

Cooperation for innovation and the exchange of good practices

The project carefully identifies readers' needs and offers explicit instruction and educational support on reading strategies together with psychological support to build up readers' motivation and self-confidence.

Using the methodology of metacognitive approach, project activities test, implement and single out best methods and practices thus giving students tools for comprehending and studying written texts and defining efficient ways of successful promotion of reading with RSP's.

Nobody struggling with literacy should be left to struggle alone.

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Handbook for reluctant, struggling and poor readers



Strategic Partnerships
for school education



AGENCY FOR
MOBILITY AND
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Cooperation for innovation and the
exchange of good practices

Once students realize they have their own role in the educational process and get a feeling of self-determination, they will much less likely give up and become more willing to continue to develop their skills even when they encounter difficulties.



The project initiative will help secondary school teachers, educators, librarians, psychologists and instructional trainers in development of skills needed to support struggling readers.

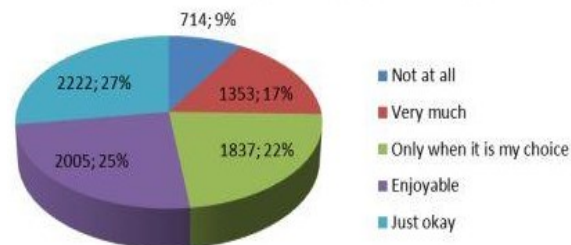
Handbook for reluctant, struggling and poor readers

As part of the project, a research on reading literacy was conducted using a questionnaire. The questionnaire, like the project itself, focused on high-school pupils aged 15-18. Project study on reading habits questionnaire included **8131** participants from various secondary schools in Slovakia, Czech

Republic, Italia and Croatia. The survey was conducted during November and December, 2016. Motivation for reading proved to be very important.

Pupils claimed that they were motivated by pleasure of reading, relaxation, the need to get information. Recommendations by friends were also highly motivational, as well as books by familiar authors they liked.

How much do you enjoy reading



Compulsory reading for homework or school assignments was less motivational, regardless of gender or age. The logical assumption, of course, was that being told what to read instead of choosing the book themselves significantly decreased the level of motivation in all pupils that participated in the survey.

The main reasons for not reading or reading rarely are: lack of time, tiredness, problems with concentration or not being able to read quickly and needing too much time to finish a book.

Project aims to raise the quality of



teaching and learning through innovative methods that would ultimately create change in the literacy paradigm.

