



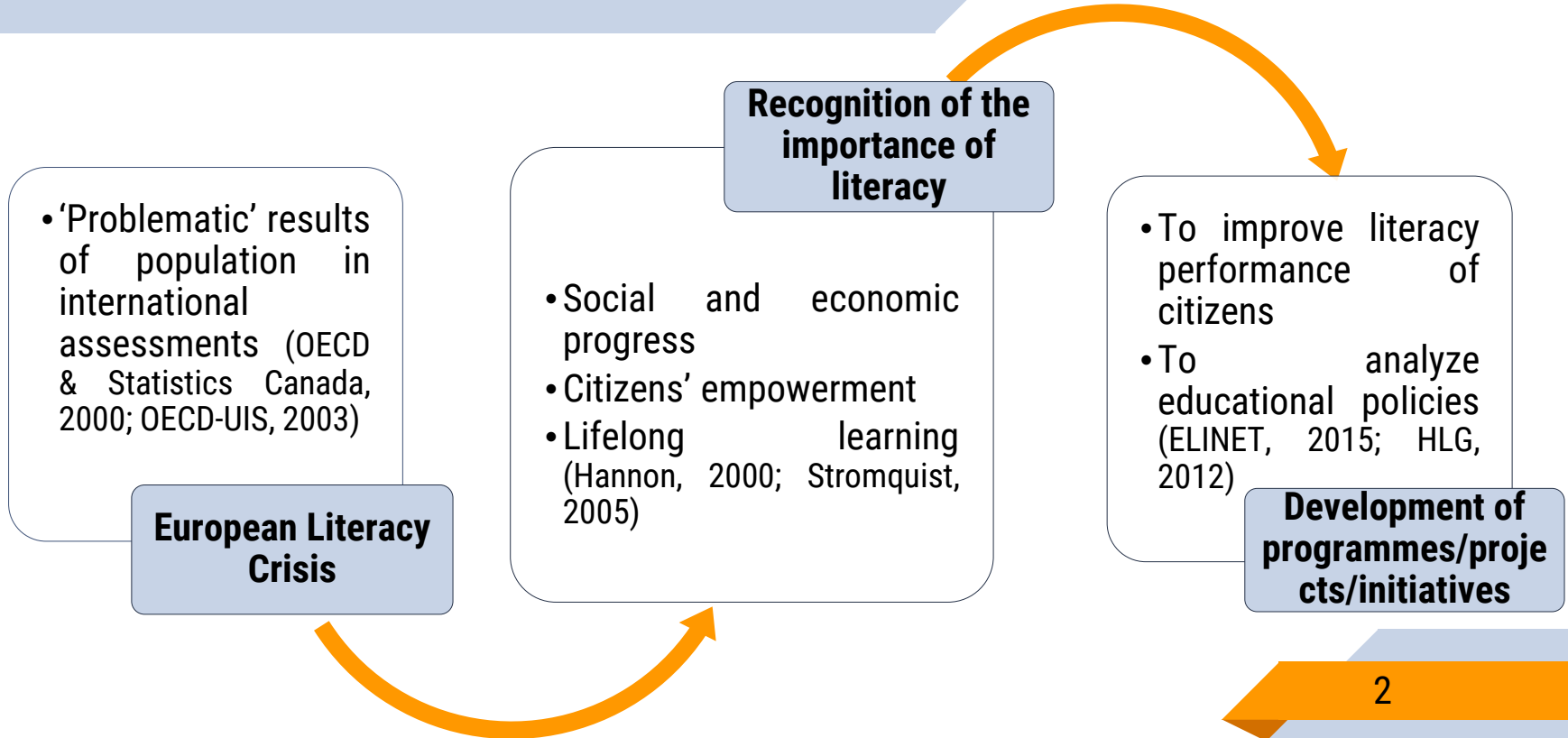
Universidade do Minho
Instituto de Educação
CIEd - Centro de Investigação em Educação

