European
Literacy
Policy
Network

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Prof. Dr. Renate Valtin

Facing the European Literacy Challenge:
Some information about ELINET, the
European Literacy Policy Network

The Literacy Challenge in Europe

One in five 15-year-olds and nearly 55 million adults lack basic literacy skills, and in the last 15 years there has been little improvement in the levels of literacy.

This increases the risk of poverty and social exclusion and limits numerous opportunities for cultural participation, lifelong learning and personal growth.

Literacy is a tool that empowers and enriches the well-being of individuals, families, communities and nations.

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The EU reaction to the literacy challenge: Establishing a 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

- Jan 2011 – Sept 2012

- Launch of the Report in Nikosia (Cyprus) European Commission (2012): EU High Level Group of Experts on Literacy. Final Report

http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/literacy-report_en.pdf

The EU reaction to the literacy challenge: Establishment of a network

The European Literacy Policy Network ELINET:

Ø established in February 2014

Ø funded for 2 years with a 3 million Euro grant from the European Commission (DG EAC) – plus 1 million self-contribution,

Ø a network of 78 partner organizations from 28 European countries, including Lithuania (Public Policy and Management Institute, PPMI)

ELINET´s Main Task:

To build a strong network that brings together European policy actors committed to *reducing the number of children, young people and adults with poor literacy skills in Europe.*

How to improve literacy policies in Europe – ELINET´s main outcomes

1. A European Literacy Communication Platform www.eli-net.eu

2. A set of 30 Country Reports on literacy policy and performance (of all age groups) in each of the ELINET countries based on a comprehensive framework.

3. A Declaration of Literacy as a Human Right outlining 11 conditions for the realization of this right with recommendations for stakeholders

4. A European Framework of Good Practice in Literacy Policies covering all age groups and relevant policy areas

5. About 100 Examples of Good Practice covering all areas and age groups

30 country reports

- The reports provide country-specific knowledge in order to analyse and report on member states' performance in literacy, statistical information, current policies, good practices and initiatives on literacy performance.

- The reports are unique in their life-long and life-wide approach. They cover all age groups („from cradle to grave") and all areas of formal, non-formal and informal literacy learning: from family literacy to workplace literacy, from teacher education to ´reading for pleasure´ or digital literacy.

