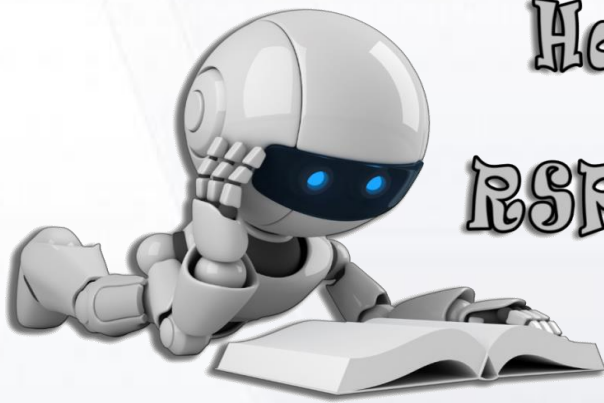




AGENCY FOR
MOBILITY AND
EU PROGRAMMES



Handbook 4 RSP readers



Co-funded by the
Erasmus+ Programme
of the European Union

The Handbook for Reluctant, Struggling and Poor Readers

Project partners:

X. gimnazija "Ivan Supek" (Zagreb, Croatia)

Agencija za odgoj i obrazovanje (Zagreb, Croatia)

Aquilonis (Zagreb, Croatia)

Liceo Scientifico Statale Seguenza (Messina, Italy)

Gymnázium Pavla Jozefa Šafárika (Rožňava, Slovakia)

Střední škola Náhorní (Prag, Czech Republic)

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[Project Number: 2016-1-HR01-KA201-022159]

<http://handbook4rspreaders.org/>

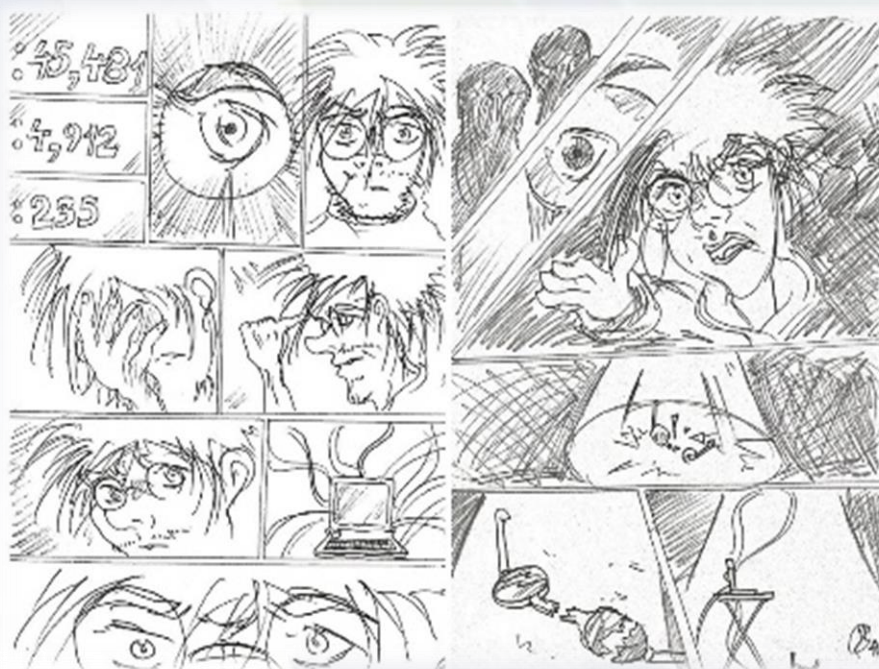
IN THE FOURTH NEWSLETTER READ ON...

National Final conferences took place in 4 partners countries during June, 2018. for the purpose of dissemination, visibility and long-term exploitation of the results. All parts of Handbook for RSP readers, were published, in printed and electronic form, for this occasion. Localized and translated versions were available on the project websites, as well as in printed versions, so that linguistic and cultural barriers would not be an obstacle to the spread of dissemination results and the impact of the projects results.

