

ELINET – The European Literacy Policy Network – a Milestone in European Literacy Policies (2014 – 2016)

Speakers:

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Prof. Dr. Renate Valtin

International Reading Association 59th Annual Convention
Reading...The Teachable Moment
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ELINET – The European Policy Network of National Literacy Organisations

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University of Cologne, Germany (Coordinator)

ELINET Basic Information

- **Funding Institution:** European Commission, General Directorate Education and Culture,
- Directorate B, Unit B1: School Education and Erasmus+
- (Joao Delgado, head of unit; Daphne de Wit, policy officer)
- **Agreement Number:** EAC-2014-0003
- **Funding Period:** 1.2.2014 - 31.1.2016
- **Total Budget:** 4.008.100 Euro
- (2.985.600 Euro EU-Grant, 1.022.500 Euro Self-Contribution of the Partners)
- **Coordinator:** University of Cologne (Prof. Dr. Ch. Garbe)

The 10 Tasks of ELINET (defined in the Call)

- **Theme A: Development of Country-specific Knowledge**
- Task A1: Analysing and reporting on Member States' performance in literacy on all levels
- Task A2: Identifying and disseminating the sources of funding and other support
- **Theme B: Facilitating the Exchange of Good Practice**
- Task B3: Identifying good policy practices in raising literacy levels
- Task B4: Providing a platform for exchanging these good practices.

The 10 Tasks of ELINET (defined in the Call)

- **Theme C: Awareness-raising Initiatives**
- Task C5: Identifying awareness-raising activities, campaigns and other events
- Task C6: Managing and further developing a Europe-wide campaign to promote literacy
- Task C7: Contributing to the literacy section of the Commission's education and training website [has been cancelled meanwhile]
- Task C8: Defining indicators to measure the impact of awareness-raising and other literacy activities
- **Theme D: Cooperation with other Institutions and Organizations to promote effective Literacy Policies**
- Task D9: Organizing network meetings and seminars
- Task D10: Organizing one European conference to share the results of the network with a wider audience.

The ELINET Project Design: 8 Sub-Projects

Team 1: Coordination and Cooperation [Coordinator: Christine Garbe]

Team 2: Children (early childhood & primary school years) [Coordinator: Renate Valtin]

Team 3: Adolescents [Coordinator: Christine Garbe]

Team 4: Adults [Coordinator: David Mallows]

Team 5: Fundraising Strategies [Coordinator: Peter Jenkins / Viv Bird]

Team 6: Communication Platform [Coordinator: Simone Ehmig / Joerg Maas]

Team 7: Awareness Raising Activities [Coordinator: Christine Clement]

Team 8: Indicators of Impact of Awareness Raising Activities
[Coordinator: Maurice de Greef].

ELINET Members: 79 organisations from 28 European Countries

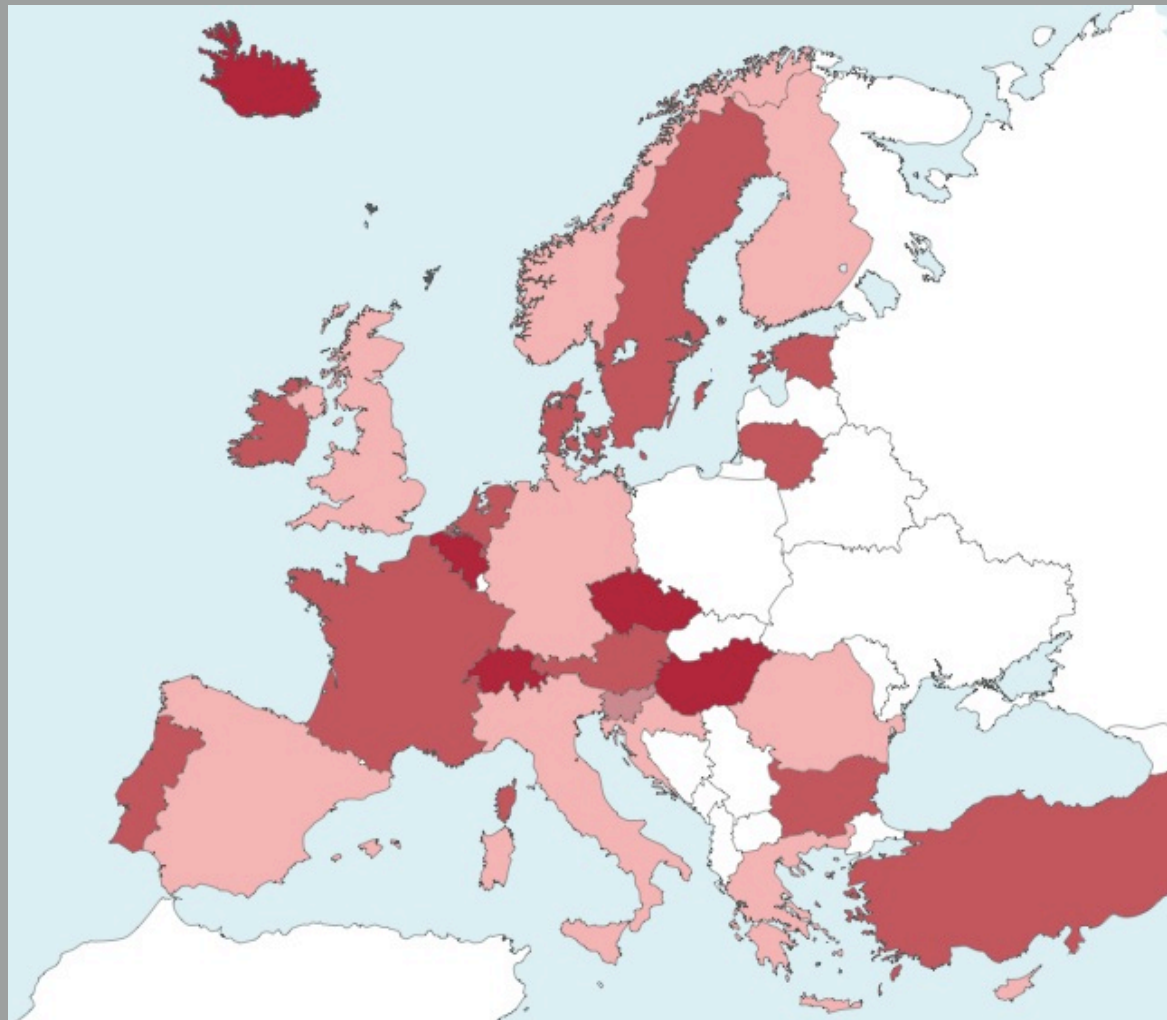
Types of organisations:

- Education ministries and National Agencies
- Existing literacy networks and national associations
- International organizations (like UNESCO)
- Foundations and NGOs
- Universities, research centres and teacher training institutions
- Volunteer organizations

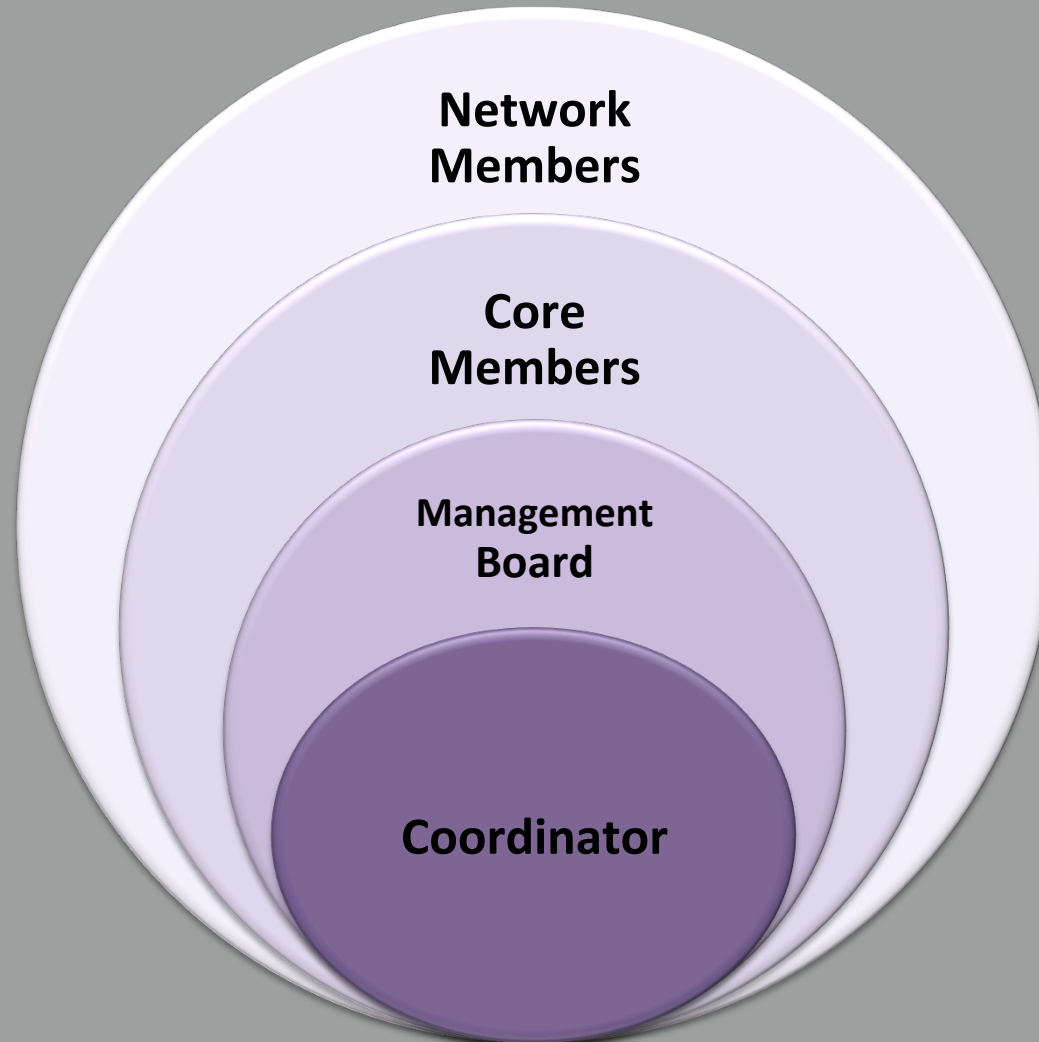
Involved Countries (in alphabetical order):

Austria, **Belgium**, Bulgaria, **Croatia**, Czech Republic, **Cyprus**, Denmark, **Estonia**, Finland, **France**, Germany, **Greece**, Hungary, **Iceland**, Ireland, **Italy**, Lithuania, **Malta**, Netherlands, **Norway**, Portugal, **Romania**, Slovenia, **Spain**, Sweden, **Switzerland**, Turkey, **United Kingdom**.

ELINET Members: 28 Countries from all parts of Europe



ELINET Members: Composition of the Network & Management Structure



ELINET Outcomes: The most important deliverables of the project

1. A common approach to the analysis of countries' performance in literacy and of good policy practice: One **European Framework for Analysis of Performance in Literacy** and one **European Framework of Good Practice in Literacy Policies (EFGP)** comprising all age groups
2. **Best Practice Examples** of literacy policies addressing children, adolescents and adults, based on the **EFGP**
3. **28 Country Reports** for all Network countries about Literacy Performance and Good Practice
4. One common **European Literacy Communication Platform**
5. A Framework & **Toolkit for Fundraising** to describe funding sources and strategies for fundraising
6. A strategic concept & **Toolkit of Awareness Raising Activities** and **Indicators** for measuring their effectiveness.