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COUNTRY REPORT: LITERACY IN LITHUANIA
CHILDREN AND ADOLESCENTS

Main authors (in alphabetical order): Christine Garbe, Dominique Lafontaine, Laura Masiulienė, Gerry Shiel, Renate Valtin, Ariana-Stanca Văcăreţu
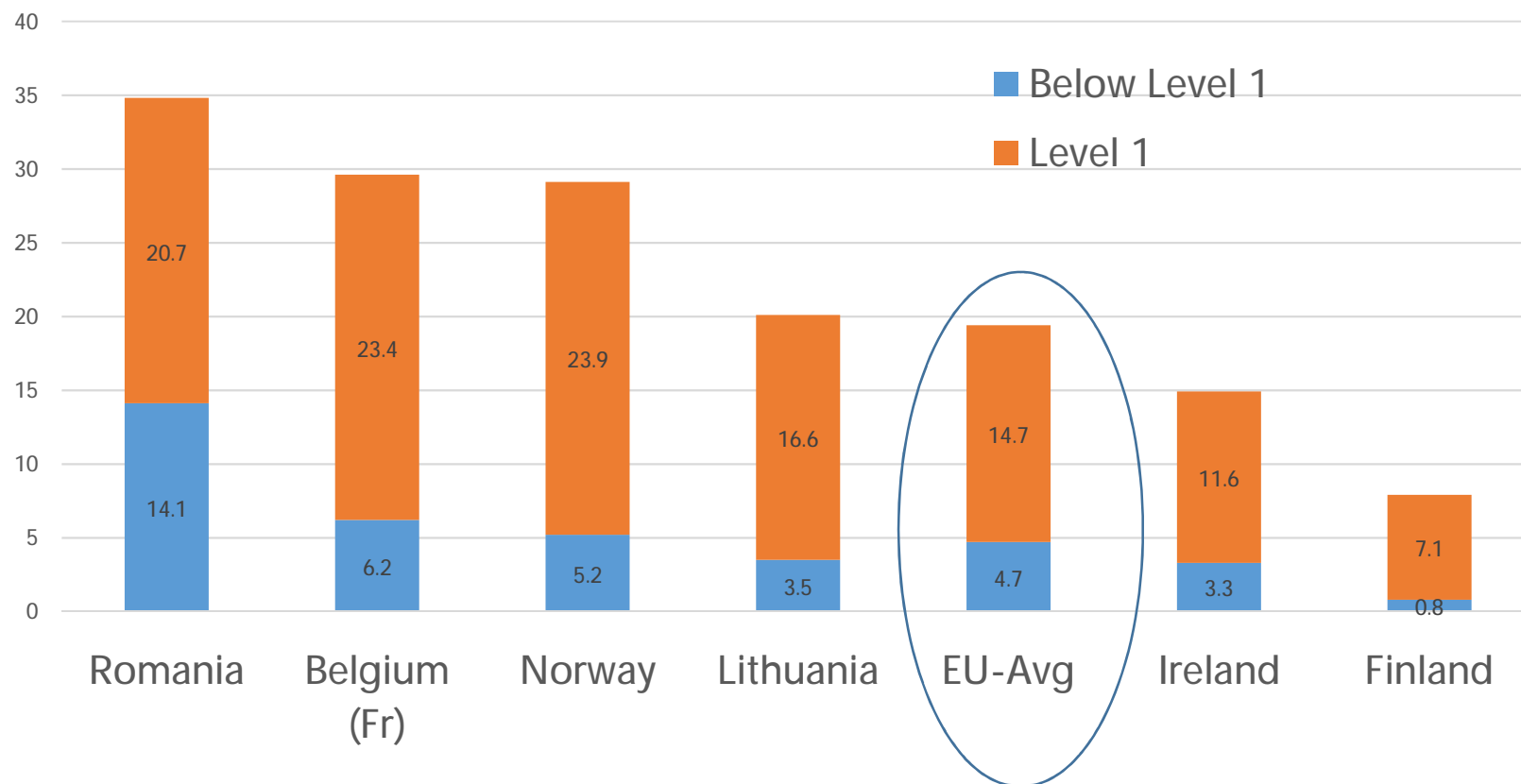
Part 1:

Literacy Performance Data for Children and Adolescents (PIRLS, PISA, National literacy surveys – adolescents)