A LANDSCAPE OF LITERACY PROGRAMMES IN EUROPE: FEATURES AND PERSPECTIVES

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The European Literacy Challenge

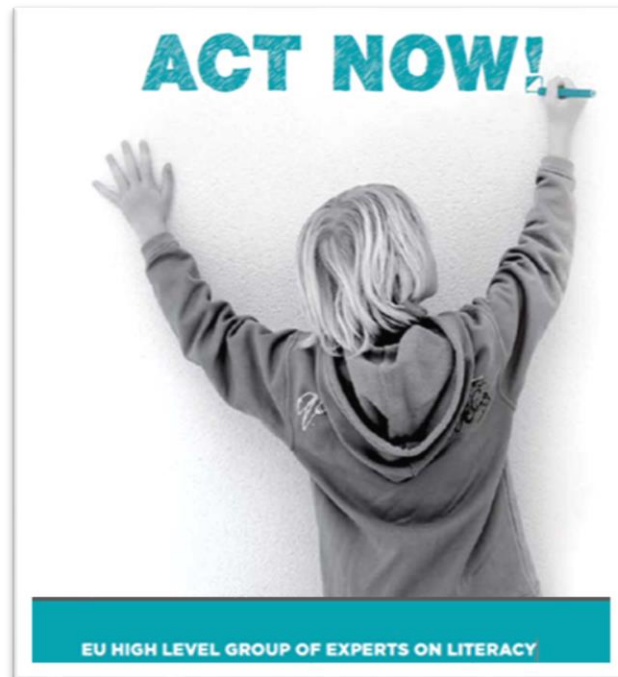




The Answer

Mission

- To examine how to support literacy throughout lifelong learning
- To identify common success factors of literacy programmes and policy initiatives
- To provide some proposals and best practice examples for the improvement of the European literacy policies





The Follow-up



Project reference: EAC/S05/2013

Mission

- To analyse literacy policies and practices of European countries
- To raise awareness of all European institutions about the importance of reading and writing in the every-day life of the population
- To contribute to a greater involvement of all citizens with literacy



The Research



Research goal





Methodology of Data Collection

Overall picture resulting from international concerns and guidelines

Exploratory moment of desk research in websites and European reports

Definition of categories e sub-categories and preliminary features of literacy programmes

Identification and description of examples: consulting websites, reports and ELINET members

