19th European Conference on Literacy
13-16 July 2015
Klagenfurt, Austria

ELINET
ENGAGING WITH THE EUROPEAN LITERACY POLICY NETWORK

This project has been funded with support from the European Commission. This publication reflects the views of its authors only, and the Commission cannot be held responsible for any use which may be made of the information contained herein.
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The work of the High Level Group of Experts on Literacy, and its implications for policy and practice

Prof. Dr. Greg Brooks / Univ. of Sheffield
MEMBERS

Chairperson: Princess Laurentien of the Netherlands

Prof. Greg Brooks, UK
Dr Roberto Carneiro, Portugal
Prof. Marie-Thérèse Geffroy, France
Dr Attila Nagy, Hungary
Dr Sari Sulkunen, Finland
Prof. Karin Taube, Sweden
Prof. Georgios Tsiakalos, Greece/Cyprus
Prof. Renate Valtin, Germany
Jerzy Wiśniewski, Poland

Rapporteur: J.D. Carpentieri, UK
• Members from academia, charitable sector & policy-making

• 8 meetings January 2011 – June 2012, all in Brussels

• Report launched in Nicosia, 5-6 September 2012
CONTEXT

• Disappointing PISA 2009 results – EU had set target of reducing the percentage of 15-year-olds with low literacy, but the figure had risen from PISA 2000

• Concern of many European governments about the implications of high levels of functional illiteracy for individuals’ own purposes, citizenship and the economy
REMIT

Lifelong (‘cradle to grave’) and ‘lifewide’, covering all aspects, including:

• Policy
• Quality of teaching
• Learning
• Motivation
• Interventions for those who struggle (whether children, adolescents or adults)
• Preparation and qualifications of teachers
• Resources
SCOPE

• We attempted to survey the large amount of available evidence on literacy improvement, and aimed to make recommendations for effective and practical measures to ensure that literacy levels improve across Europe.

• Long list of organisations submitted evidence.
OUR VISION FOR A LITERATE EUROPE

• All citizens of Europe shall be literate, so as to achieve their aspirations as individuals, family members, workers and citizens.

• Radically improved literacy will boost innovation, prosperity and cohesion in society as well as the well-being, social participation and employability of all citizens.

• Member States will view it as their legal obligation to provide all the support necessary to realise our vision, and this support will include all ages.

Our vision leads to one simple call: ACT NOW!
ACT NOW!
ROF 1 NI 5
SNAEPOREU, 
ETH DLROW 
SI DRAH 
OT DAER
FOR 1 IN 5 EUROPEANS, THE WORLD IS HARD TO READ
INVESTMENT IN LITERACY IS CRUCIAL FOR THE WELLBEING OF CITIZENS, AND MAKES ECONOMIC SENSE
PRECONDITIONS FOR SUCCESS

Creating a literate environment

Raising the quality of teaching

Ensuring participation and inclusion
PRECONDITIONS for success

- 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
- Mount literacy promotion campaigns
PRECONDITIONS for success

Creating a literate environment

Raising the quality of teaching

Ensuring participation and inclusion

• A coherent literacy curriculum with focus on critical literacy

• Establish 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: raise entry qualifications, give teachers autonomy, and the research knowledge and skills to use it
Preconditions for success

Creating a literate environment
Raising the quality of teaching
Ensuring participation and inclusion

There are four main literacy achievement gaps that Europe must address:

- Socio-economic gap
- Migrant gap
- Gender gap
- Digital gap
AGE-SPECIFIC RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Young children</th>
<th>Primary school years</th>
<th>Adolescents</th>
<th>Adults</th>
</tr>
</thead>
</table>

1. Stimulate and support the family
2. Increase the quality of Early Childhood Education and Care and provide free access
3. Ensure early screening for language problems
4. Cooperate among stakeholders from a child-centred perspective
AGE-SPECIFIC RECOMMENDATIONS

1. Establish specialist reading teachers and higher qualifications for all primary teachers
2. Early intervention for those who struggle
3. Inspire motivation to read
AGE-SPECIFIC RECOMMENDATIONS

1. Make every teacher a teacher of literacy
2. Provide the right material to motivate all readers, especially boys
3. Stimulate school-business cooperation
AGE-SPECIFIC RECOMMENDATIONS

1. Establish systems to monitor adult literacy levels and practices
2. Communicate widely about the need for adult literacy development
3. Strengthen the profession of adult literacy teachers
4. Ensure broad and varied access to learning opportunities
REPORT AVAILABLE AT


Translations of the executive summary into 23 European languages may be found here:

ELINET’s Identity – Purpose and Structure of the Network
Prof. Dr. Christine Garbe / Univ. of Cologne
WHAT IS ELINET?