The materials were localized and adapted, within each country choice and particular context. Partners prepared various and appropriate promotional materials. Invitations were sent individually and the event was announced on web and FB project pages, as well as through public media. More than 160 (precisely 244) participants attended the Multiplier events and workshops organized for teachers and relevant educational stakeholders. During these events the participants had the opportunity to: acquire or expand existing knowledge on RSP readers phenomena; listen to interesting lecturers from specific educational field (University professors, psychologists, public persons, writers, politicians and institutional decision makers, painters, high school teachers etc.; to participate in round tables, panel discussion and workshops (particulary weel excepted and quite a success).

National final conferences were organized in each partners country and used to validate project outcomes. Three specific exploitation tools were produced: a printed project summary in all partner languages, completed with Case study, a promotional project video, potpourri of all photo-materials (tracing the project origins, projects development and outcomes, created by each partner engaged in the project in accordance to their specific dissemination needs and within their country context. At the end of Final Conferences Evaluation questionnaires were distributed among the participants measuring impact on satisfaction, knowledge transferability, newly gained/extended experiences and suggestions for possible improvements. Participants received The Project Certificate / National recognition (Issued in Croatia from Education and Teacher Training Agency-National public body), validating their work, attendance and contribution to the ME.

Available on <https://www.youtube.com/watch?v=V1yiC-snUNw>



Comic by Jere Ričić, student, X.gimnazija „Ivan Supek“ Croatia, illustration on the novel by Isac Asimov

FINAL CONFERENCE – CROATIA



The final conference (multiplier event) for the Erasmus + project Handbook for RSP readers was held in Zagreb, in the Cinema hall in X. gimnazija „Ivan Supek“.

Željka Frković, headmaster of X. gimnazija „Ivan Supek“ welcomed guests – high school teachers, faculty professors, librarians, representatives of project partners and Croatian authors. She recalled the time of writing the project proposal and the enthusiasm that led to work on the Project.

Ivana Puljiz, Agency for mobility and EU Programmes, reminded guests of the opportunities offered under the Erasmus + program. She expressed her satisfaction with the progress of our project, especially with dissemination activities.

Jelena Crnek, Project coordinator, resented the project, the beginnings, the basic goals and results achieved by the joint work

and co-operation of the project partners.

Predrag Pale, Aquilonis director, pointed similarities and connections between STEM and reading, and how important reading is in every professions.

Cvjetanka Božanić, professor, made a presentation of LTTA activity – Praha campus. She pointed results and present all the workshops held by the partners in the Project.

Mirela Barbaroša Šikić and Martina Šturm, senior advisors in AZOO – partner in project, talked about the results of field work and their work with students and professors in Croatia during this Project.

Ivana Batarelo-Kokić, Project coordinator of Erasmus + Boysreading project, pointed their experiences during the Boysreading project, highlighted links between Handbook for RSP readers and Boyreading project and cooperation during our Project.



After a short brake, a round table was held. Participants were Kristian Novak, Zoltan Novak, Saša Ceci, Ivana Batarelo Kokić and moderator was Neli Mindoljević. Participants shared their experience with young people's reading problems .

The professors from II. gimnazija in Split then held 5 workshops with selected methodologies. The participants had very positive comments on the workshops and were interested in such work in their schools.