Four work stages

- **Stage 1 = 2/14–4/14:** drafting frameworks for analysis / identifying sources of information
- **Stage 2 = 5–10/14:** working out frameworks, country reports, drafts of toolkits
- **Exchange of all products: First Working Teams' Meeting in Germany (6-10 October 2014)**
- **Stage 3 = 11/14–7/15:** In-depth analysis and piloting of frameworks & toolkits with up to 10 partners in different pilot-countries
- **Exchange of products /analyses: Second Network Meeting in April 2015 in Italy (Trieste)**
- **Stage 4 = 8/15–1/16:** Finalizing reports & toolkits, dissemination of results, **European Literacy Conference** with all Network members and public in January 2016.

Key Findings from International Literacy Studies: Implications for Literacy Policy and Practice

William G. Brozo

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Overview

- Highlight key findings and trends related to reading literacy from international assessments, focusing on PISA and selected European countries
- Propose directions for policy and practice based on results

Major International Assessments

- ***PIRLS*** – Progress in International Reading Literacy Study
 - 2001, 2006, 2011
 - 4th graders
- ***PISA*** – Program for International Student Assessment
 - **2000**, 2003, 2006, **2009**, 2012
 - 15 year-olds
- ***PIAAC*** – Program for International Assessment of Adult Competencies
 - 2011/2012
 - 16-65 year-olds

PISA & PIAAC use same definition of reading literacy

“...the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential.”

PIRLS definition of reading literacy

“The ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers in school and every day life, and for enjoyment.”

Commonalities in the definitions of reading literacy on PIACC/PISA & PIRLS

- **Emphasize reading within and for societal purposes**
- **Acknowledge individual goals and needs in the reading process**
- **Recognize reading literacy as a tool for building knowledge and for learning**

Levels of Reading Literacy Proficiency

Overall Average Scale Scores on PIRLS for Selected European Countries

Country	2011	Rank (49 total)	2006	2001
Finland	568	2nd	---	---
Ireland	552	8th	---	---
Germany	541	13th	548	539
Portugal	541	13th	---	---
Romania	502	27th	489	512

Average Reading Literacy Scores from each PISA Cycle for Selected European Countries

	2000	2003	2006	2009	2012
Finland	546	543	547	536	524** (-)
Ireland	527	516	517	496	523*
Germany	484	491	495	497	508** (+)
Portugal	470	478	472	489	488*
Romania	-----	-----	396	424	438*** (+)
OECD Avg	501	497	495	499	496*

***No significant change from 2000**

****Significant change since 2000**

*****Significant change since 2006**

PIAAC Average Literacy Scores for Selected European Countries

	PIAAC Average Score	Rank (23total)	Country with same score
Finland	288*	2 nd	
PIAAC Average	273		
Germany	270**	13th	United States
Ireland	267**	15th	Poland
Poland	267**	15th	Ireland
Spain	252**	16th	

***Significantly above average**

****Significantly below average**

Major PIAAC Findings related to reading literacy

- Post-secondary level qualifications have a 36 score-point advantage in literacy over adults who have completed only lower secondary education
- Immigrants with a foreign-language background have significantly lower proficiency in literacy than native-born adults
- Proficiency in literacy is positively and independently associated with the participating being employed and with higher wages

PISA 2009 Reading Literacy Proficiency Levels Below Level 2 (of 6 total levels)

- **1a (335 to 406)** Locating one or more independent pieces of explicitly stated information; recognizing the main theme or idea in a text about a familiar topic and making simple connections between information in the text and common, everyday knowledge.
- **1b (262 to 334)** Locating a single piece of explicitly stated information in short, simple texts with a familiar style and content, such as a narrative or a simple list; making simple connections between adjacent pieces of information. The text typically provides support to the reader (e.g. repetition of information, pictures or familiar symbols) and there is minimal competing information.
- **Below Level 1b (below 262)** There is insufficient information on which to base a description of the reading skills of these students.

Percentage of Students Performing *Below Proficiency* Level 2 on PISA 2009 & 2012 for Selected European Countries

	2009	2009	2009	2012
	Overall %	% of Boys	% of Girls	Overall %
Finland	11	13	3	11
Ireland	17	23	11	10
Portugal	19	25	11	19
Germany	20	24	13	14
Romania	42	51	30	37

Reading performance by reader profile

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Finland	601	543	533	522	474	448
Germany	560	507	518	459	439	430
Ireland	547	491	507	473	435	435
Portugal	532	501	510	429	420	415
Romania	453	447	430	382	390	368

Group 1 – Deep and wide readers

Group 2 – Deep and narrow readers

Group 3 – Deep and highly restricted readers

Group 4 – Surface and wide readers

Group 5 – Surface and narrow readers

Group 6 – Surface and highly restricted readers

Engagement

- Reading was a minor domain in 2012;
no data on engagement were collected

Reading literacy and engagement

- The student questionnaire that accompanies the PISA print-based test gathers data on students' levels of reading engagement.
- According to PISA: “Students who are highly engaged and are effective learners are most likely to be proficient readers and proficient readers are also those students that are most engaged and interested in reading.”
- Better readers tend to read more because they are more motivated to read, which, in turn, leads to improved vocabulary and comprehension skills.