The European Literacy Policy Network ELINET, established in February 2014, is a network of 78 partner organizations from 28 European countries engaged in literacy policy-making and promotion in Europe.

ELINET follows the work of the European High Level Group of Experts on Literacy which:

• Examined how to support literacy throughout lifelong learning
• Identified common success factors of literacy programmes and policy initiatives
• Came up with proposals and good practice examples for improvement of literacy policy
WHAT IS ELINET?

The 3 objectives defined by the European High Level Group of Experts on Literacy:

1) Creating a more literate environment
2) Improving the quality of teaching
3) Increasing participation and inclusion
THE AIMS OF ELINET

- Improving literacy policies in all member countries
- Reducing the number of children, young people and adults with low literacy skills in Europe.
- Helping to increase reading skills and reading for pleasure

By building a powerful and sustainable network which will
- Develop common standards and frameworks in a bottom-up process
- Develop evidence-based tools for all actors in the field of literacy
- Support existing and new activities locally, regionally, nationally and transnationally.
WHO IS ELINET?

ELINET is a network of partners in 28 European countries (including 24 EU-member states)

Countries Involved
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
WHO IS ELINET?

ELINET’s 78 partner organizations are drawn from a wide range of sectors.

Types of organizations:

• 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 organisations
HOW DOES ELINET WORK?

- Network Members
- Core Members
- Coordinator
- Management Board
HOW DOES ELINET WORK?

The ELINET Project Design – 8 Sub-Projects

- **Team 1:** Coordination and Cooperation
  Christine Garbe

- **Team 2:** Children (early childhood & primary school years)
  Renate Valtin

- **Team 3:** Adolescents
  Christine Garbe

- **Team 4:** Adults
  David Mallows

- **Team 5:** Fundraising Strategies
  Viv Bird / Peter Jenkins

- **Team 6:** Communication Platform
  Jörg F. Maas, Simone Ehmig

- **Team 7:** Awareness Raising Activities
  Christine Clement

- **Team 8:** Indicators of Impact of Awareness Raising Activities
  Maurice de Greef
THE TASKS OF ELINET

The ELINET Work Programme

1. One European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups

2. Good Practice Examples based on the EFGP

3. 30 Country Reports covering all Network countries about Literacy Performance and Good Practice

4. One common European Literacy Communication Platform

5. Toolkit for Fundraising

6. Toolkit of Awareness Raising Activities and Indicators for measuring effectiveness
ELINET Country Reports – Frame of Reference and Example Austria
Prof. Dr. Renate Valtin / Humboldt Univ. Berlin

This project has been funded with support from the European Commission.
This publication reflects the views of its authors only, and the Commission cannot be held responsible for any use which may be made of the information contained herein.
THE STRUCTURE OF THE REPORTS

• Frame of reference s. www. eli-net.eu
• Performance data (PIRLS, PISA, PIACC)
  (number of poor readers, gaps)
• Age groups
  • Pre-primary years
  • Primary school years
  • Adolescence
  • Adults
PRE-PRIMARY YEARS
(model from Valeria Balbinot & Giorgio Tamburlini)

Causal framework of main factors influencing emergent literacy
PRIMARY SCHOOL AGE: LITERACY POLICY FIELDS

1) Creating a literate environment
   e.g. school resources, libraries, computers

2) Improving the quality of teaching
   • Literacy Curricula / Reading Instruction
     • Teaching of phoneme-grapheme correspondences also in higher grades,
     • Teaching of high level comprehension strategies
   • National Benchmarks
     • Assessments allowing the identification of struggling readers
   • Teacher Training, Continuing professional development
3) Ensuring participation, inclusion and equity