FINAL CONFERENCE – CZECH REPUBLIC

5 June 2018, Prague

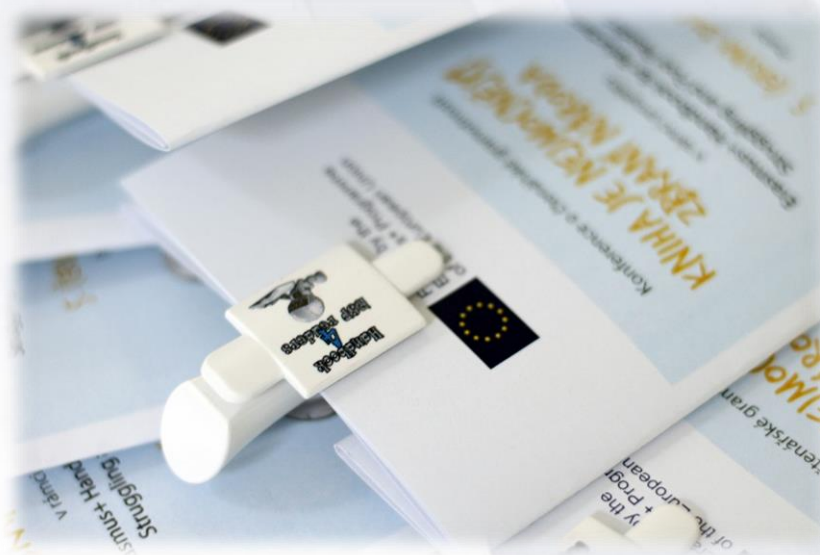


The organizers of the conference welcomed not only teachers but also representatives of the Ministry of Education, the National Institute for Education, the Science Academy, the Prague Municipal Library and the Central Bohemian Research Library in Kladno. The conference offered three lectures, an author stage reading followed by a discussion plus four parallel workshops; everything with a close relation to the main topic – reading literacy.

In the opening speech, Mr Jaroslav Císař focused on the results of the latest surveys on reading literacy. Ms Zuzana Říhová shared her experience from her position of the Head of the Czech Department in the Oxford University and introduced the approach towards teaching Czech language and literature at one of the most prestigious universities in the world. The following guest, Sandra Vebrová Fialová, introduced her popular book series for kids and offered some advice on how to become a successful author. She also works for the kids channel of the Czech television therefore she could reveal the process of creating TV programmes for kids which is closely connected to their reading literacy as well.



After the lunch break, the conference was concluded by Ms Ivana Myšková reading from her books. She also attended the following workshop led by Ms Pavlína Vočková who used one of the author's stories as a source text for her methodology. The other workshops were led by Mr Jan Pytel and Mr Tomáš Hadrava working with their own stories. In the last workshop, Mr Daniel Dřímál used our Slovak partner's methodology focusing on visual materials and literature.



FINAL CONFERENCE – ITALY

The final conference (multiplier event) for the Erasmusplus project Handbook for RSP readers was held in Messina, in the Main Hall of Liceo Seguenza, on 6th June, 2018. Thanks to this event, teachers of local and district high schools, university professors and publishers met to reflect on strategies and activities devised to promote reading among young people.

The Conference also gave the occasion to introduce the general project, whose main aim was that of experimenting, through field work, new, alternative, innovative strategies to remove objective difficulties and prejudices about books among our students; furthermore, the seminar was a showcase for the research work of our Institution and of our European partners, the Croatian school X. Gimnazija “Ivan Supek” from Zagreb (project coordinator), the Slovak school “Gymnázium Pavla Jozefa Šafárika” from Rožňava, and the Czech school “Střední škola Náhorní” from Prague. The project also enjoyed the partnership of AZOO (Agencija za odgoj i obrazovanje), and the technical support of Aquilonis.



During the seminar, all participants received a booklet containing a sample of the final product of the project, the “Intellectual Output” the “Handbook” which contains the experimental work of the four schools, with all strategies adopted for each book or short story chosen.

Mrs Lilia Leonardi, headteacher of Liceo Seguenza, opened the seminar welcoming the participants and introducing the speakers. Then, Mrs Maria Grazia Mazzitelli, editor in chief at Salani publishers, gave her speech on “Teenagers do not read: the state of reading in Italy among young people and some suggestions for its promotion at school”.



Mrs Daniela Bonanzinga, owner of the well-known namesake bookshop in Messina and tireless cultural worker, intervened with her passionate and effective speech on “Reading at School in the Digital Era”. Mrs. Antonella Nuccio, Mrs. Silvana

Prete and Mrs. Olga Zappalà, teachers at Liceo Seguenza, then, outlined the profile of the “reluctant reader”, and introduced their field work experience with students.



