted ethnic parenting programs to be independently evaluated in Australia. (Journal abstract)

**Rogers, H. Evaluation of the Family Intervention Service for Children with Attention Deficit Hyperactivity Disorder. Victorian Parenting Centre News v.5 Summer 2001: 8**

The Family Intervention Service (FIS) Metropolitan Project, conducted by the Victorian Parenting Centre in the Northern metropolitan region of Melbourne, aims to assist parents of children who are at risk of developing a range of behavioural and emotional problems. This project examined the effectiveness of

the FIS program in supporting families and reducing behaviour problems in pre-adolescent children who presented to the FIS program with high levels of ADHD symptoms.

## **Fathers**

**Dornau, G. Dads and developmental health. Threshold no.75 Jan 2003: 18-19**

The author describes a parenting program for fathers that focuses on their role in the family, and how the fathers were encouraged to participate. He discusses the importance of both parents' role in the child's developmental health.

**Fletcher, R. The nuts and bolts of kids and school. Child Abuse Prevention: National Child Protection Clearinghouse Newsletter v.10 no.2 Summer 2002: 14-15**

The author outlines the Engaging Fathers Project, which aims to increase the involvement of fathers in their children's lives. The bulk of the article consists of comments by fathers on the experience and the effects of participating in the course.

**Jia, T. Indigenous young fathers' support group. Aboriginal and Islander Health Worker Journal v.24 no.1 Jan - Feb 2000: 18-20**

The rationale behind the young Indigenous fathers' support group, operating since March 1999, is outlined in this article which discusses the target group, the objectives and the benefits of the program, raising issues of cultural values, parenting role, social skills, and parent education.

**Kerr, P J. Parent education for fathers. Journal of Family Studies v.7 no.2 Oct 2001: 242-246**

Hey Dad!, a parent education program for fathers, was offered at 12 venues in Western Sydney, in 1998. Community organisations were provided with financial and practical assistance to set up and run the groups. Participants broadly reflected the demography of the local population, although they tended to have larger than average families and to come predominantly from Anglo Australian backgrounds. Fathers who participated in the program (n=100) indicated that: (a) they had enjoyed the opportunity to share their experiences with other fathers in an accepting environment; (b) they believed it had helped them to establish better relationships with their children; and (c) a large number (81%) indicated that they would seek help in the future if they experienced problems with their children. Results of the study confirmed the usefulness of parent education as an effective way to help men to establish better relationships with their children. (Journal abstract)

**King, A; Tung, J. Profile of two child abuse prevention programs. Child Abuse Prevention: National Child Protection Clearinghouse Newsletter v.10 no.2 Summer 2002: 18-19**

The authors describe two UnitingCare Burnside programs. The Fathers' Support Service, which operates in Western Sydney, offers services to help fathers improve their relationships with their children, partners and ex partners.

Keeping Children Safe is a child protection training course for parents and caregivers being run in various locations in New South Wales.

**Moloney, L. Child-focused parenting after separation: socio-legal developments and challenges. Australian and New Zealand Journal of Family Therapy v.21 no.2 Jun 2000: 61-72**

In this article the author utilises developing ideas in family law as a backdrop against which to discuss changing assumptions about parenting. In particular, he examines the gender-neutral assumptions within family law in Australia and elsewhere in the light of seemingly contradictory evidence about the value of post-separation fathering. That men were equally capable of providing effective parenting was by no means clear at the time that the principle of gender-neutrality became common in family law - the 1960s and 70s. Only recently has burgeoning research on fathering begun to more clearly affirm its value and to clarify the conditions under which pre and post separation fathering makes a positive difference. Paradoxically, it is at this very time that legally based challenges to the gender-neutral, shared-parenting philosophy of the 1995 Australian Family Law Reform Act have begun to emerge. The often-perplexed interface between law, social science research and therapeutic intervention presents many challenges. The author concludes the article by flagging a number of questions relevant to family therapists in this difficult field of work. (Journal abstract)

**Prichard, P; Polglase, L. Good Beginnings Program - National Home Visiting and Parenting Project: innovative programs responding to families and communities. In: Children, Young People and Communities: the Future is in Our Hands: conference proceedings. Hobart, Tas: Division of Child, Youth and Family Support, Department of Health and Human Services, 2001, p113-116**

The Good Beginnings Program provides a range of services for parents and children within their local community. Its programs include Fathering programs focusing on the parenting needs of fathers, and Prisoner and Family programs, which provide parenting information, assistance and counselling to inmates and their families. The authors describe the positive outcomes achieved by these services for families and how the Good Beginnings Program works within local communities.