∨ level of achievement and trends

∨ proportion of low and high performing readers

∨ gaps: social, migrant, gender

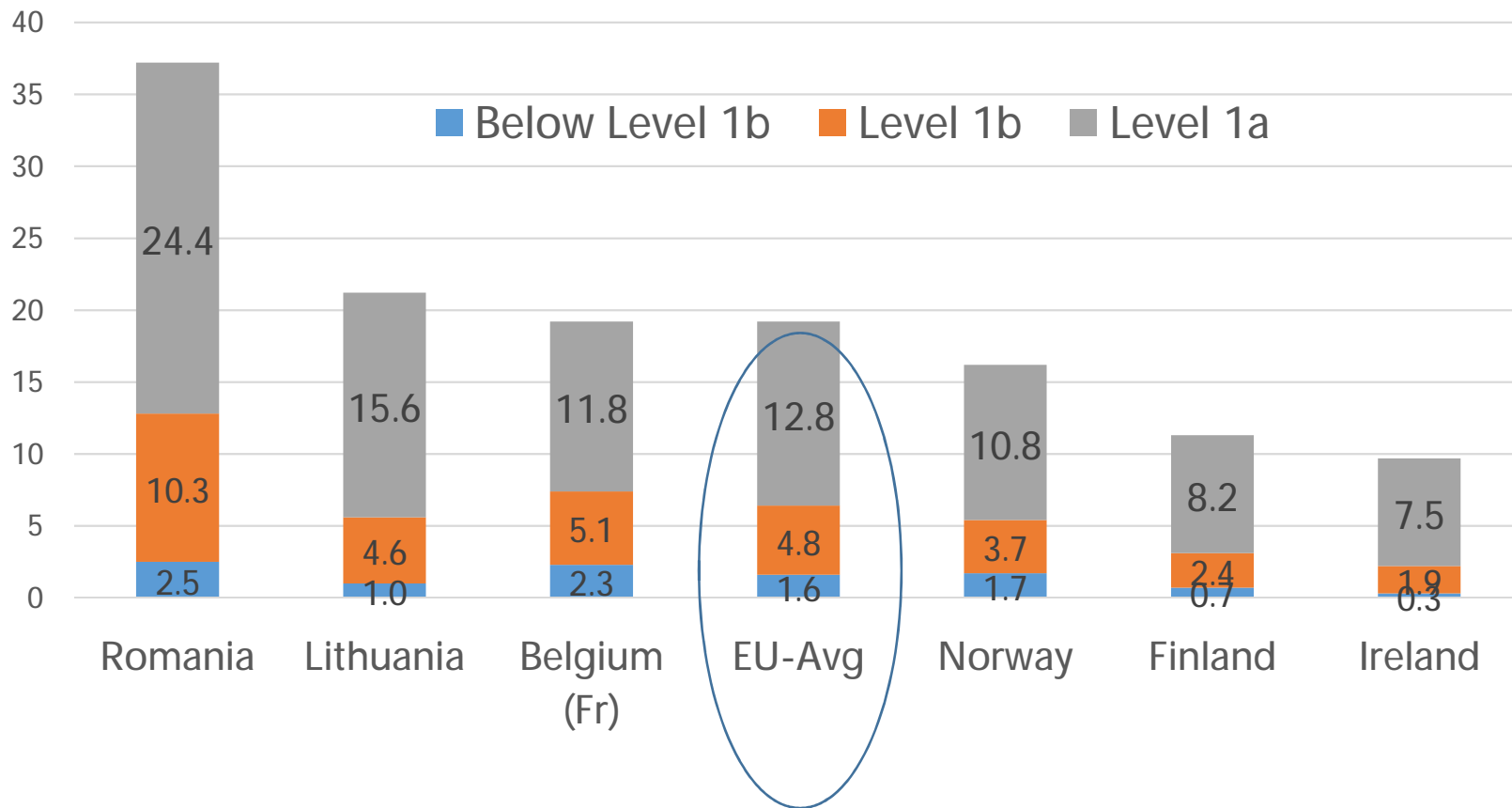(Problem: lack of data for writing)

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PIRLS Struggling Readers – Variation by Country