FINAL CONFERENCE – SLOVAKIA



The conference was held in the town hall on 14. July 2018. It was focused on the reading literacy and motivational activities enhancing the motivation of pupils to read. The conference was directed at the teachers of primary and secondary schools in our region. 67 participants attended the conference. It was divided into two parts. In the morning our lecturers presented their ideas, researches and findings about reading, reading literacy, motivation towards reading and teaching reading literacy at our primary and secondary schools. In the afternoon we engaged the teachers in the workshops.

According to the program of the conference in the beginning Eva Szanyiová, the coordinator of the project in Slovakia, introduced the project, its activities and outcomes to the participants. After that each of the lecturers introduced their lecture.

RNDr. M Repovský – the head of the National institute for certificated measurements talked about the reading literacy of Slovak pupils based on the international measurements PIRLS and PISA and Slovak measurements T5 and T9.

PaedDr. N. Kašiarová talked about the motivation of teachers and its importance for motivating pupils to read.



Mgr. J. Rozenfeld, Phd talked about the development of the advanced reading literacy in the international language testing.

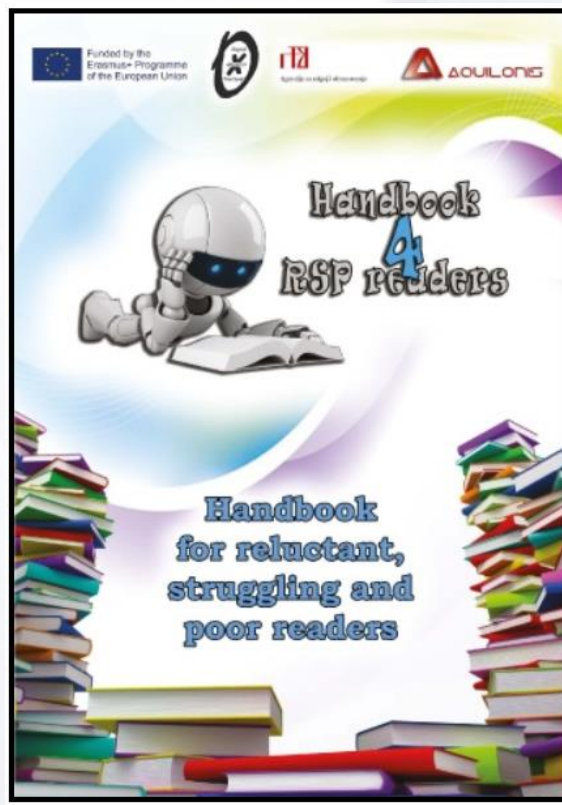
PaedDr. D Gondová, Phd described her findings from the research which she carried out at primary schools in Slovakia focused on the development of the reading literacy.



In the afternoon, after a short break, the conference continued with the workshops which were introduced by E. Szanyiová. We chose Book code, Comic, Book hunting, Reading circles and Puzzle. All of them were viewed by the participants of the conference very positively and after the conference we also got a very positive feedback.



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Programme: Erasmus+

Project: Handbook for reluctant, struggling and poor readers

Key action: Cooperation for innovation and the exchange of good practices

Action: Strategic Partnerships

The most impacted field: Strategic Partnerships for school education

Project Start Date: 1-09-2016

Project End Date: 31-08-2018

Project number: 2016-1-HR01-KA201-022159

Available courses

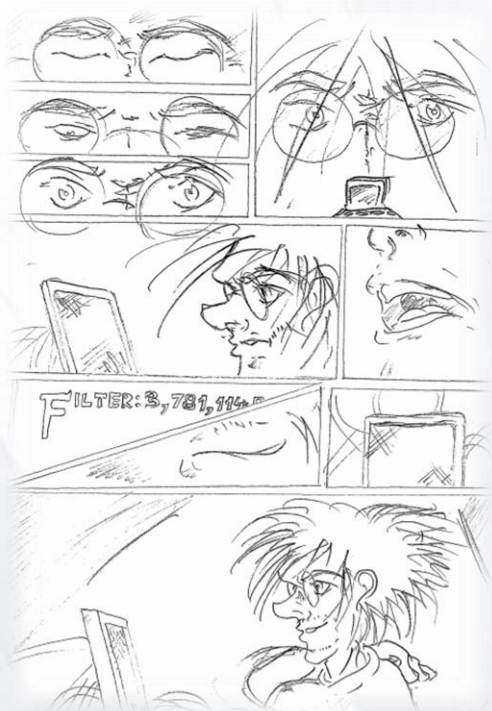
Handbook for RSP Readers



<http://lms.handbook4rspreaders.org/>

IN THE END...