- Are there regular screenings for reading competence to identify struggling readers and/or children “at risk”
- Do all pupils receive remedial instruction when needed?
- Is there a legal right for support for struggling readers?
- What support is offered?
- Additional staff – what is the availability of support persons?
ADOLESCENTS: LITERACY POLICY FIELDS

1) Creating a literate environment for adolescents

- Literacy provision in adolescence and participation in secondary schooling
- Developing reading engagement and a stable self-concept as member of a literary culture
- Digital literacy / Multiple literacies
ADOLESCENTS: LITERACY POLICY FIELDS

2) Improving the quality of teaching
   • Curricula: incorporating content area literacy across all subjects
   • Initial Teacher Education
   • Continuing professional development of secondary teachers

3) Increasing participation, inclusion and equity
   • Supporting adolescent struggling readers
ADULTS

• Provision
• Quality Monitoring
• Literacy Curricula/ Reading Instruction
• Screenings/ Assessments/ Support
• Special Support for Second-Language Learners/ Migrants
• Reading Environments to Stimulate Reading Motivation
• Digital Environments/ Use of Technology in Education
• Teachers
• Teacher Education
• Policy-Making
COUNTRY REPORT AUSTRIA PERFORMANCE DATA

Dominique Lafontaine:

• The performance in reading in Austria has decreased overtime, more among 15 year-olds than at grade 4. Austria now performs below the average in PIRLS and close to average in PISA.

• The proportion of low-performing readers is close to the EU countries on average, and the proportion of top performing readers is below EU average.

• The gap according to socioeconomic status, migration or language spoken at home tends to be higher in Austria than in EU on average. Austria is then a little less effective, and also tends to be less equitable than EU countries on average.

• The major concern is the decrease in reading performance, and the increase of the proportion of low-performing readers, especially among teenage boys.
STRUCTURAL QUALITY OF EARLY CHILDHOOD EDUCATION AND CARE

• **Total public expenditure** per child on pre-primary education (0.6%) is very low.

• **Preschool teachers’ qualification levels are rather low.** Only in Austria and Germany is the minimum entry a qualification at post-secondary non-tertiary.

• The **percentage of males** among preschool teachers is rather low.

• Austria, however, is one of the few countries with a **comprehensive literacy curriculum in pre-primary schools.** It contains all the aspects outlined in our ELINET framework for a good emergent literacy curriculum.
READING INSTRUCTION: READING COMPREHENSION ACTIVITIES

PIRLS 2011:

Students engage less frequently on a daily basis in such activities as locating information in a text, comparing what they have read with experiences they have had, making predictions about what will happen next in a text, and describing the style and structure of a text.
TEACHING READING STRATEGIES
PIRLS 2011 RESULTS

• Locate information within the text: 44.7% (EU-24 = 65.5%)
• Identify main ideas of what they have read: 45.2% (EU-24 = 55.5%)
• Compare what they have read with experiences they have had: 19.3% (EU-24 = 34.7%)
• Compare what they have read with other things they have read: 26.5% (EU-24 = 22.4%)
• Make predictions about what will happen next in the text: 5.6% (EU-24 = 22.4%)
• Make generalisations and inferences: 17.7% (EU-24 = 36.5%)
• Describe the style or structure of the text: 3.5% (EU-24 = 22.7%)
• Determine the Author’s Perspective or Intention: 4.4% (EU-24 = 21.0%)
Lankes & Carstensen (2007)
DISTRIBUTION OF READING INSTRUCTION

Type 1: Teacher directed instruction in the whole class without individual support (30%)

Type 2: Individualized child-centred instruction, seldom whole class instruction (22%)

Type 3: Whole class instruction, little cognitive stimulation and little variety in methods, without individual support (20%)

Type 4: Variety of methods with high individual support (16%)

Type 5: Highly stimulating whole class instruction with didactic materials (13%)
INITIAL TEACHER TRAINING

To what extent does initial training particularly emphasise the teaching of reading? PIRLS results:

• EU-wide there are deficits in ITE:
• Austria:
  47% had teachers with an emphasis on pedagogy/teaching reading (EU 59%)
  37% had teachers with an emphasis on reading (EU 30%).
• There is a need for comparative quantitative and qualitative data on teachers’ initial preparation to teach reading and for an agreed set of carefully validated European standards for preparing beginning teachers of reading.
COMPULSORY CONTINUOUS PROFESSIONAL DEVELOPMENT WITH FOCUS ON LITERACY

PIRLS 2011:

• In Austria only 7% of students had teachers who spent no time on professional development in reading in the past two years (EU-24 average 29%). These figures show a high engagement of Austrian teachers.