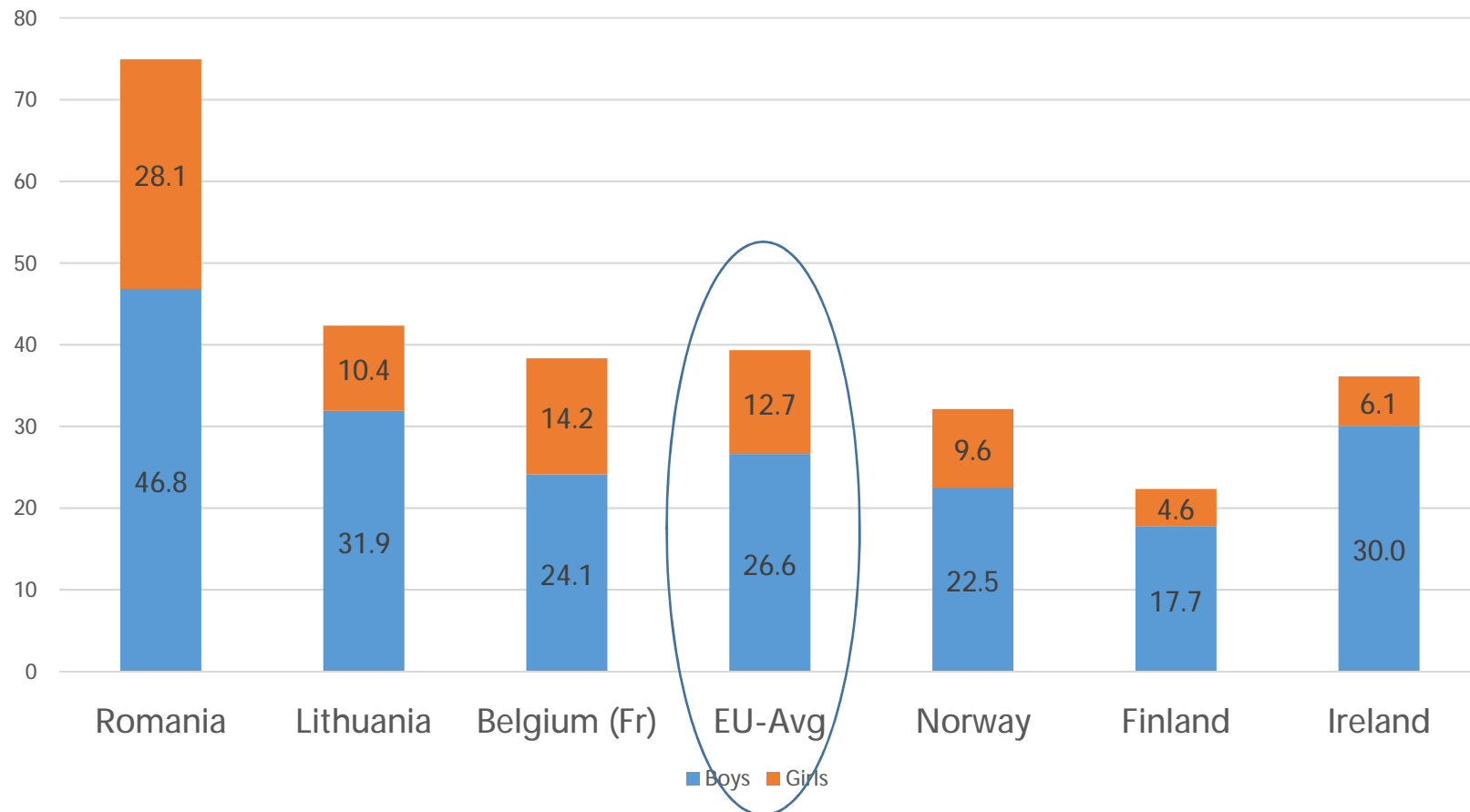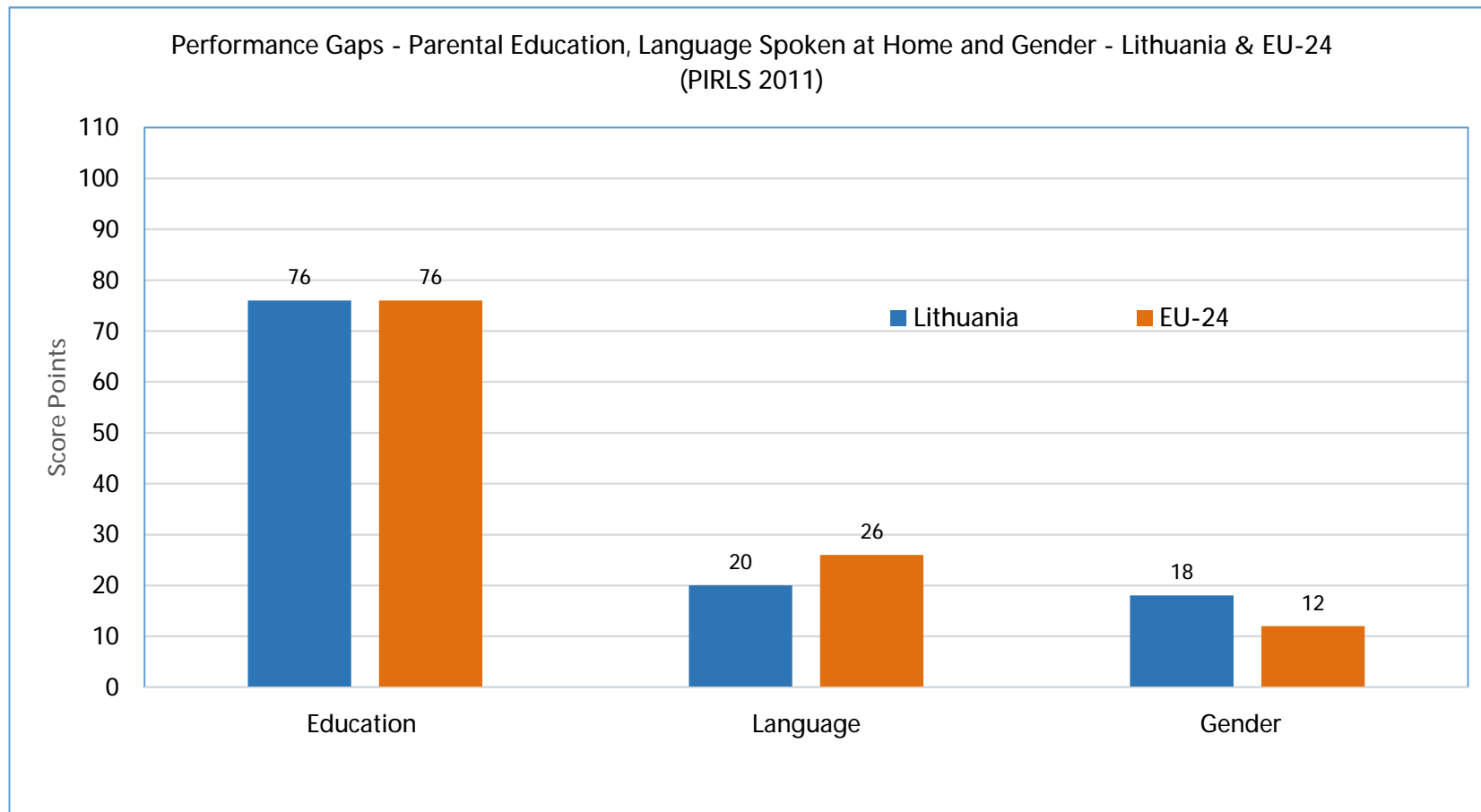| Country	Below Level 1	Level 1
Romania	14.1	20.7
Belgium (Fr)	6.2	23.4
Norway	5.2	23.9
Lithuania	3.5	16.6
EU-Avg	4.7	14.7
Ireland	3.3	11.6
Finland	0.8	7.1