During the past decade readership has started to become an area of interest in Europe and the world. The European Union has recognized this issue already in 2009 and in 2011 they have established a EU High Level Group of Experts on Literacy.¹



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“. Croatia: 1/6

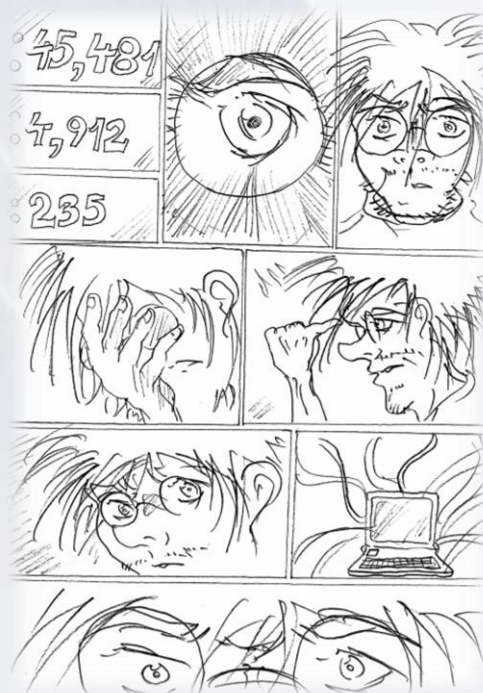
In modern society we neglect these two basic skills by taking them for granted. The neglected reading culture, which also inevitably caused for neglected literacy, seemed to have become a taboo topic. Students are hiding it from their teachers, employees from their employers and parents from their children. We are the witnesses of our low literacy students every day, and it seems like they realize it themselves too, making them uncomfortable that very moment.

Yet reading and writing became more important than ever before. Literacy allows an individual to develop their ability of reflection, critical thinking, and empathy, leading to a sense of self-efficacy, identity confirmation, and ultimately full participation in society. Reading and writing skills are moreover crucial for parenting, finding and retaining employment, personal participation as a citizen, for being an active consumer, for managing one's own health, in fact for all areas of the human activity.

Even though the problem is recognized within the educational system and its accompanying structure, a greater part of young people end their education lacking sufficient literacy skills. They end up entering adulthood with a deficit in literacy skills that cannot be compensated later on causing consequences in their future.

When the 2009 PISA research results were published they caused an alarming reaction as they showed that one in every five fifteen-year-old child still lacks the skills of reading and writing. Another reason for concern is the spread of disparity. The results show that females read more and better than males, which again points out that a change is needed in the content that will be more suitable for the males as well as for the change in professions, traditionally defined for females. The lack of awareness of this problem, amongst politicians, decision-makers and other accompanying social structures is also deeply present in other European countries. The need for action is more than urgent.

The question is: why is the ability to read and write today so important?



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“, Croatia: 2/6

¹ An independent High Level Group of Experts on Literacy,

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



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“, Croatia; 3/6

However, an incredibly high number of Europeans (around 20%) do not have sufficiently developed literacy skills to fulfill these roles and fully function in society. More than 73 million adults in the EU currently have low qualifications, many of them lacking sufficient literacy to deal with the daily needs of personal, social and economic life. People with a low threshold of literacy are less likely to finish school and are more likely to be unemployed. They are more likely to use social benefits, and it is likely they will suffer from bad health (for example they will smoke more often). Poor literacy not only hampers education and employment, it disables personal aspirations and ambitions. In broader sense literacy poverty limits the opportunities for individuals to participate in society, decreases personal and overall growth, prevents innovation, reduces productivity, and sustains economic growth.