• Initiatives in Austria: 'Lesen fördern‘ included guidelines for CPD. The Coordination Point LITERACY is coordinating all CPD programmes throughout Austria.
SUPPORT FOR STRUGGLING READERS

• Not all pupils receive remedial instruction when needed:
  
• There is a lack of specialised professionals to work with students who have reading difficulties.
  
• Only 9% of students in Austria are in classes where there is always access to specialised professionals (EU-24 average of 25%)
CALL TO ACTION: CHALLENGES IN THE EU AND IN AUSTRIA

• Reducing the number of students with low level literacy
• Softening the relationship between home background factors and school achievement (for Austria and Germany: changes in school structure needed)
• All national stakeholders are in charge, not only the education system.
• Cognitively demanding reading instruction
• Solid initial teacher training and CPD concerning: theories of reading and reading disabilities, assessment of students progress and needs, methods for individualized instruction,
• Effective support systems for struggling readers, including additional staff
ELINET’s Framework and Examples of Good Practice
Prof. Dr. Christine Garbe / Univ. of Cologne
THE CALL FROM THE EUROPEAN COMMISSION

“Identify good policy practices in raising literacy levels among children, young people and adults, particularly focusing on low achieving students and adults with inadequate levels of functional literacy.”

European Commission,
Call for a “European Policy Network of National Literacy Organisations”,
May 2013
OUR RESPONSE IN THE ELINET APPLICATION

“To identify good policy practices in raising literacy levels of poor achievers in all age groups by developing a European Framework of Good Practice in Raising Literacy Levels (EFGP_Lit) that can be applied in all European countries.”
 OUR RESPONSE IN THE ELINET APPLICATION

• “To identify good policy practices in raising literacy levels of poor achievers in all age groups by developing a European Framework of Good Practice (EFGP) that can be applied in all European countries.”

• “To gather, select, analyse and disseminate examples of ‘good practice’ in literacy policy from all involved European countries in applying the criteria defined in the EFGP.”
CALL FOR GOOD PRACTICE EXAMPLES

Share your good practices in raising literacy levels!

Do you know of any good policy practices in raising literacy levels? Are you interested in sharing these practices with a European network of professionals?

If you answered yes to any of those questions, we’d like to hear from you! Whether your work involves children, adolescent or adult literacy; we always have an open ear for examples of good practice. Send us your example of good practice today and help create a European Framework of Good Practice in Raising Literacy Levels to be available to all on this website. Click below to find out more in our...
CALL FOR GOOD PRACTICE EXAMPLES

ELINET sucht Beispiele guter Praxis zur Förderung von Lese- und Schreibkompetenzen bei benachteiligten Kindern, Jugendlichen und Erwachsenen in Europa

CALL FOR GOOD PRACTICE EXAMPLES

Convocatoria para la recopilación de ejemplos de Buenas Prácticas para la mejora de los niveles de competencia en lectoescritura de personas con dificultades lectoras en países europeos: niños y niñas, adolescentes y personas adultas.
Areas of Good Practice

I Creating a literate environment

• Programmes addressing families, schools, libraries and other cooperations fostering reading for pleasure and motivation for reading.

• Programmes / projects fostering digital literacy and multi-literacy skills of children, adolescents or adults.
Improving the quality of teaching

• Literacy curricula, e.g. (national) core curricula
• Screening / assessment tools or programmes to systematically monitor performance progress in literacy skills as a basis for individual support
• Reading / literacy instruction
• Initial teacher education programmes
• Continuous professional development programmes
Increasing participation, inclusion and equity

- Prevention programmes aiming to decrease risk factors of early literacy in the pre-school age,
- Closing the gaps: programmes / projects addressing struggling literacy learners and literacy learners with special needs (e.g. second-language learners/ migrants/ students from disadvantaged families / boys).
COLLECTING EXAMPLES OF GOOD PRACTICE

• ELINET has received 141 examples across all age groups so far.