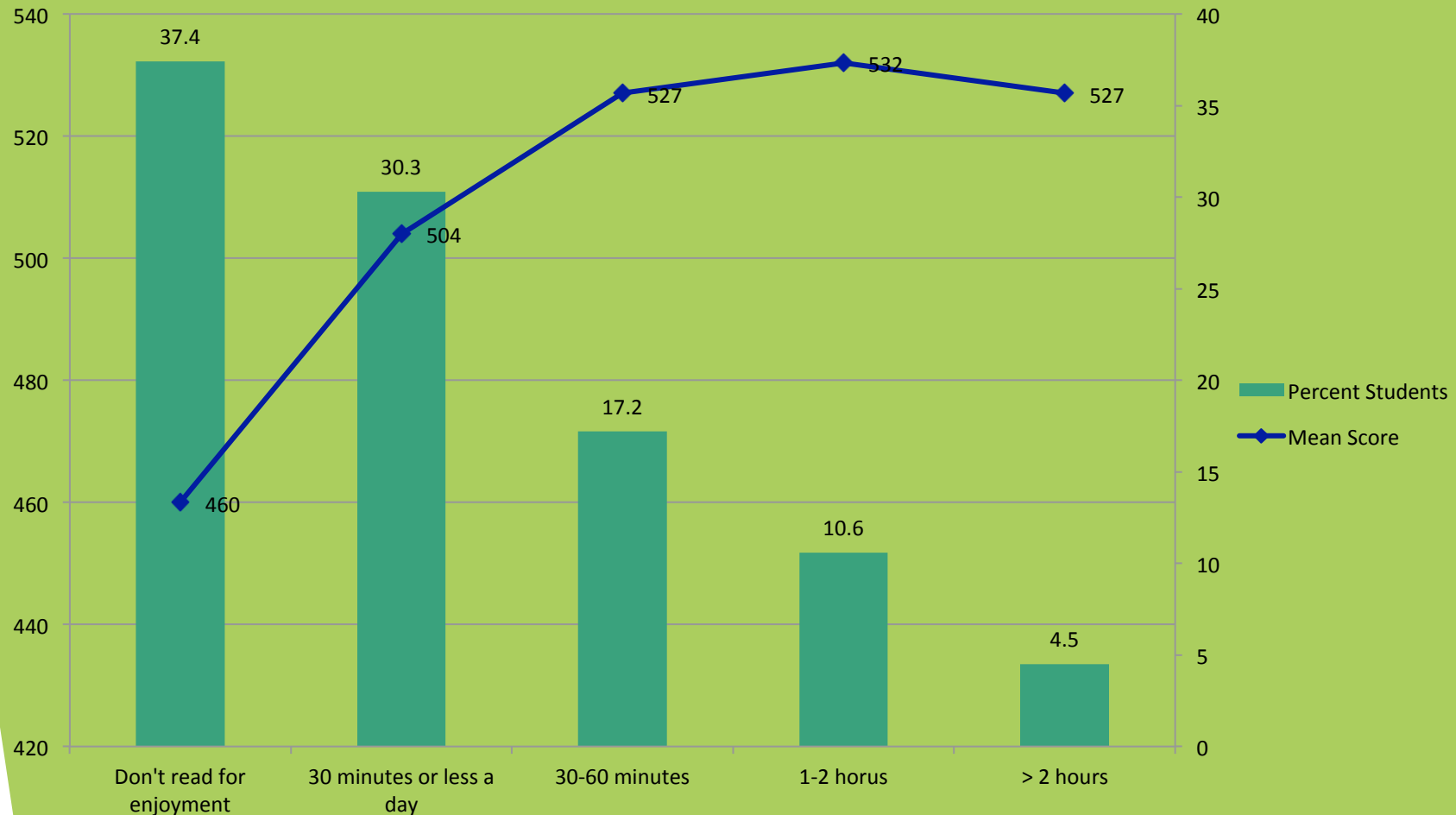
Reading literacy and engagement in PISA

- Three dimensions
- Overall attitudes toward reading, as in one's enjoyment of reading
 - These may be positive, negative, or mixed.
- Time spent reading.
 - It is assumed that the more print encounters one chooses to have the more engaged one is to read.
- The diversity of texts one reads, both print and online sources.
- The highest engaged reader, then, has a positive attitude toward reading, reads often, and reads a variety of different types of text.

Overall Findings Related to Engagement and Achievement on PISA 2009

- In all 65 participating countries students who enjoyed reading the most performed significantly better than students who enjoyed reading the least
- The more time students spent reading for enjoyment the higher their performance
- Students who read a wide variety of materials performed particularly well in reading
- Engagement explains a significant percentage of the variance between top and lowest performers

Association between Reading for Enjoyment and Reading Performance (OECD Average) on PISA 2009



Relationship between Reading Enjoyment and Reading Performance on PISA 2009 for Selected European Countries

	Bottom Quarter	Top Quarter	Score Point Difference
Ireland	445	567	122
Finland	475	596	121
Germany	451	562	111
Portugal	453	541	88
Romania	413	463	50

Mean Score of Students who Read for Enjoyment and Students who Do Not Read for Enjoyment on PISA 2009 for Selected European Countries

	Do not read for enjoyment	Read for enjoyment	Score point difference
Germany	457	530	73
Ireland	458	527	69
Finland	492	558	66
Portugal	459	507	48
Romania	407	431	24

Relationship between time spent reading and reading performance in PISA 2009

Country	Score point difference between non-readers and those who read 2+ hours per day
Germany	55 points
Finland	54 points
Ireland	48 points
Portugal	32 points
Romania	12 points