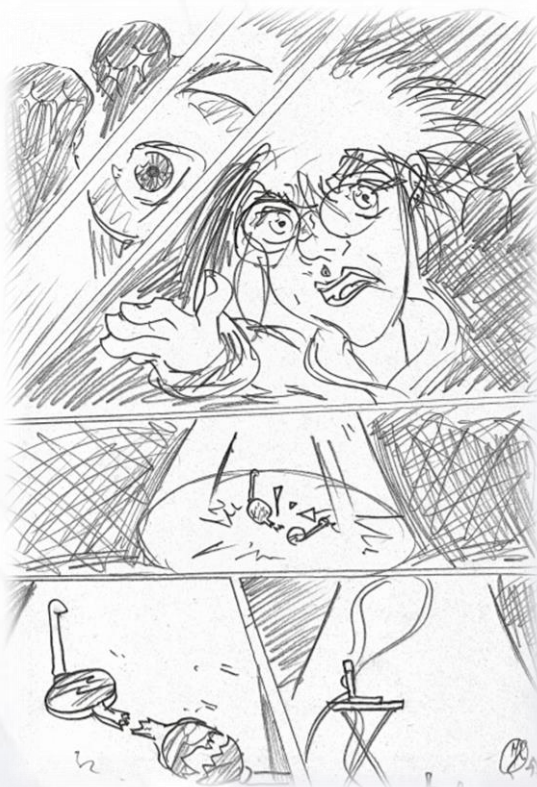
The society we live in has radically changed over the last few decades, with significant consequences for literacy. We live in a rapidly changing world and in the time when the quantity and diversity of written materials is growing, leading to higher expectations among people in using the materials in a new and more complicated way. Today, it is

accepted that our understanding of reading is developing alongside the changes in society and culture. The reading skills needed twenty years ago were vastly different than they are today and it is certain that they will change over the next twenty years. The focus on educational goals continues to be redirected from the mere collection and memorization of data to include a wider understanding of knowledge. Whether it is a person with a vocational or higher education, success lies in the ability to communicate, share and use information for problem solving, adaptation and innovative approaches to a changing environment that sets new conditions as well as keeping pace with technology development and expanding areas due to technological achievements in creating new insights and increasing human capacity and productivity.

The ability to discover, access, understand, and apply all kinds of information is necessary for a person to fully function in a knowledge-based society. Acquiring literacy is not only a foundation of success in other areas within the educational system, but is also necessary for successfully addressing the challenges students face in adulthood. The framework for a successful readership for students throughout their compulsory education must focus on mastering reading literacy skills that include finding, selecting, interpreting, linking and rating information across a whole range of texts that relate to situations beyond school classrooms.



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“, Croatia; 4/6



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“, Croatia; 5/6

Nevertheless, we need to consider what type of literacy the society needs tomorrow and in the further future. Our world is dominated by a written word, whether in a book or electronic format. Digitalization has changed the nature of literacy and requires much higher abilities in solving problems than before. Reading paper printouts and reading online share many basic features, but reading online requires greater ability to critically evaluate data in the context of the seemingly endless universe of available options. There is an increasing need for the ability to draw and use information from an increasing number of online sources.