**Strom, R D; Amukamara, H A; Strom, P S; Beckert, T E; Strom, S K; Griswold, D L. Strengths and learning needs of African American fathers. Journal of Family Studies v.7 no.1 Apr 2001: 40-55, tables**

The purpose of this study was to determine how African-American fathers of 10- to 14-year olds viewed their strengths and learning needs as parents and to find out how children in this age group perceived the parent performance of their fathers. The Parent Success Indicator (PSI) was completed by 102 fathers and 104 adolescents. Significant differences were found between generations on 5 of 6 scales and 26 of 60 items. Independent variables with the greatest effect on how both generations viewed parent success were: amount of time father and child spent together, having an adult at home when the child returned from school, and gender of child. Recommendations were made for the content themes of a

parent curriculum to address the learning needs of these fathers. (Journal abstract)

## **Programs**

**Belperio, D. Homeless and parenting. Parity v.15 no.2 Feb 2002: 23 and Online <http://www.parity.infoxchange.net.au/group/noticeboard/items/20030517003b.shtml>**

The Homeless and Parenting Program Initiative (HAPPI) was established in South Australia in September 2001 to reduce the impact of homelessness on family relationships. The objectives of the program, which is described in this article, are to improve the knowledge and skills of homeless parents, improve the relationships between homeless parents and children, increase the participation of homeless families in case management processes and support plans, and increase the delivery of appropriate support services to homeless Indigenous parents.

**Malcolm, A. One way of working with parents. Connexions v.21 no.2 Apr - May 2001: 20-21, figures**

The aim of the Parent Education Information and Support Group developed by the North East Outreach Drug and Alcohol Service in Victoria is discussed in this article which describes the Family Working Model used by family counsellors in their work with parents of children with drug issues.

**Toumbourou, J W; Gregg, M E; Davies, L; Carr-Gregg, M. The Parenting Adolescents Quiz: parent education in early secondary school can be fun. Health Education Australia Spring 1999: 6-9**

The Parenting Adolescents Quiz (PAQ) is designed to provide an entertaining adult learning evening with questions aimed at encouraging parents to reflect on major issues in adolescent health. The article describes the rationale for PAQ and its role in parent education, addressing questions of: early adolescence; risk factors and protective factors in relation to adolescent behaviours; and intervention for adolescent risk behaviours.

**Welleseley, B. Connecting with Good Beginnings. Every Child v.8 no.3 Winter 2002: 10-11**

The Good Beginnings Connect program uses a community development approach to support families to parent effectively. The author describes the establishment of the project in an area of Tasmania with a high ratio of public housing, young adults and one parent families, and the services it offers these families. She then explains how the principles of community development have guided the program's extension to other communities.

**Wigzell, C. Working cross culturally. Victorian Parenting Centre News v.3 Autumn 2000: 8-10**

Addressing the question of multicultural awareness, this article defines cultural identity and outlines challenges which may be faced in intercultural interactions,

focusing on how to present parent education to culturally and linguistically diverse audiences.

## **Training materials**

**Blyth, A; Bamberg, J; Toumbourou, J W. Behaviour Exchange Systems Training: a program for parents stressed by adolescent substance abuse. Camberwell, Vic: Australian Council for Educational Research, 2000, 119p, tables, figures**

An intervention program for parents attempting to cope with adolescent drug use is described in this manual. Issues covered include: theoretical underpinnings of factors contributing to adolescent behaviour, of family factors and of family based approaches; the BEST (Behaviour Exchange Systems Training) family intervention process; case studies; program evaluation; and handouts for parents. The appendices include the assessment interview form and the questionnaire for parents.

**Clarke, C; Harnett, P; Shochet, I. Indigenous Parent Program: group leader's manual. Nathan, Qld: Resourceful Adolescent Program, Griffith University, 1999, 77p**

The RAP Indigenous Parent Program was developed to help parents develop confidence in caring for their children. It is an adaptation of the Resourceful Adolescent Program Parent Program (RAP-P). This manual provides information on the principles of the original program and the adapted version, and is intended for use by trained Aboriginal people for running parenting workshops in their communities. There are three parts to the program: Parents are people too; Families are important; and Culture and community.

