ELINET Sessions at the 20th European Conference on Literacy in Madrid, 4–5 July 2017

Programme for Tuesday, 4th July 2017

Time	Format	Topic	Speaker(s)	Future Working Group
9.00 – 10.00	Workshop	**Literacy and Integration** Challenges – and some solutions	Chair: Viv Bird Speakers: - Hanna Sauerborn - Miquel Angel Essomba	*Literacy & Migration*
10.00 – 11.30	Workshop	**Re-Thinking Literacy** Literacy and Education in the Digital Age	Chair: Daan Beeke Speakers: - Yves Punie - Félix Serrano	*Digital Literacy / Digital Citizenship*
11.30 – 12.00	Coffee Break			
12.00 – 13.45	Symposium	**Shaping the future of ELINET** Building a new network of Literacy Experts in Europe	Chair: Christine Garbe Speakers: - V. Bird - R. Valtin - S. Sulkunen - C. Garbe	*Policy Advocacy (Executive Board)*
13.45 – 15.15	Lunch Break			
15.15 – 16.15	Lecture	**The European Declaration of the Right to Literacy – How can we ensure that it is implemented?**	Renate Valtin	*Policy Advocacy*
16.15 – 18.00	Symposium	**PISA 2015 reading literacy trends and literacy policy: Reconsidering ELINET Country Reports**	Chair: Sari Sulkunen Speakers: - Maria Lourdes Dionisio - Dominique Lafontaine - Gerry Shiel - Sari Sulkunen	*PISA / PIRLS / PIAAC Taskforce (or: Literacy Research Working Group)*
18.00 – 18.30	Coffee Break			
18.30 – 19.30	Workshop	**Reconsidering Literacy in Early Childhood Education**	Chairs: Eufimia Tafa and George Manolitsis Speakers: - George Manolitsis, - Eufimia Tafa, - Elissavet Chlapana	*Literacy Development and Lifelong Learning (Early Childhood)*

9.00 – 10.00

Workshop: Literacy and Integration: Challenges - and some solutions

Perspective: Offer literacy solutions to the migrant challenge and formulate a work programme for a future ELINET working group on Literacy and integration

Chairperson: Viv Bird, ELINET Transitional Committee, England

Many countries across the world today face the challenge of how to help refugees and migrants improve their literacy while supporting their integration into wider society. This panel will provide the ELINET cross-age perspective on research, policy and good practices around working with migrants across the age groups. Chaired by ELINET Transitional Committee member Viv Bird, formerly chief executive of Book Trust, UK, this session will provide a timely debate on a hot political topic, and offer some literacy solutions to the migrant challenge.

Contributions:

Hanna Sauerborn, PH Freiburg, Germany: *Challenges for teachers in working with language-diverse children. A research project in five countries.* >hanna.sauerborn@ph-freiburg.de<

Miquel Angel Essomba, Universitat Autònoma de Barcelona: Titel to be defined >MiquelAngel.Essomba@uab.cat<

10.00 – 11.30

Workshop: Re-Thinking Literacy. Literacy and Education in the Digital Age

Perspective: Formulate guiding principles for digital education and develop a work programme for a future ELINET working group on Digital Literacy

Chairperson: Daan Beeke, Stichting Lezen, Netherland

The 21st century is characterized by digital media, and the related development of new and significant economic, social and cultural areas. This has led to profound changes within our society, affecting literacy practices at home, school and work. Individuals do not just need to develop the technical skills to make use of digital devices, they also need to learn how to integrate knowledge from multiple sources, including music, video, online databases, and other media. Further, they need to learn to critically manage the information that can be found nearly instantaneously through the web. And finally, they need to be able to actively participate in the learning, working, and citizenship communities that ICT enable and increasingly demand.

Access to this participatory culture functions as a new form of a hidden curriculum, which challenges traditional educational systems as well as traditional literacy practices. In this workshop we will share ideas and formulate some guiding principles for Digital Education within formal and informal learning settings.

Contributions:

Yves Punie, Project Leader "Education and Skills" – European Commission Joint Research Centre, Human Capital and Employment Unit, Seville: *The European Digital Competence Framework for Citizens: Addressing Digital Literacy.* >yves.punie@ec.europa.eu<

Felix Serrano Delgado, Ministry of Education and Culture, Spain >felix.serrano@mecd.es<

12.00 – 13.45

Symposion: Shaping the future of ELINET. Building a new network of Literacy Experts in Europe

Perspective: Inform the audience about the work of the ELINET project (2014-2016) and outline the future perspectives of the intended literacy expert network in order to invite new members to join the future ELINET network and its thematic working groups.

Chairperson: Christine Garbe, Univ. of Cologne, Germany
Speakers: Viv Bird, Sari Sulkunen, Renate Valtin, Eufimia Tafa

The opening symposium of the ELINET strand will inform members and non-members of the former ELINET project about our strategic plan for the future: to build a network of individual literacy experts (researchers, practitioners and policy-makers) across Europe. This network will formally constitute itself as a non-profit association with a slim organization: it will be based on thematic working groups which can develop bottom-up, define their own goals, work programmes and strategies and inform the network and the wider public about important issues in literacy policies. The chairpersons of these working groups will constitute the Executive Board (board of directors) which will take care of organizing annual conferences (probably in cooperation with FELA/IDEC or other networks like EURead and EBSN) and preparing strategic decisions on policy advocacy (public statements), good practices and research policies of the network. The initiators of these working groups which will be established during the Madrid conference will be speakers in this symposium and briefly present what their working group intends to develop.