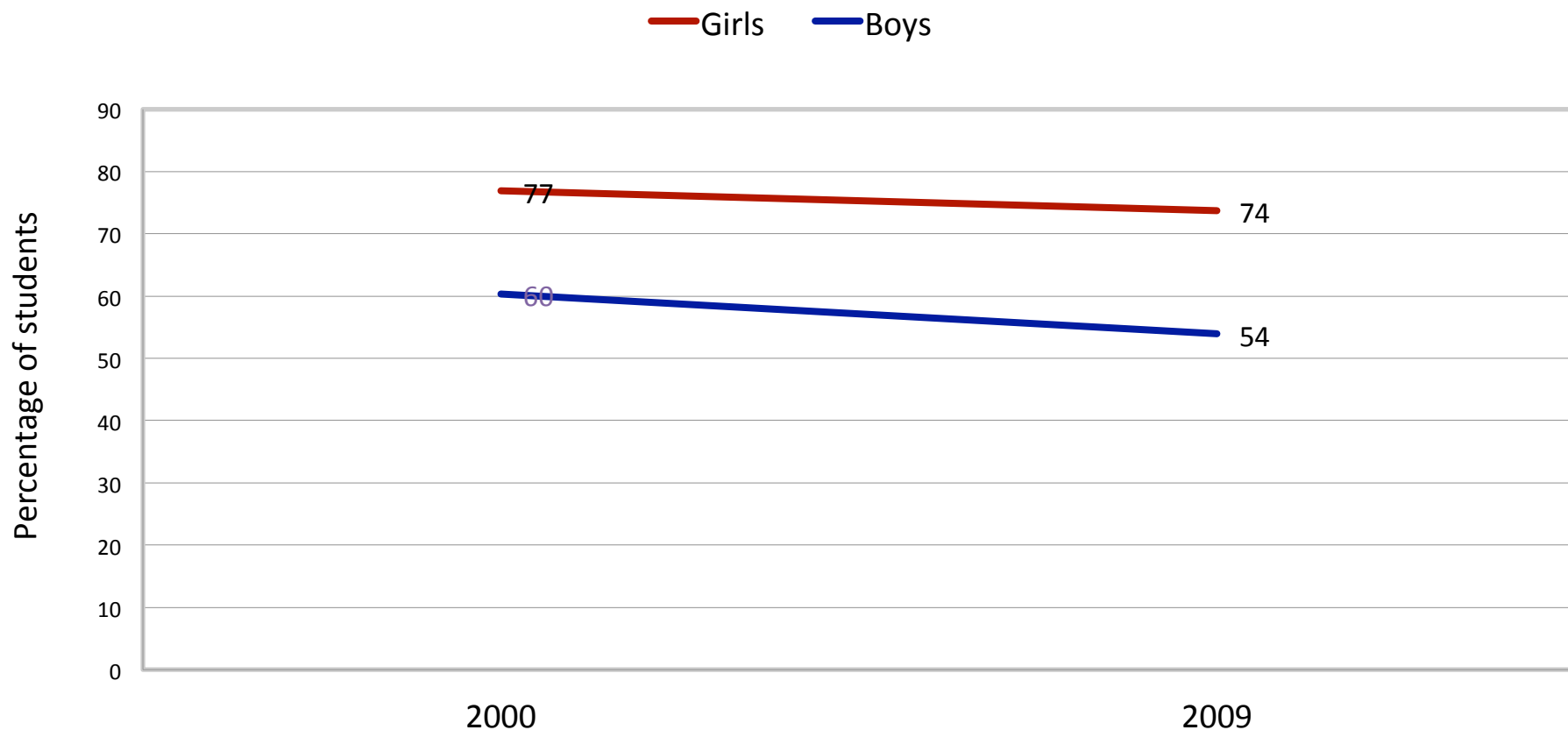
Gender

- For all participating countries since PISA 2000, girls have outperformed boys to a significant level

Average scores of 15-year-old female and male students on combined reading literacy scale 2009 & overall differences from 2009 to 2012, by selected European countries

	2009	2009	2009	2012
	Female	Male	Difference	Difference
Portugal	508	470	38	39 (+1)
Ireland	515	476	39	29 (-10)
Germany	518	478	40	44 (+4)
Romania	445	403	42	40 (-2)
Finland	563	508	55	62 (+7)

Change in the percentage of boys and girls who read for enjoyment between 2000 and 2009*



*OECD average for 26 countries

Socio-economic Status

- PISA index of Economic, Social and Cultural Status (ESCS)
- ESCS is comprised of such elements as family income, immigrant status, etc.

Index of economic, social and cultural status (ESCS) and reading performance, by national quarters

	Bottom quarter (ESCS)	Top quarter (ESCS)	Score point difference
Finland	504	565	61
Germany	445	550	105
Ireland	454	539	85
Portugal	451	537	86
Romania	381	466	85

Immigrant Status and Reading Achievement on PISA 2009 for Selected European Countries

	Native	2 nd generation	1 st generation	1 st gen arrived before 5 yrs	1 st gen arrived 6-12 yrs	1 st gen arrived after 12 yrs
Finland	538	493	449	506	475	----
Germany	511	457	450	477	435	----
Ireland	502	508	466	507	486	453
Portugal	492	476	456	483	472	439
Romania	426	----	----	----	----	----

Reading Digital Texts

What is digital literacy in PISA?

- PISA's definition of reading is meant to apply to both print and digital reading.
- Launched in PISA 2009 and was administered to a subsample of students taking the paper-and-pen test
- Included in PISA 2012 and will be a permanent part of future cycles

What is digital literacy in PISA?