**Family Planning NSW. Young fathers. Ashfield, NSW: Family Planning NSW, 1999, 58p booklet, plus 27 minute video**

This video documents the feelings and attitudes of a group of young fathers who took part in a retreat in Kurrajong, NSW. They took part in activities designed to explore what being a young father means to them, and discussed their desire to be good fathers in the face of social stigma, the absence of good role models, and the lack of support services. The accompanying booklet describes how community and health workers might use the video. At the end of the booklet is a list of resources and organisations that can provide assistance.

**Hayes, D. Nobody told me! The impact of shame in multi-generational family systems and parenting practices. Cowes, Vic: Pacific-Downunder, 2nd ed., 2001, 194p**

This is a training and resource manual for parent educators, counsellors, therapists, health professionals and all those with influence over and responsibility for the children of today and parents of tomorrow. The manual is directed at breaking the multi generational cycle of parenting practices that foster shame in children. The author examines the effect of shame on child

development, linking it to low self esteem manifested in problems such as suicide, eating disorders, substance addiction and anti social behaviour. The manual can be used as a resource for individual parents to help them reflect on how to break the patterns of their own upbringing and promote self esteem in their children, or it can be used as a course program for group sessions.

**Howard, J. Bringing up boys: a parenting manual for sole mothers raising sons. Camberwell, Vic: Australian Council for Educational Research, 1998, 120p, illus**

Aimed at social workers, counsellors and psychologists who are interested in doing group work with sole mothers, this book describes the Bringing Up Boys program which was developed by the Family Violence Prevention Project at Glen Iris Community Centre, Victoria and which has been conducted in inner urban, suburban, and regional areas of Victoria. The focus is on sole mothers raising sons independently of their fathers' involvement and the following issues are addressed: theoretical foundations of the program; group leadership approach; gender stereotypes; communication; feelings and emotions; discipline; dealing with anger; separation, grief and loss; sexuality; parenting after violence; and lesbian mothers parenting sons.

**Johnson, J; Kerr, P. Hey, Dad! A parenting education program for men. Wahroonga, NSW: Centacare Broken Bay, 4th ed., 2002, 88p, ill., forms**

This manual provides training material for leaders of a Hey Dad! parenting education program for men. The program is designed to help men develop their skills and knowledge about parenting over eight sessions. The manual includes a list of resources and details of what is covered in each of the eight sessions. The session topics are: The role of fathers; Understanding children as they grow; Relationships and our children; Communication; Dealing with strong emotions; New directions in discipline; Self esteem; Just for you.

**King, A; Slocombe, L; Fletcher, R; Clugston, H; McKenzie, P; Chudleigh, A; Kerr, P. Hey, Dad! for separated fathers: a parenting education program for men. Wahroonga, NSW: Centacare Broken Bay, 2002, 96p, ill., forms**

The Hey Dad! For Separated Fathers program is based on the Hey Dad! parenting education program for men but is designed specifically for men parenting children but not living with them every day. The course aims to generate detailed discussion among participants so that experienced leaders can support men as they study their own role as a parent. This booklet includes resources, handouts, and session outlines for the use of course leaders. The ten session topics are: Fathering today; Experiences of separated fathers; The father and child link; Understanding our children; Understanding behaviour, feelings and needs; Communication: making it work; Protecting your child; Managing behaviour; What might lie ahead?; Where to now?

**Marymead Child and Family Centre (Australian Capital Territory). Parenting between cultures: the primary school years: a program for parents from culturally diverse communities. Kingston, ACT: Marymead Child and Family Centre, 2000, 1v**

Parenting Between Cultures aims to strengthen the ability of culturally and linguistically diverse parents to parent confidently and capably in the Australian context. The program was developed on the basis of a literature review, focus groups and teleconference with agencies nationwide who had been running parenting programs for culturally and linguistically diverse groups. The program uses a solution focused or a strengths based approach. This manual details the program on the basis of six individual sessions, and includes handouts, and evaluation tools. What has been learnt from running groups is summarised, and a resources section includes a bibliography, and lists Australian resources for parent educators, teachers and nurses.

