European Projects for Fostering Reading Literacy of Struggling Students
Content

- Personal background

- The **ADORE** project (2006 – 2009)

- The **BaCuLit** project (2011 – 2012)

- The **ISIT** project (2013 – 2014)

- The **BleTeach** project (2015 – 2018)

- The **ELINET** project (2014 – 2016)
2006-2009 Coordinator of a European project within the SOCRATES-programme of the European Commission: “ADORÉ. Teaching Struggling Adolescent Readers. A Comparative Study of Good Practice in European Countries”, with 11 European countries and American experts [WestEd California] and one American external advisor (project budget 630.000 Euro) [www.adore-project.eu]

2011-2012 Coordinator of an EU-project within the Comenius-programme (Multilateral Projects): “BaCuLit – Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy in Secondary Schools” together with 7 European and 2 US-Partners (project budget: 590.000 Euro) [www.baculit.eu]

2013 – 2014 Coordinator of an EU-project within the Comenius-programme (Accompanying Measures): “ISIT – Implementation Strategies for Innovations in Teachers´ Professional Development” together with partners from 8 European countries (project budget: 200.000 Euro) [www.isit-project.eu]
My Personal Background: Coordination of European Projects

- 2014 - 2016 Coordinator of the “European Policy Network of National Literacy Organisations - ELINET”, including 80 partner organizations from 28 European countries (project budget: 4 Mio Euro)

- 2015 – 2018 Coordinator of an Erasmus+ project (Strategic Partnerships): “Blended Learning in Teachers’ Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach)”, with 8 partners from 6 countries (Nov. 2015 – April 2018; budget: 260.000 Euro)
Socrates topic:

“Better understanding of the phenomenon of poor reading skills and poor readers in order better to combat the problem”

- Point out effective methods / exchange of findings concerning good practice
- Identify objective criteria for establishing the quality of “good practice” cases

Objectives of the ADORE Project:

- Developing evaluation criteria for elements of good practice
- Identifying methods of good practice concerning struggling readers’ needs
- Establishing a network of reading researchers and practitioners in the field of adolescent literacy
Participating institutions and countries

**Project Participants** (Project Syndicate)
- Germany
  - Univ. Lüneburg (coordinating partner)
- Belgium
  - Univ. Liège
- Estonia
  - Univ. Tallin
- Finland
  - Univ. Jyväskyla
- Italy
  - IRRE L’ Aquila
- Norway
  - Univ. Stavanger

**Core Partners**
- Switzerland
  - Zentrum Lesen der PH FHNW Aarau (self financed)
- Germany
  - HLF Frankfurt
- Poland
  - Coll. Lodz
- Romania
  - Filocalia Foundation Iasi
- Austria
  - Pädagogische Akademie Wien.

**Additional Participants**
- U.S.A.
  - Dr. Cynthia Greenleaf, Ruth Schoenbach, SLI WestEd, Oakland, California

**External Adviser/Evaluator**
- International Reading Association
  - Prof. Donna Alvermann

**External Reading Professionals**
- Publishers, Educational Authorities etc.

**Other Experts**
- Prof. Donna Alvermann
- U.S.A.
  - Dr. Cynthia Greenleaf, Ruth Schoenbach, SLI WestEd, Oakland, California

**Corresponding Partners**
- Hungary
  - FS Kecskemeti
- Germany
  - Univ. Lüneburg (coordinating partner)
- Poland
  - Coll. Lodz
- Romania
  - Filocalia Foundation Iasi
- Austria
  - Pädagogische Akademie Wien.

**Publishers, Educational Authorities etc.**
- Prof. Donna Alvermann
- U.S.A.
  - Dr. Cynthia Greenleaf, Ruth Schoenbach, SLI WestEd, Oakland, California

**Other Experts**
It is most likely that adolescents who fail to reach competence level II by completion of school, will experience their further opportunities in life as restricted. (OECD)

ADORÉ partner countries: Share of 15 year old students who failed to reach competence level II (according to PISA 2006):

- FIN: 4.8%
- EST: 13.7%
- PL: 16.2%
- CH: 16.4%
- B: 19.4%
- G: 20.1%
- H: 20.6%
- A: 21.5%
- N: 22.4%
- I: 26.4%
- RO: 53.5%
- Ø OECD: 20.1%

→ In PISA 2000, 22.7% of the students in Germany scored at or below competence level 1.
**Workplan**

- **First phase**: What are the **differences** and **communalities** between the participating countries? (Workshop I, March 2007, Italy)
  - National position papers about educational systems and discourses

- **Second phase**: What is considered as “**good practice**“ in the different countries? (Workshop II, September 2007, Hungary)
  - National research on examples of „good practice“ (schools / concepts)

- **Third phase**: Observations - What are **key elements of “good practice”** in a transnational perspective? (March – June 2008)
  - Transnational team visits: research, analysis and evaluation

- **Fourth phase**: **Analysis** of findings – **Dissemination** of conclusions (Workshop III, October 2008, Germany)
  - Defining key elements of good practice on different levels; publication and dissemination of project results.
Findings


Summary of the Project in English and German for download on the ADORE Website: [www.adore-project.eu](http://www.adore-project.eu)
Findings I: The ADORE Reading Instruction Cycle (RIC)

- Classroom environment
- Teacher-Student-Interaction
  - Identifying student's needs
  - Defining achievement objectives

- Supporting student's self concept and self efficacy
  - Diagnostic assessment
  - Student's involvement in planning
  - Reading materials
  - Student's involvement in texts
  - Metacognitive strategies
  - Choosing learning media
  - Monitoring student's achievement and instructional outcomes

- Performing approaches
The superior goal: changing the (reader and learner) self-concept of poor readers

Key Elements of good practice in the classroom:

- **no. 1:** *Designing* a supportive teacher-student and student-student *interaction*
- **no. 2:** *Applying* diagnostic forms of *assessment*
- **no. 3:** *Involving students* in planning the *learning process*
- **no. 4:** *Choosing* engaging *reading materials*
- **no. 5:** Involving students in *texts*
- **no. 6:** *Teaching* cognitive and meta-cognitive *reading strategies*
- **no. 7:** *Creating* an inspiring *reading-environment*
Better combating the problems of ASR needs an idea of a **holistic approach**.