• Most popular areas:
  • Reading animation/reading for pleasure
  • Readers with special needs
OVERVIEW TEAMS 2-3

- Reading Animation: 42; 33%
- Closing the Gaps: 11; 8%
- Participation: 8; 6%
- CPD: 6; 5%
- Digital Literacy: 12; 9%
- Not applicable: 5; 4%
- Pre-Primary: 15; 12%
- ITE: 0; 0%
- Screenings/Assessments: 4; 3%
- Family Literacy: 11; 8%
THE STRUCTURE OF THE DRAFTED EFGP

AGE GROUPS AND RELATED PRACTICE FIELDS

• Children (0 – 10/12 years): Family literacy (connected to adult literacy); early childhood / preschool education / emergent literacy; primary education / acquisition of literacy / learning to read and write

• Adolescents (10/12 – 18 years): secondary schools, vocational education and training (VET); adolescent literacy / content area literacy; multiliteracies / digital literacy

• Adults (16 – 65 years and beyond): tertiary education / adult education; adult literacy, second-chance education...
We differentiate between “good practice” and “promising practice”:

- **good practice** being based on research-based programme theory and evaluated in some form (e.g. quasi-experimental pre-post design)

- **promising practice** being based on research-based programme theory *and* proven practicability; but without evaluation. The practice may act as a source of inspiration for new projects.
Main selection criteria for the examples of good or promising practice:

- **Focus on struggling readers/writers** in preprimary years universal programmes **should be also considered** as they aim to address risk factors;

- **Clear conceptual basis** (programme theory) which is well grounded in scientific research;

- **Clear definition of objectives**

- **Documentation** concerning the **implementation** clear information about the activities to be carried out, participants, stakeholders and target groups etc.;

- **Transparent documentation** of the **evaluation** of the project and its effects on the target group;

- **Transferability** the practice or project may be applied to parallel or similar situations in the same or different regions

- **Program outcomes** flyers, manuals, materials should be available in print or - preferably - in the internet.

- **Sustainability**
Review process:

Each example should be reviewed by two experts from ELINET teams 2, 3 or 4. The outcome of the review will be one of the following:

- Approved as good or promising practice;
- Request for more information, then second review;
- Not approved.

Reviewers should be appointed by each team leader and should not evaluate examples in which they have been involved.
THE ITERATIVE APPROACH

Country Report Frame of Reference

THE ELINET FRAMEWORK OF GOOD PRACTICE IN LITERACY POLICIES

Analysis of good practice examples
EXAMPLE: DEFINING AGE-SPECIFIC CRITERIA OF GOOD PRACTICE

AREA: „Screenings / assessments for identifying struggling adolescent literacy learners”

• National curricula define **clear standards** for adolescents’ literacy performance (based on competence models).

• Adolescents’ progress in reading and writing is **regularly assessed** on classroom, school, regional and / or national level in order to identify struggling literacy learners.

• Tests or other **assessment tools are scientifically based**, valid and highly effective (cost effective, not time-consuming...) and accepted by teachers, parents and students.
EXAMPLE: DEFINING AGE-SPECIFIC CRITERIA OF GOOD PRACTICE

AREA: „Screenings / assessments for identifying struggling adolescent literacy learners”

• Those tests are provided by education ministries (authorities) **for free** to the schools

• Teachers and headmasters are **well trained** to carry out testing (and formative assessment), to interpret results and draw adequate conclusions about how to support struggling learners

• **Assessment goes hand in hand with support for struggling learners.**
ELINET Toolkits for Awareness Raising and Fundraising

Dr. Christine Clement | Reading and Writing Foundation of the Netherlands [Presenter: Stefan Salamonsberger]
Overview work Awareness Raising

• Toolkit AR tools - pilotted
• Online information incl. good practices
• Literacy event Brussels 17 Sept 2015
• First literacy Week in Europe 8-17 Sept 2015
• Promotion materials related to Literacy Week
• Final conference 20-22 Jan 2016
Pilot and pilot tools: toolkit with innovative tools

- Animated movie
- Online literacy screener
- Training former literacy learner involvement
- Guidelines workshops intermediaries
- Checklists for recognition of literacy difficulties
- Guidelines for campaigns
- Factsheets
- Elevator pitch training
- General guidelines literacy awareness raising
Animated movie
Pilot countries
Online information, with database with 60 AR good practices
Submit a new case!