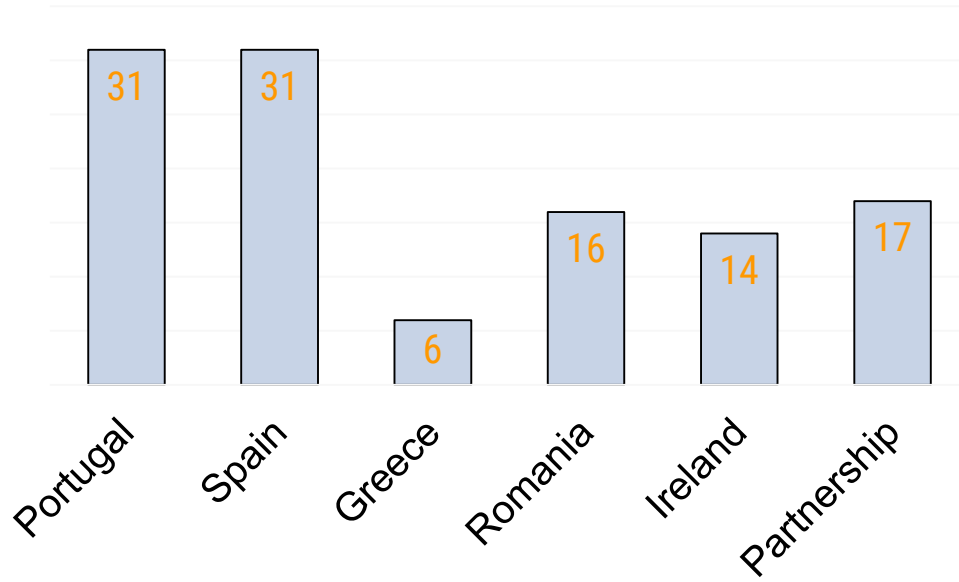


Research Sample

Key Intervention Policy Areas	Subareas	
Creating more literate environments	Literate environment out of school	16
	Literate environment in school	20
	Digital environment in and out of school	17
Improving the quality of teaching	Literacy curricula in secondary schools	11
	Teacher training on literacy	14
Increasing participation, inclusion and equity	Opportunities to disadvantaged groups	13
	Supporting children with special needs or language difficulties	3
	Supporting adolescents whose home language isn't language of school	6
	Preventing early school leaving	14

Some Features

Countries

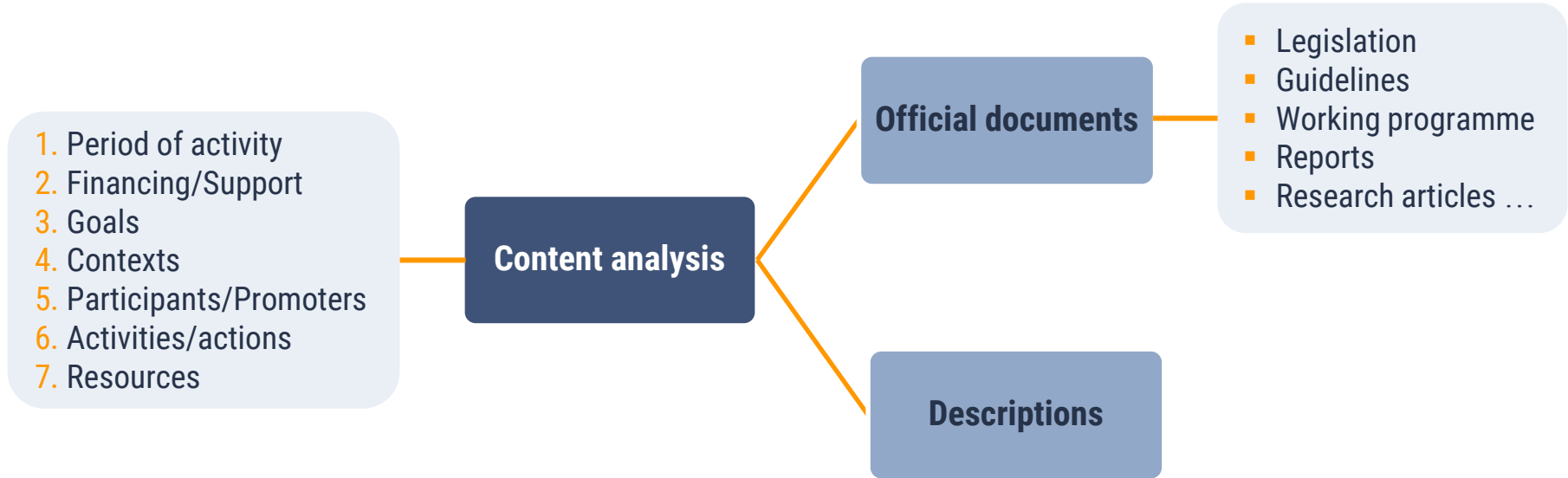



Title

Reading/Read	30
Book/Library	12
Learning/Learn	11
Literacy	8
Writing/Write	4



Methodology of Data Analysis



A person with short dark hair, seen from behind, is looking at a wall covered in various research papers, diagrams, and photographs. The papers contain text, charts, and images, suggesting a scientific or academic setting. The person is wearing a grey and white striped sweater. The overall scene is brightly lit, with a focus on the research materials.