- Display of text on electronic screens and devices
- Synonymous with hypertext
- Requires navigation of non-sequential text
- Task difficulty is determined by the number of navigation tools and number of operations / steps required

Mean digital reading and paper reading scores on PISA 2009 for selected European Countries

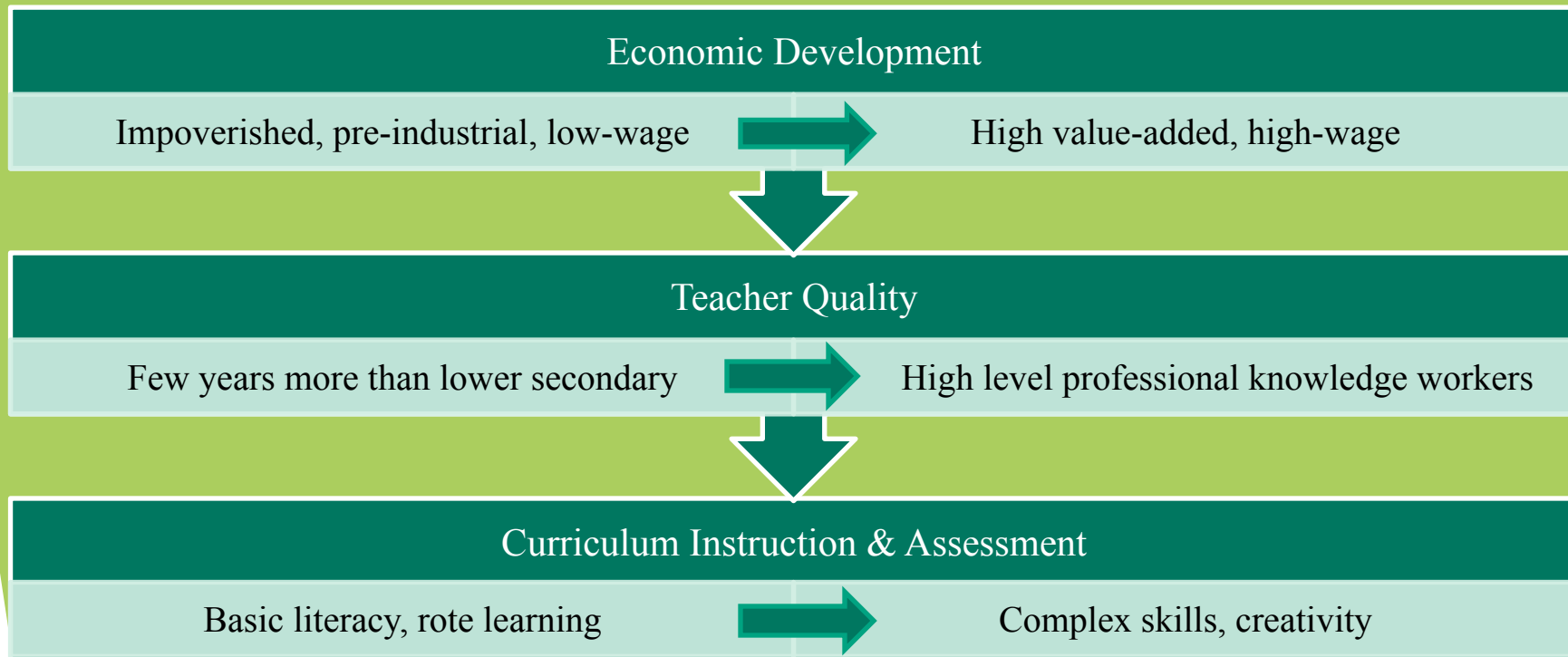
	Paper print reading	Digital reading	Score point difference
Ireland	496	509	+13
Sweden	497	510	+13
France	496	494	-2
Spain	481	475	-6
Hungary	494	468	-9

Factors associated with Performance on Digital Reading

- Many of the factors associated with print reading literacy were also associated with digital literacy – though relationships tended to be a little weaker
- Gender, socio-economic status, immigrant status, language spoken at home were all related to digital reading competence
- Reading for enjoyment, index of understanding and remembering, index of summarizing were also related to digital reading competence

Cross-National Implications for Literacy Practice and Policy

Overarching Policy Goals



Reading Proficiency

- Stress high-yield reading strategies
- The evidence is compelling for literacy curricula that emphasizes critical reading processes
- This emphasis should be the focus right from the start in our language and literacy schemes for children
- Place emphasis on helping students read and succeed with increasingly complex text starting in the early grades

Reading Engagement

- Increase reading engagement for all youth
- This factor accounts for the largest share of variance in reading proficiency
- Evidence-based principles of reading engagement should guide instruction
 - Real world interactions
 - Interesting texts
 - Autonomy/choice
 - Strategy instruction
 - Collaboration

Digital Literacy

- Increase teachers' skills across a range of subject areas to integrate digital literacies into subject teaching – implications for both curriculum revision and assessment
- School development planning should identify contexts within each subject area where students can be encouraged to use digital literacy strategies at home and at school

Gender

- More attention needs to be given to declining reading achievement and motivation among boys:
 - from lower socio-economic levels
 - 1st generation immigrant backgrounds
 - young adult males
- Texts and instructional practices will need to be accessible, culturally responsive, and orchestrated in ways that capture boys' imaginations, sustain their attention, and build competency
- Boys competencies with non-continuous and alternatively formatted text may serve as bridge to academic literacy

Socio-economic

- Evidence-based policies and practices shown to close the gap between the lowest and highest performers in literacy
- Expanding access and opportunity for participation at tertiary-level of education
- Equitable distribution of resources across schools to ensure schools in low-income communities and with higher percentages of new immigrants receive needed support
- Equal pay policies for women.