Database of Case Studies

Submit a new Activity

Name of activity

Name of organisation

A short summary of the activity

CONTACT PERSON

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Tel +31 (0)70 3108901
Mail christine@lezenenschrijven.nl
www.literacyweek.eu
Literacy Week (8-17 Sept 2015)

Join us!

- Register your own event on www.literacyweek.eu!
- Ideas
- Contest, prize for best event
- Free promotion materials for the first 50 registrations
- 30 events registered already!
Literacy event in Brussels
17 Sept 2015

Program:
• Commissioners
• Panel debate with e.g. policy makers
• Exhibition
• Price winner literacy contest
• Surprise act

Interested in participating?
Send email to: info@readingandwriting.eu
Characteristics

- Vivid
- Multidimensional
- Interactive
- Evidence based
- Sustainable
Vivid

• Website as a “living organism”: highly flexible
• Slider for high visibility of single events, topics resp. messages
• Multimedia elements
• News section adaptable to different categories and topics
• Social media connections (+ links and buttons for sharing content)
Vivid: Slider

www.eli-net.eu
One in five European 15-year-olds lack the literacy skills required to successfully function in a modern society.
Vivid: Multimedia elements

http://www.eli-net.eu/fundraising/
Vivid:
Multimedia elements

Fundraising

In this section you will find a fundraising toolkit and case studies on different types of fundraising. We aim to provide a useful work of reference for all organisations working in the literacy arena who may be searching for support in their fundraising strategy development. In times of low public budgets it is important for organisations to consider diversifying income.

Our toolkit includes organisational review tools; suggestions for researching and planning a fundraising strategy; and guidance on specific types of fundraising. Additionally there are case studies and examples from different parts of Europe.

Watch our ELINET experts’ top tips:

Fundraising for literacy: advice from leaders in the sector

Credit for all videos on the fundraising pages:
Vivid: Adaptable news section

www.eli-net.eu
**Vivid: Adaptable news section**

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Title</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>National Action Days against illiteracy – 2nd edition</td>
<td>Already more than 160 events are planned everywhere in France, and 50 events will take place during the literacy week from September 8th to 17th.</td>
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<tr>
<td></td>
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<td>Vacaciones de libro – Book vacation</td>
<td>The Reading and Books Observatory (Observatorio de la Lectura y del Libro) proposes this funny twitter literary challenge to celebrate the beginning of...</td>
</tr>
<tr>
<td></td>
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<td>Sometimes the reputation is better than the reality</td>
<td>An interview with María Juntusa, member of the board of the Estonian Reading Association (EEnRA) and the association’s contact for ELINET.</td>
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<td>&quot;I am eager to learn whether the assessments over the next few years will confirm that we are on the right path&quot;</td>
<td>An interview with Dr Zoltán Pomper, Deputy Director General of the Hungarian Institute for Educational Research and Development.</td>
</tr>
<tr>
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<td>German Chancellor supports Reading Start</td>
<td>Yesterday was a big day for 10 kindergartens when German chancellor Angela Merkel visited the children’s library in Steckborn and read to them.</td>
</tr>
</tbody>
</table>
Vivid: Social media elements

www.eli-net.eu
Vivid: Social media connections
Multidimensional

• Addressing different target groups
• Representing all teams, partners, intermediaries and stakeholders
• ELINET topics
• Cross-cutting themes
Multidimensional

www.eli-net.eu
www.eli-net.eu/about-us/coordination-teams/
www.eli-net.eu/about-us/partners-a-z/
www.eli-net.eu/
www.eli-net.eu/about-us/reading-for-pleasure/
Multidimensional: Target groups and topics