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Percentages of Students below Proficiency Level 2 on PISA

Boys Are Over-represented Among Struggling Readers

Stacked bar chart showing percentage of struggling readers by country and gender (Boys in blue, Girls in orange):

Country	Boys	Girls
Romania	46.8	28.1
Lithuania	31.9	10.4
Belgium (Fr)	24.1	14.2
EU-Avg	26.6	12.7
Norway	22.5	9.6
Finland	17.7	4.6
Ireland	30.0	6.1

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Performance gaps in Lithuania PIRLS 2011

Performance Gaps - Parental Education, Language Spoken at Home and Gender - Lithuania & EU-24 (PIRLS 2011)

Performance gaps in Lithuania PISA 2012

Performance Gaps - Socio-economic Status (SES), Migration, Language Spoken at Home and Gender
- Lithuania & EU Average (PISA 2009, 2012)

Link to new PISA data

- https://www.compareyourcountry.org/pisa/country/LTU

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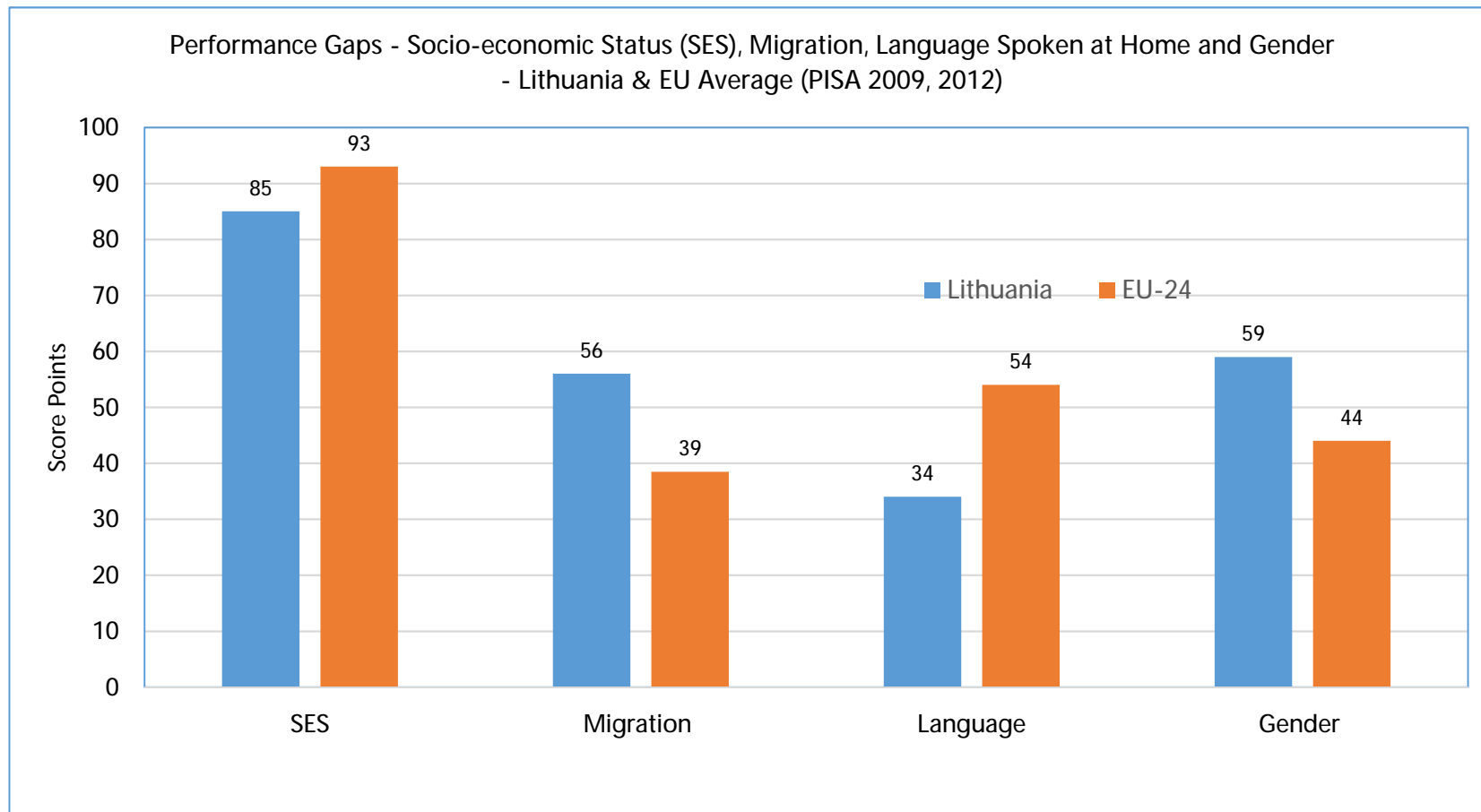
COUNTRY REPORT: LITERACY IN LITHUANIA
# CHILDREN AND ADOLESCENTS

Part 2:

Differentiation of 3 key issues for European literacy policies (High Level Group of Experts on Literacy 2012):

- **Creating a literate environment** for children and adolescents, at home, in school, digital environment, libraries

- **Improving the quality of teaching:** quality of preschool, literacy curricula, reading instruction, identification of and support for struggling literacy learners, initial teacher education and continuous professional development

- **Increasing participation, inclusion and equity:** supporting groups at risk (SES, migrants, pupils with special educational needs, boys)

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European Declaration of the Right to Literacy (January 2016)