A Framework and Examples of Good Practice

Prof. emerita Dr. Renate Valtin,
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Humboldt University, Berlin, Germany

Framework based on the work of the EU High Level Group of Experts on Literacy

- Members of the EU High Level Group of Experts on Literacy, chaired by HRH Princess Laurentien of the Netherlands
- Working January 2011 – September 2012
- Launch of the Report in Nikosia (Cyprus) in September 2012



A wide range of players can contribute to improving literacy

Businesses- large and SME's	Social and youth workers	Libraries	NGO's	School/edu- cation,institi- on leaders
Celebrities	ECEC Managers	Media	Publishers	Teachers
Peers	Health Professionals	Parents	Prison authorities	Teacher training institutions
ECEC staff	Policy- makers- National and local level	Policy-makers EU level	School governing Bodies	Volunteers

Preconditions for Success

**Creating
a literate
environment**

**Raising the
quality of
teaching**

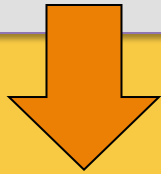
**Ensuring
participation,
inclusion and
equity**

Recommendations

Creating
a literate
environment

Raising the
quality of
teaching

Ensuring
participation
and inclusion



The primary objective is to increase literacy motivation and engagement by encouraging and supporting reading and writing for pleasure.

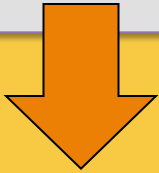
- Stimulate and support the family
- Books and other materials need to be available
- Free access to well equipped libraries

Examples

Creating
a literate
environment

Raising the
quality of
teaching

Ensuring
participation,
inclusion and
equity



Library activities

Slovenian library-museum MEGA quiz

Fly Away with Books into the Summer (Central Regional Library of Slovenia)

Slovenian National Project “Growing up with a Book”

Example

Creating
a literate
environment

Raising the
quality of
teaching

Ensuring
participation,
inclusion and
equity



Slovenia: The Reading Badge

started 52 years ago when two teachers had the idea of rewarding young readers with badges. Teacher-mentors work with children and parents from the pre-school period until the completion of their secondary education by presenting the participant with an extensive list of books for his/her age group. The reading is followed by conversations or some other kind of presentation guided by the mentor.

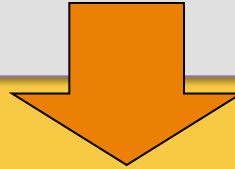
Nowadays the programme includes up to 150,000 young participants each year in a nation of two million people. <http://www.bralnaznacka.si/> (Veronika Rot Gabrovec)

Recommendations

Creating
a literate
environment

Raising the
quality of
teaching

Ensuring
participation,
inclusion and
equity



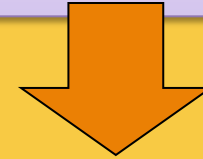
- A **coherent literacy curriculum** with focus on critical literacy
- Establishing **age-specific achievement goals** and standards allowing teachers, parents and school leaders to understand the rates of progress of learners, identify individual strengths and weaknesses, and allocate attention and resources accordingly
- **Teacher education**, recruitment and professional development

Preconditions for Success

Creating
a literate
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Raising the
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**There are four main literacy achievement gaps
that Europe must address:**

**Socio-
economic
gap**

**Migrant
gap**

**Gender
gap**

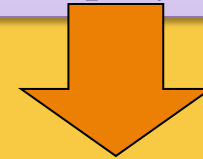
**Digital
gap**

Recommendations and Example

Creating
a literate
environment

Raising the
quality of
teaching

Ensuring
participation,
inclusion and
equity



Germany, Hamburg: “Sprachförderkonzept”. In every school year from 1 to 8 all pupils are tested on their speech, reading and spelling achievement. Poor learners get additional support from specially trained language/literacy teachers, until their achievement improves. Schools with a large number of low achievers get additional financial support. Schools are obliged to develop a concept for remediation and are evaluated every year.

There is a government department monitoring and writing reports about how this is carried out and about the learning progress of the low achievers. The evaluation report on this programme shows that the number of low achievers has been reduced in recent years.

<http://li.hamburg.de/sprachbildung/schwerpunkte/sprachfoerderung/>

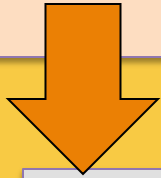
Age-specific Recommendations

**Young
children**

**Primary
school
years**

Adolescents

Adults



- **Stimulate and support the family**

Implement **family literacy programmes**

- to improve parents' literacy and parenting skills and
- create a culture of reading for pleasure.
- Offer language courses for parents who do not speak the language of the school.

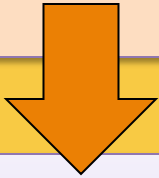
Age-specific Examples

**Young
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Adults



Examples: Family literacy programs

Germany: ‘Hamburg Family Project’ (FLY) is targeted at migrant parents in disadvantaged districts with the aim to give mothers the skills and confidence they need to engage in literacy activities with their children, including helping them with their schoolwork.

Berlin: ‘District mothers’ (‘Stadtteilmütter’) are immigrants themselves and go into immigrant families not only to support literacy but also to give information about essential services such as health systems, social welfare, and the school system.

Germany: “My Pa reads to me”

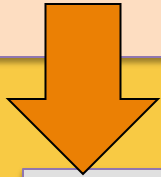
Age-specific examples

**Young
children**

**Primary
school
years**

Adolescents

Adults



Examples: Bookstart programs

United Kingdom: Book-gifting programmes in intention to the parents of all new-borns in the country.

Finland: maternity pack is available for free to all families with a new-born child including also a baby's first picture book, together with guidance for parents about the importance of early interaction with the baby.