One in five European 15-year-olds lack the literacy skills required to successfully function in a modern society.
Multidimensional: Teams and topics
Multidimensional: Single Partners

1. Aarhus University
2. ABC – Union of Literacy Learners
3. Aristotle University Thessaloniki

Austrian Book Club for Young People

The Austrian Book Club for Young People is Austria’s largest reading organization with 400,000 young members (age: 11 to 18). It is a non-profit association that promotes reading in Austria by providing a wide range of books to young people. The Book Club has a strong commitment to literacy and encourages young people to read and learn more about literature. It has a comprehensive program that includes reading groups, book clubs, and book fairs. The Book Club also promotes the importance of reading to children and young people, helping to create a love for reading that will last a lifetime.

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Multidimensional: Cross-cutting themes
Multidimensional: Different levels of complexity
Interactive

• Social media connections
  • Facebook
  • Twitter
  • LinkedIn

• Contact functions: forum, comment functions, different contact persons for each topic

• Options for own input – submission forms for good practices (in different fields of reading and literacy promotion)
Interactive

www.eli-net.eu
www.eli-net.eu/awareness-raising/
www.eli-net.eu/awareness-raising/submit-new-case/
Interactive: Social media connections
Interactive: Comment and input functions
Interactive:
Forms to structure input
Evidence based

• Good / promising practice
  • Fundraising
  • Awareness raising
  • Projects / programs

• Links to the experience of others
Evidence based

www.eli-net.eu/fundraising/case-studies/
www.eli-net.eu/research/country-reports/
www.eli-net.eu/research/recommendedresearchresources/
Evidence based: Databases of case studies

Database of Case Studies

One of the ELINET aims is to gather the experience of organisations in the field of fundraising. The inclusion of case studies was also the top recommendation by ELINET members for the fundraising toolkit. ELINET involves well-known literacy organisations, university and ministerial departments as well as small NGOs working on many different projects. Our collection of case studies aims to reflect this variety, and to offer best practice examples that will help you in your daily work.

Find our case studies via our search tool on the right hand side.

We are constantly looking for further case studies, so please

> SUBMIT A CASE STUDY.

Also feel welcome to contact us with any suggestions and comments.
Evidence based:
Filter functions

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Evidence based:
Country reports

ELINET Country Reports

If you want to get the bigger picture of literacy in a specific European country but lack the time to plough through different international reports, read various statistics and talk to the national experts, we have good news for you!

At ELINET, literacy experts have come together and taken over this task for you. We have screened a breadth of available qualitative and quantitative research data, compiled reliable and up-to-date reports and condensed the most relevant information into an executive summary. These reports — still a work in progress — give you the state of literacy up to the year 2015 at a glance:

all age-groups, all relevant policy areas, all important aspects.

We are in the process of compiling reports on each European country where ELINET has one or more partners. For countries with marked differences in educational systems of different regions, we have produced two reports. This is the case for Belgium and the United Kingdom. For Germany, however, there is one report generalising as far as possible across the 16 federal Länder.

What we mean by certain terms and what theoretical ground we stand on in ELINET, you can read in

>- THE FRAME OF REFERENCE OF THE COUNTRY REPORTS

You would like to share your opinion or an interesting piece of information? We are looking forward to hearing from you via our comment function below.

Find the reports here:

>- ROMANIA

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Evidence based: Links to research resources

ELINET's most recommended research resources

General resources

| Resource                                                                 |  |
|-------------------------------------------------------------------------|--|  |
| The High Level Group Report of Experts on Literacy                      | + |
| Teaching Reading in Europe (2011)                                       | + |
| EURYPEDIA                                                               | + |
| Key Data for Education in Europe 2012                                   | + |
| Education and Training in Europe 2020. Responses from the EU member states (2013) | + |

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"Today, literacy is a key political question. ELINET will allow us to see how this question is raised in European countries."

Anne Godenir, Belgian Francophone Reading Association (BELFRA), Belgium
Evidence based:
Links to other platforms
Sustainable

• Growing structure
• Adaptive
• The more participating, the better!
• Challenge: maintaining the page...
Thank you.