**Shochet, I; Osgarby, S; Holland, D; Whitefield, K. RAP-P: Resourceful Adolescent Parent Program: group leader's manual. Nathan, Qld: Resourceful Adolescent Program, Griffith University, 1999?, 90p plus blackline masters, ill.**

This document is the group leader's manual for the Resourceful Adolescent Parent Program (RAP-P). RAP-P has been designed as a positive, resilience building program to promote family self esteem and emotional well being. Program aims are achieved through the program content and also through the interpersonal process between program facilitators and parents participating in the groups. The group leader's manual provides information about the content of each session and how to conduct activities to demonstrate the concepts being introduced.

**Shochet, I; Osgarby, S; Dyer, C. RAP-P: Resourceful Adolescent Parent Program: participant's workbook. Nathan, Qld: Resourceful Adolescent Program, Griffith University, 1999, 59p, ill.**

This document is the participant's workbook for the Resourceful Adolescent Parent Program (RAP-P). The program was created to address the issue of adolescent depression and suicide by helping parents establish an optimal family environment for healthy adolescent development. Though it is recognised that family factors are not the only issues affecting adolescent depression and suicide, the author asserts that close parental attachment serves as a protective factor, and chronic family conflict is a risk factor for depression and suicide. While most programs take a conflict management approach to dealing with these issues, the RAP-P program endorses a family health promotion perspective, addressing self-esteem and self-management issues for both parents and adolescents.

**Williams, A S; Underdown, J; Francis, J; Fitzgerald, K; Linke, P. Look, listen, learn, love: right from the start: babies' emotional needs, and how to respond to them. Adelaide, SA: Department of Human Services, 2000, video, 5p booklet and 8 flash cards**

The most important time for learning is right from the start, the early years. This video, and the accompanying information, examine the ways parents can make the most of this important time in their baby's life. It brings together the latest information from research about what babies need in order to get the best start in life. Responsive parenting has a positive impact on a baby's overall development in all areas: social, thinking, learning and feeling. The video shows how parents

and a baby are beginning the most important and exciting journey of their lives - learning to know each other, to understand each other and to love each other.

## Online resources

**Banfield, P. I've tried that, it didn't work. In: Early Childhood Matters Conference - Starting Strong - making the most of the first eight years: conference papers. Melbourne, Vic: Department of Human Services, 2002, 7p, Online (PDF 169K)**

**[http://www.dhs.vic.gov.au/earlychildhoodmatters/docs/conference\\_papers/session46a\\_banfield.pdf](http://www.dhs.vic.gov.au/earlychildhoodmatters/docs/conference_papers/session46a_banfield.pdf)**

The experience of introducing Group Triple P into the Knox Maternal and Child Health Service is outlined in this paper by the facilitators. Challenges encountered, positive outcomes, and evaluation findings are summarised.

**Dickinson, J; Murphy, P. Mums and dads forever: a cooperative parenting initiative. In: Family futures: issues in research and policy, 7th Australian Institute of Family Studies Conference, Sydney, July 2000. Melbourne, Vic: Australian Institute of Family Studies, 2000, 9p, Online only (14K)**

**[http://www.aifs.gov.au/institute/afrc7/murphy\\_dickinson.pdf](http://www.aifs.gov.au/institute/afrc7/murphy_dickinson.pdf);**

**[http://www.aifs.gov.au/institute/afrc7/murphy\\_dickinson.html](http://www.aifs.gov.au/institute/afrc7/murphy_dickinson.html)**

This paper reports on an innovative co-parenting education and support initiative being piloted by Anglicare in Perth, Western Australia. The project was conceived as a way of: supporting separated parents by teaching them new skills; facilitating and encouraging a cooperative post-separation parenting relationship with a former partner; and reducing the reliance on the Family Court of Western Australia to resolve disputes concerning Contact Orders. The program consists of a three-hour general information forum, up to four one-hour individual counselling sessions, and a six-week workshop program. This paper reports the formative evaluation of the first three workshops. (Author abstract, edited)

**Dornau, G. Children, father, families. In: 8th Australian Institute of Family Studies Conference, Melbourne, 12-14 February 2003: proceedings. Melbourne, Vic: Australian Institute of Family Studies, 2003, 3p, Online only (PDF 20K)**

**<http://www.aifs.gov.au/institute/afrc8/dornau.pdf>**

The author reports on a program run by Relationships Australia (Victoria) for first time fathers and their babies and primary school aged children. The program, focussing on the role of the father in families, includes such activities as child massage, playing with babies, and work life balance. The author outlines some of the research that points to the importance of parents in child development and summarises some of the feedback received about the program.