Germany: "Lesestart – Drei Meilensteine für das Lesen" (Stiftung Lesen, Mainz)

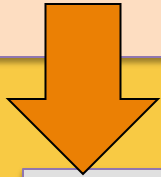
Age-specific Recommendations

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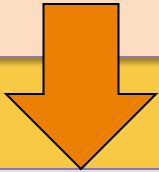
Adults



- Increase the quality of **Early Childhood Education and Care (ECEC)** and provide free access
- Develop a **curriculum** focused on language development through play with an emphasis on language, psychomotoric and social development, and emerging literacy skills,
- Better qualification and salary for **preschool teachers**
- Ensure **early screening** for emerging health, speech and literacy problems

Age-specific Examples

**Young
children**



**Primary
school
years**

Adolescents

Adults

- **Ensure early screening for emerging literacy problems**

In **FINLAND**, the municipalities are obliged to provide the services of maternity and Child welfare clinic ‘**Neuvola**’ free for all families with children under the school age. Neuvola is attended by nearly every family, several times a year.

Neuvola assesses the children’s physical, mental and social condition with the emphasis on counselling, identifying problems at an early stage and arranging help for families from a multi-professional team. Learning difficulties and delays in language development and in communication are detected as early as possible.

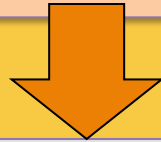
Age-specific Recommendations

**Young
children**

**Primary
school
years**

Adolescents

Adults



- Establish **higher qualifications** for all **primary teachers**
- Establish **specialist reading teachers**
- **Early intervention**: every struggling learner has a right to be supported. Establish age-related minimum standards for literacy achievement, supported by assessment in order to address pupils' individual literacy needs early. Provide low-performing pupils and schools with the assistance they need, as early as possible.
- Change the **mindset on dyslexia**, shifting the emphasis from medical to educational support for struggling readers.

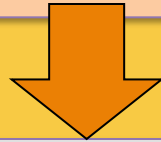
Age-specific Examples

**Young
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Adults



- Early intervention: every struggling learner has a right to be supported. **FINLAND** offers extensive learning support in the first years of primary education. Over 31% of pupils receive learning support in speech, reading and writing in their first year of primary education. A major principle is early and rapid intervention. Additional support is given in a way that avoids labelling or stigmatising students.
In **SWEDEN**, ‘code-crackers’ is a support system for parents of children with reading and writing difficulties. A dedicated webpage provides information to parents and teachers.

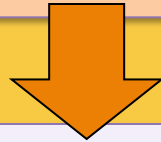
Age-specific Recommendations

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Adults



- **Inspire the motivation to read**

Ensure that **curricula and teaching methods** focus on reading and writing motivation combined with a high expectation of success, in order to avoid learning failure and to build up confidence.

Provide **school and classroom libraries** with reading materials that are attractive and challenging for all age groups and different interests. Use ICT tools and digital reading both in schools and in home family activities.

Develop **campaigns** and programmes that offer resources, support and reading volunteers to disadvantaged parents and pupils in the context of family literacy programmes.

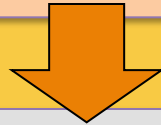
Age-specific Examples

**Young
children**

**Primary
school
years**

Adolescents

Adults



- **Inspire the motivation to read**

The **FRENCH** nationwide programme ‘Coupe de Pouce Clé’ provides small reading groups for children who are ‘fragile in reading’ during the first primary classes. Children join an after-school club for 1,5 hours per day, led by a reading specialist. The aim for the children is to gain early success in reading and writing, build their self-confidence and discover the pleasure of reading. Parents are fully involved in the clubs: upon entry to the clubs, parents sign up to following the progress of their child.

In Berlin, **GERMANY**, about 2000 ‘Lesepaten’, adults volunteers, go regularly to schools in social problem areas and read to and with children to cultivate the joy of reading.

Age-specific Recommendations

**Young
children**

**Primary
school
years**

Adolescents

Adults



- Make **every** teacher a teacher of literacy
- Provide the right **material** to motivate all readers, especially boys
- Stimulate **school-business** cooperation

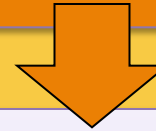
Age-specific Examples

**Young
children**

**Primary
school
years**

Adolescents

Adults



In the **German** federal state of Schleswig-Holstein, the state-wide programme "**Reading Empowers**" (Lesen macht stark) targeted some of the weakest performing 210 secondary schools in the state, reaching 40.000 students between 2006 and 2010. The intervention was based on additional individual reading support underpinned by a school-wide reading development strategy and teacher training in early identification of reading difficulties across subjects. An evaluation of the project using comparison groups shows the programme helped many low achieving students catch up.

http://www.nzl.lernnetz.de/lesen/docs/NZL-Bericht_LMS_MMS_2010_web.pdf

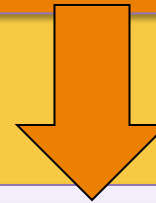
Age-specific Examples

**Young
children**

**Primary
school
years**

Adolescents

Adults



In **Portugal** a programme called “**The Book Time**” is designed to stimulate adolescents’ interest in books, introducing reading, games and other recreational/educational activities with books into classroom activities. The programme promotes adolescents’ meetings with authors and illustrators, book fairs, competitions and recreational activities based on books. It provides technical orientation on reading promotion and a budget for school libraries to purchase different types of book to be used in classroom reading activities and to promote independent contact with books.

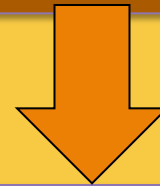
Age-specific Recommendations

**Young
children**

**Primary
school
years**

Adolescents

Adults



- Establish systems to **monitor adult literacy levels** and practices
- **Communicate** widely about the need for adult literacy development
- Strengthen the **profession of adult literacy teachers**
- Ensure broad and varied **access to learning opportunities**

References

- European Commission (2012): **EU High Level Group of Experts on Literacy. Final Report**, September 2012. Luxembourg: Publications Office of the European Union 2012, 120 pp. Available for free download:
http://ec.europa.eu/education/policy/school/doc/literacy-report_en.pdf