Preliminary Findings



Political Context & Circumstances of Implementation

Lisbon Strategy (53) + 'Europe 2020' Strategy (51)

Governmental funds (58) and European Union funds

The (unsatisfactory) results of the population in international or national assessments

National Reading Plan

Portugal

“the main objective of the National Reading Plan is to raise the level of literacy of the Portuguese people and to place the country on a par with its European partners”



Reading Circles

Romania

“to improve the students’ literacy skills, which are tested in national examinations”



Right to Read

Ireland

“in Ireland, the further development of literacy skills is critical across all ages, as recognised by several international reports including (...) PISA 2012 survey”





Similarities & Differences

GOALS

- > Reading promotion and development (62)
- > Creation and/or improvement of techniques or models of teaching (50)
- > Reducing inequalities (37)

ACTIVITIES

- > Reading activities (80)
- > Training (53)
- > Producing & disseminating materials (46)

CONTEXTS

- > School settings (72)
- > Informal context (53)

PARTICIPANTS

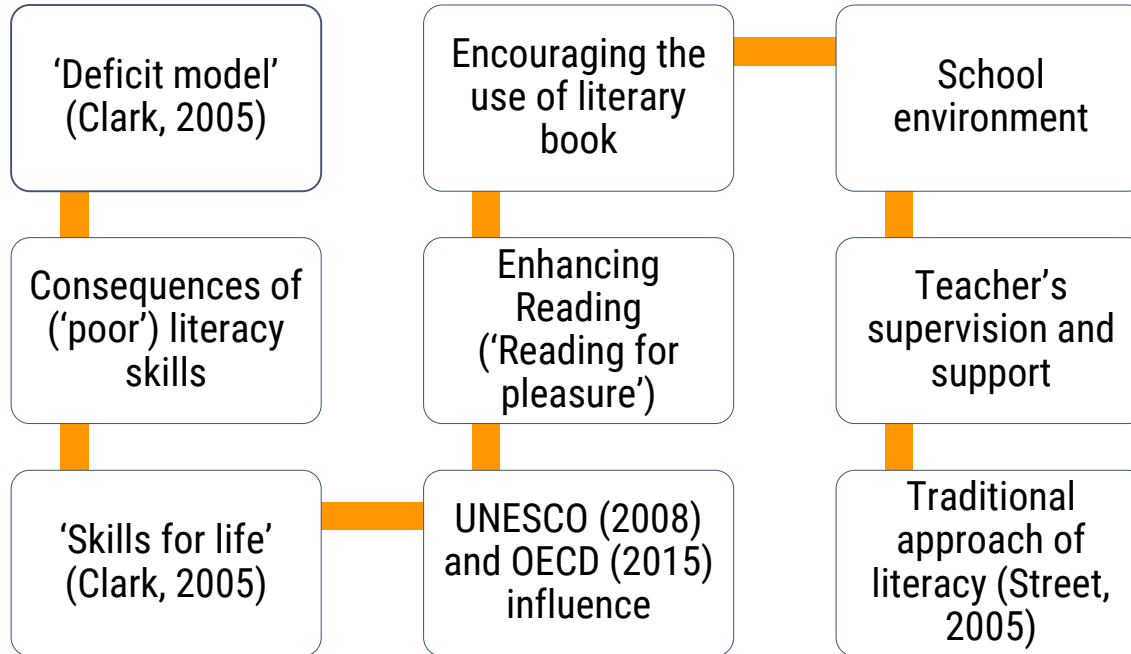
- > Teachers (97)
- > Education institutions (80)
- > Policy-makers (national and local level) (65)

RESOURCES

- > (Literary) book
- > Traditional and/or digital support



Literacy Approaches Underpinning Conceptual Basis





Conclusions & Recommendations

1

To broaden and diversify the field of action focusing not only on reading but also on writing, orality and digital literacy (HLG, 2012)

2

To extend the contexts in which they are developed involving the wider community (Dionísio, 2007; HLG, 2012)

3

To take into account that pupils are successful when texts are written in a social settings, for social purposes (NCTE, 2007).



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THANK YOU!

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