**Honey, A. The NSW Parent-Child Health and Wellbeing Project: a child health and safety program for parents with special learning needs. In: Family futures: issues in research and policy, 7th Australian Institute of Family Studies Conference, Sydney, July 2000. Melbourne, Vic: Australian Institute of Family**

**Studies, 2000, 12p, figures, Online only**  
<http://www.aifs.gov.au/institute/afrc7/honey.html>

Information is provided in this paper about the NSW Parent-Child Health and Wellbeing Project, a randomised, controlled trial designed to evaluate the effectiveness of an innovative educational program for parents with special learning needs. An overview is provided of the Home Learning Program (HLP), which aims to equip parents of young children with the knowledge and skills necessary to manage home dangers, accidents, and child illnesses. The background to the evaluation project is outlined, results of the trial are described, and their implications discussed.

**Monagle, F. Parenting the very young: key to the future. In: Family futures: issues in research and policy, 7th Australian Institute of Family Studies Conference, Sydney, July 2000. Melbourne, Vic: Australian Institute of Family Studies, 2000, 4p, Online only (13K)**

<http://www.aifs.gov.au/institute/afrc7/monagle.html>;  
<http://www.aifs.gov.au/institute/afrc7/monagle.pdf>

The First Steps course, developed by the Parents for Education (PARED) Foundation is described in this paper. The course involves participants in lectures, case studies and group discussions that explore such topics as establishing sound early habits, the home environment, emerging sensitivities, the role of play, and parental communication. Parents of children up to five years old are specifically targeted. Reasons for the importance of early education of the child are identified.

**Prichard, P; Polglase, L. Good Beginnings Program: National Home Visiting and Parenting Project: innovative programs responding to families and communities. In: Children, Young People and Communities: the Future is in Our Hands Conference - papers. Canberra, ACT: Australian Institute of Criminology, 2001, 5p, Online only (24K)**

<http://www.aic.gov.au/conferences/cypc/prichard.pdf>

The Good Beginnings Program, a national home visiting and parenting project, is described in this paper which discusses: professional and volunteer home visiting; the importance of using a community development model when considering service delivery in high needs communities; fathering programs; Prison Parenting Program; and reasons for the success of the Good Beginnings Program.

**Roberts, R. Honoring the child, honoring the parents: the PEEP programme in the UK. In: CIEC Annual Conference - Honoring the child, honouring equity 2 - risking change to make a difference - Papers. Melbourne, Vic: Centre for Equity and Innovation in Early Childhood, 2002, 12p, Online only (PDF 76K)**

<http://www.edfac.unimelb.edu.au/LED/CEIEC/conferencePDF/Rosemary%20Roberts.pdf>

Peers Early Education Partnership (PEEP) was set up in 1995 in a challenging area of estates to the south-west of Oxford in the UK. It offers an early learning intervention which aims to improve the life chances of children in disadvantaged areas. Its purpose is to raise educational attainment, especially literacy, by

supporting parents and carers in their role as first educators. This paper provides an overview of PEEP, and addresses issues related to incorporating children's and families' voices in the program and its delivery, to risking innovative approaches to equity, to building interagency alliances, and to researching for change.

**Wellesley, B. Why we think Good Beginnings is making a difference to children, families and the community. In: Family futures: issues in research and policy, 7th Australian Institute of Family Studies Conference, Sydney, July 2000. Melbourne, Vic: Australian Institute of Family Studies, 2000, 8p, Online only (45K) <http://www.aifs.gov.au/institute/afrc7/wellesley.pdf>; <http://www.aifs.gov.au/institute/afrc7/wellesley.html>**

The Good Beginnings program was initially endorsed in 1995 as a project of the Lions Club of Greater Sydney. In 1997 the Commonwealth Department of Family Services funded Good Beginnings to develop a national approach to parenting education and support built around the creation of a network of Good Beginnings Home Visiting and Parenting Programs. An overview of Good Beginnings is provided in this paper, which acts as an introduction to a symposium comprising three further papers describing the Good Beginnings experiences from across Australia.