Speakers:

Viv Bird, ELINET Transitional Committee, England. >viv.bird1@icloud.com<

Christine Garbe, Univ. of Cologne, Germany. >c_garbe@web.de<

Sari Sulkunen, University of Jyväskylä, Finland. >sari.sulkunen@jyu.fi<

Eufimia Tafa, Univ. of Crete, Greece. >etafa@edc.uoc.gr<

Renate Valtin, Humboldt University Berlin, Germany. >renate.valtin@gmail.com<

15.15 – 16.15

Lecture: The European Declaration of the Right to Literacy – How can we ensure it is implemented? (Key-Note Lecture)

Speaker: Renate Valtin, Humboldt University Berlin, Germany. >renate.valtin@gmail.com<

The European Declaration of the Right to Literacy identifies 11 conditions required to put this basic literacy right into practice. In the lecture some good practice examples are provided how to realize these conditions.

16.15 – 18.00

Symposium: PISA 2015 reading literacy trends and literacy policy: Reconsidering ELINET Country Reports

Chairperson: Sari Sulkunen, University of Jyväskylä

This symposium focuses on connections between the new PISA reading literacy results and literacy policy in selected countries. PISA reading literacy assessment provides interesting data on the literacy performance in dozens of countries. Results of the 2015 cycle of PISA were released in December 2016, and although reading literacy is this time only a minor assessment area it gives useful information about the reading literacy trends: On the European level, for instance, the results show if the negative trend continues in Finland and Sweden, and if Estonia and Germany continue to improve their average performance. In the case of Portugal, they will show if the country keeps the substantial increase observed between 2000 and 2012.

The top PISA countries may relate their success to literacy policy measures which may differ significantly among countries. European Literacy Policy Network, ELINET, has gathered extensive literacy policy related information of 28 European countries, and compiled this into country reports (http://www.eli-net.eu/research/country-reports/). The reports include overview of the educational system and the international assessment results of the country. More importantly, the reports describe literacy policy in three policy areas introduced in the EU's High Level Group report (HLG, 2012), namely creating literate environment, improving the quality of teaching, and increasing participation, inclusion and equity. For this symposium, the reports about children and adolescents will be used as the target group of PISA included the 15-year-olds.

In this symposium, experienced researchers will examine the connections between literacy policy described in ELINET country reports and the PISA reading literacy results in a group of countries. The countries were selected based on the PISA 2015 results and interesting developments in literacy policy. Countries showing both increasing and decreasing trend will be included. The presentations will focus on identifying connections between literacy policy and PISA results. Moreover, it will be discussed which policy measures seem effective and relevant, and in the case of absence of such connections what might be the essential policy measures in raising the average performance level of the countries. On the basis of these critical reflections, conclusions will be drawn and recommendations made for updating the ELINET country reports.

Contributions:

Maria de Lourdes Dionísio, University of Minho: *What explains the increase in the Portugal PISA Results? An Analysis of gaps according to gender, socioeconomic status, migration or language spoken at home.* >mldionisio@ie.uminho.pt<

Dominique Lafontaine, University of Liège, Belgium: *An unexpected decline among high achieving girls. Analyzing and explaining the changes in French-speaking Belgium.* >dlafontaine@ulg.ac.be<

Gerry Shiel, Educational Research Centre, St. Patrick's College, Ireland. *Envisioning the Elinet Country Reports in 18 months on. What would they look like in Ireland, Denmark, Lithuania, Romania and Slovenia?* >gerry.shiel@erc.ie<

Sari Sulkunen, University of Jyväskylä, Finland: *The opposite side. Comparing PISA trends in Finland and Estonia.* >sari.sulkunen@jyu.fi<

18.30 – 19.30

Workshop: Reconsidering Literacy in Early Childhood Education

Chairpersons: Eufimia Tafa and George Manolitsis, University of Crete, Greece

Current technological, economical and sociocultural conditions around the world have influenced the definition of literacy in early childhood education, the content of literacy knowledge, and abilities and skills that young children should develop during the early years, as well as the educational practices necessary effectively to meet young children's different and increased needs. Different facets of literacy environments in communities, families and early childhood educational settings provide multiple ways of learning literacy. At the same time, examining early literacy in the light of current research data is important for explaining and preventing later literacy learning difficulties which impede children from acquiring new knowledge.

In this workshop we will share ideas on new trends and perspectives with regard to the knowledge, skills and attitudes embedded in the revised spectrum of emergent literacy and propose educational practices originating from current technological, economic and sociocultural world changes.

Contributions:

George Manolitsis, Univ. of Crete, Greece: *Re-conceptualizing emergent literacy: Implications for theory and practice.* >gmanolitsis@edc.uoc.gr<

Eufimia Tafa, Univ. of Crete, Greece: *Digital literacy in kindergarten classrooms: a research overview on educational practices.* >etafa@edc.uoc.gr<

Elissavet Chlapana, Univ. of Crete, Greece: *Enhancing emergent literacy skills of kindergarteners having an immigration background: Theory and educational practices* >exlapana@edc.uoc.gr<