Everyone in Europe has the right to acquire literacy. EU Member States, candidate and associate States should ensure that residents of all ages, regardless of social class, religion, ethnicity and gender, are provided with the necessary resources and opportunities to develop sufficient and sustainable literacy skills and knowledge in order to effectively understand and use written communication in print and digital media (available also in Lithuanian language)
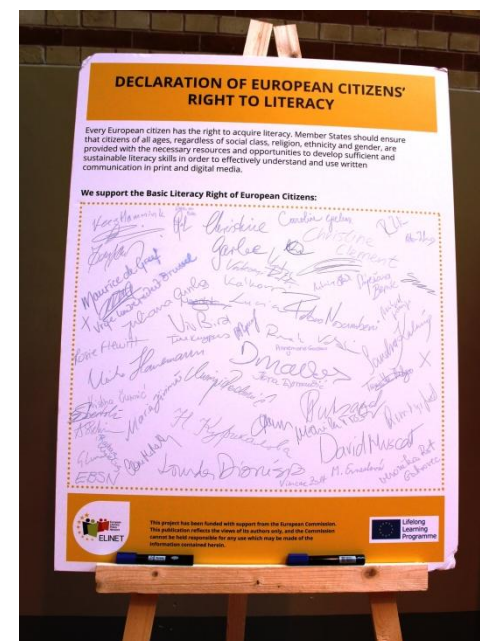
European Declaration of the Right to Literacy

The Elinet European Declaration of the Right to Literacy identifies 11 conditions required to put this basic literacy right into practice.

The Declaration is available in about 20 national languages, including Lithuanian.

The long version of the declaration includes recommendations for stakeholders how to realize these conditions.

http://www.eli-net.eu/about-us/literacy-declaration/

11 conditions required to put the right to basic literacy into practice

1. **Young children** are encouraged at home in their literacy acquisition.

2. **Parents** receive support in helping their children's language and literacy acquisition.

3. **Affordable high-quality preschool or kindergarten** fosters children's language and emergent literacy development.

4. **High-quality literacy instruction** for children, adolescents and adults is regarded as a core task of all educational institutions.

11 conditions required to put the right to basic literacy into practice

5. All teachers receive effective initial teacher education and professional development in literacy teaching in order to be well prepared for their demanding tasks.

6. Digital competence is promoted across all age groups.

7. Reading for pleasure is actively promoted and encouraged.

8. Libraries are accessible and well resourced.

11 conditions required to put the right to basic literacy into practice

9. Children and young people who struggle with literacy receive appropriate specialist support.

10. Adults are supported to develop the literacy skills necessary for them to participate fully in society.

11. Policy-makers, professionals, parents and communities work together to ensure equal access to literacy by closing the gaps in social and educational levels.

The European Framework of Good Practice in Raising Literacy Levels

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Structure

Age Groups

**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

Categories &

Good practice examples

- We started a call for submitting good practice examples

- 150 examples were received and reviewed by at least 3 experts

- 109 examples were selected for publication on the ELINET website.

- 25 experts cooperated and established a EUROPEAN FRAMEWORK OF GOOD PRACTICE

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EUROPEAN FRAMEWORK OF GOOD PRACTICE in specific literacy policy areas

Creating a more literate environment

- Family literacy programmes, Emergent literacy, Reading (and writing) promotion programmes

Improving the quality of teaching

- Comprehensive literacy programmes (including adult literacy provision), Programmes fostering digital literacy and multi-literacy skills, Literacy curricula, Screenings/assessment, Literacy instruction in schools, teacher education and professional development

Increasing participation and inclusion

- Programmes offering provision of literacy learning opportunities to disadvantaged groups

Good practice examples

Young children	Primary school years	Adolescents	Adults

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)

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Good practice examples

| Young children | Primary school years | Adolescents | Adults |

Family literacy programs to improve parents' literacy and parenting skills and create a culture of reading for pleasure

Germany: 'Hamburg Family Project" (FLY) is targeted at migrant parents in disadvantagded 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"

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Good practice examples

Young children	Primary school years	Adolescents	Adults

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.

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Thank you.

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