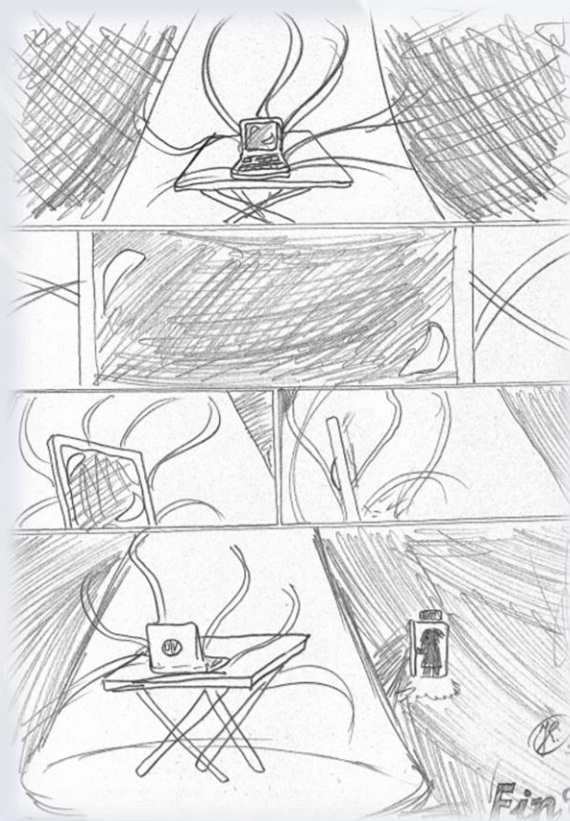
Changes in the nature, work and role of the media, as well as in the economy and society in general, have made reading and writing more important than ever before. Changes in the economy have a great impact on the types of jobs that are now available to new generations.

During the industrial age, young people could complete a school with poor reading and writing skills and still receive relatively safe and proportionately well-paid manufacturing jobs, but that period no longer exists. The labor market for low-skilled workers is rapidly decreasing. The percentage of low-skilled jobs in the EU is expected

to decline by almost 30% by 2020. This means that there will be 16 million less jobs available for those without high school qualifications. Even poorly paid, uncertain jobs will require a good level of literacy. If smart social growth is based on knowledge and innovation, investing in reading

and writing skills is a precondition for achieving such growth. This means that you will only be able to contribute and participate actively in society if you can read and write well enough. The level of literacy of a society confirms the level of self-esteem one has for them self as well as for its members, their interaction with others, their health and their employability. The level of literacy is about the human ability to function in a society, either as an individual, an active citizen, an employee, or a parent. Children need reading and writing skills to learn, and young people to find work and shape their future in a positive way by completing their education. Ultimately, the level of literacy is a response to the question of whether a society is ready for the future.

If we place the material aspect aside, we must not forget that literacy is in the center of humanity. Only people can read. In a world dominated by the written word, being literate allows us to actively participate in it. The self-confidence gained by well-mastered reading and writing skills has no measurable economic value, but it certainly promotes economic and social success through the individual's aspiration to be successful.



Comic by Jere Ričić, student, X. gimnazija „Ivan Supek“, Croatia; 6/6

In order to create the basis for a permanent increase in reading competences and successes in NPL readers, established by educational standards of the EU, the results of this project underline an urgent need for change in thinking and awareness amongst parents, teachers, academic specialists dedicated to this issue, educational psychologists as well as all interested stakeholders in educational processes.

All interested parties should agree that:

- a) RSP readers need educational support in order to improve literacy skills as well as psychological support for building motivation and self-confidence;
- b) It is necessary to carefully identify the needs of this high school population and provide them with appropriate programs, rather than stigmatize or categorize needs based on definitions (EA DSNE, 2006).

Through the proposed teacher training materials and guidelines for successful literacy encouragement, the purpose of this project is to assist high school teachers as well as all interested parties involved in working with RSP readers to adopt the skills needed to support this pupil's population.

All the materials and results within the project "Handbook for Reluctant, Struggling and Poor Readers" were developed jointly by project partners. Our wish, with all of them is to contribute to the fulfillment of the purpose as well as help in future research devoted to the work with reluctant, struggling and poor readers. We hope that this will be the basis for a steady increase in success, which is in line with the educational reference value of the EU.

Through the collective effort of partners, governments of partner countries, members of the wider community, parents and all relevant stakeholders, the project was focused on putting an effective literacy strategy into practice. By sending a strong message to the public, the goal is to attract the attention of those who create educational strategies and policies in participating countries, but also at the European Union level.

We strongly believe that the materials produced under this project will help everyone involved in educational processes, especially those who are truly destined for the reluctant, struggling and poor readers.

Jelena Crnek
Head of the Erasmus + H4RSP project



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