





<p><b>X. GIMNAZIJA „IVAN SUPEK“</b>  <b>Agencija za odgoj i obrazovanje</b>  <b>Liceo Scientifico Statale</b>  <b>Seguenza</b>  <b>Gymnázium Pavla Jozefa</b>  <b>Šafárika</b>  <b>Střední škola Náhorní</b>  <b>Aquilonis d.o.o.</b></p>	  
	<p><b><i>Handbook for reluctant, struggling and poor readers</i></b>          (project no. - 2016-1-HR01-KA201-022159)  <b>Co-funded by the Erasmus+ Programme of the European Union</b></p>

#### REPORT 01 A1- Critical review and State of the Art

In compliance with the goals of Europe 2020 strategy, the Italian government has approved a reform on our educational system in order to shape and develop common European core skills in education and training: teachers should promote the acquisition of "key competences" that the European citizen should possess to meet the challenges of the everchanging and complex world that surrounds us, for example by addressing underachievement in maths, science and literacy through effective and innovative teaching and assessment. Therefore, our school, Liceo Scientifico "G.Seguenza", has carried out an analysis which has revealed a growing need for innovative teaching strategies in the field of languages, specifically, reading skills are to be prioritised.

At the end of the year 2015, the Italian National Institute of statistics ISTAT published the annual results provided by the survey conducted among the Italian population about their reading habits.

People aged 6 and over were interviewed and 42% of them ( about 24 million) stated that they had read at least one book in the 12 months preceding the interview for purposes other than school or work. Compared to the previous year, the percentage is stable , also considering the 2011 drop in reading habits.

9.1% of the Italian households do not own any books, 64.4% have 100 books at most.



Gender differences are still evident: women read more than men, indeed, the figure for female readers was in fact 48.6%, compared to 35% for male readers

Book readers' share is over 50% among those aged 11 to 19; it shows a decrease in later age groups; the highest percentage of readers was found among the 15-17 age group

School is not enough. Family is a key factor: 66.8% of youngsters aged 6 to 14 with both parents who read books are book readers too, vs. only 30.9% of those whose parents do not read books.

Book reading is less widespread in the South of Italy, where fewer than one out of three (28.8%) people has read at least one book. In Sicilia and Sardegna, readers are 33.1%: an increase as compared to 31.1% recorded in the previous year.

In metropolitan centres book readers account for 51%, vs. 38.1% in areas with fewer than 2,000 inhabitants.

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Data confirm that nearly one reader out of two (45.5%) is a "weak" one, having read no more than three books in one year. The percentage of bookworms (people who read on average at least one book per month) is 13.7% of the readers (they were 14.3% in 2014).

8.2% of the total population (4.5 million) read or downloaded books or ebooks, that is, 14.1% of those who surfed the Internet

Book reading and cultural participation are interrelated: among book readers, shares of those who practise other cultural activities and sports and surf the web are regularly higher than those of non-readers.

Book readers also showed higher levels of satisfaction for their leisure time (71% vs. 64% of non-readers) and their economic situation (56% vs. 42%).

Between 2011 and 2012, 37.8% of the foreign citizens living in Italy report they read at least one book.

In 2014, Italian households spent 3,339 million euros for books and 5,278 for newspapers, printed matter and stationery: 11 and 18 euros per month, respectively, 0.4% and 0.6% of their total expenditure for final consumption.

Between 2010 and 2014, household expenditure for books, newspapers and magazines decreased by 18%, that for stationery by 31%. That reduction is much higher than the one recorded by the expenditure for goods and services as a whole (6%).

More detailed data are available at <http://dati.istat.it>, under the heading "Culture, communication, leisure, time use", sub-heading "press, mass-media, new media".