**Good classroom practice** depends on **good support** of teachers and schools by **several institutions** on different levels.
6 ADORE Key Elements of Good Practice on superior levels

Key Elements of good practice on school, community and national level:

Ensuring …

- no. 1: …teacher participation and engagement of school leadership/headteachers/principals
- no. 2: …multi-professional support for teachers
- no. 3: …community support and involvement
- no. 4: …legal and financial resources
- no. 5: …national reading research
- no. 6: …teacher training and professional development
Some Conclusions

Teacher Training

- Pre-Service TT: European Core Curriculum (ECC)
- In-Service TT: ECC and Coached Implementation
- Reading Specialists in Schools and Education Authorities (2-years European Master Courses)

Content of Teacher Training:

- Reading across the curriculum
- Diagnostic expertise
- Basic knowledge about reading processes/strategies
- Knowledge about specific content area reading
European Policy Initiatives

The European High Level Group of Experts on Literacy (2012)
Age-specific recommendations in the European High Level Group´s Literacy Report (2012)

1. Make every teacher a teacher of literacy
2. Provide the right material to motivate all readers, especially boys
3. Stimulate school-business cooperation
Main Result of ADORE: Designing the BaCuLit Project

Basic Curriculum for Teachers‘ In-Service Training in Content Area Literacy in Secondary Schools:

- EU-project (COMENIUS multilateral projects)
- Project duration: January 2011 to December 2012
- Budget: 590.000 €
Main Goals of BaCuLit

Main Goals for Teachers’ In-Service Training:
Developing, implementing, and evaluating

1. A Basic Curriculum for Content Area Literacy
   → knowledge base which teachers should have in content area reading literacy

2. A Multiplier System in Teachers’ Professional Development
   → local expertise to build capacity for changing classroom practice

3. A concept for the qualification of BaCuLit teacher trainers and a sustainable structure for controlling BaCuLit quality standards
The BaCuLit Consortium

1. Germany:
   - The Albertus Magnus University of Cologne [Coordinator]
   - Leuphana University, Lueneburg
   - LISUM - State Institute for School and Media Berlin-Brandenburg

2. Hungary: Kecskemét College, Kecskemét


4. Norway: University of Stavanger, National Center for Reading Education and Research
2. The BaCuLit Consortium

5. Portugal: Institute of Education - University of Minho, Braga

6. Romania:
   - Filocalia Foundation, Iasi
   - Teachers' House "Alexandru Gavra" Arad

7. Sweden: Umea University, Department for Language Studies

8. American Experts (Consulting):
   - Prof. PhD William G. Brozo, George-Mason-University Fairfax, Virginia
   - PhD Carol M. Santa, Montana Academy, Kalispell, Montana; Co-Founder of Project CRISS
The BaCuLit Consortium

**Team:** 27 persons from 10 universities and in-service teacher training institutions from 7 European countries

**Consulting:** 2 American experts in content area literacy

**Project coordination:** Prof. Dr. Christine Garbe (Cologne), Dr. Karl Holle (Lueneburg)
17 Founding Members of the BaCuLit Association from 6 countries
Research on effective in-service teacher training

One-shot activities or short scale approaches have almost no sustainable effect on classroom practice. Teachers‘ routines and beliefs are often stronger than new ideas and concepts. Therefore, there is a gap between what teachers know and what they do (‘knowledge-action-gap‘).

For overcoming the ‘knowledge-action-gap‘ long-term approaches are needed that involve coaching teachers continually over a longer time period. Teachers try out in actual school contexts what they learned in the training and form professional learning communities which offer support and foster commitment and accountability.

Blended-Learning approaches seem to be appropriate for teachers´ professional development because time and personal and financial resources are used in an optimal way.
1. Development Phase (January – September 2011): Designing and developing

- the **Basic Curriculum** (pilot version): 6 modules, including detailed workplans and corresponding materials (presentations, worksheets, background texts etc.)
- and the **training concept** of BaCuLit: „Guidelines for professional development of teachers“

2. Implementation Phase (October 2011 – July 2012)

- Implementation of the PD course (36 h = 12 units x 3 h) in 7 teacher training institutions in 6 EU-countries: Germany, Hungary, Netherlands, Portugal, Romania (2x), Sweden
- Translation of the modules and the handbook into national languages
- Supporting visits of partners, internal and external evaluation of piloting
3. Dissemination Phase (August – December 2012)

- Analysing the evaluation results of the implementation phase:
  - Teacher feedback sheets on each module
  - Trainer reports on each module
  - Reports from external experts/visitors
  - Teacher workbooks/portfolios

- Suggesting and realizing further improvements of the curriculum

- Preparing the publications in English and in six national languages

- Dissemination & Mainstreaming: Developing a dissemination concept and deciding on the future organizational form (BaCuLit-Association)

- Discussing standards for the qualification of BaCuLit-trainers
Outcomes of BaCuLit

- BaCuLit Website: [www.baculit.eu](http://www.baculit.eu)
- PPT slides for all Modules
- Teacher’s workbook/portfolio
- Handbook for teacher trainers (incl. basic knowledge on reading theory and research)
- Sustainable training concept ("Guidelines for professional development of teachers")
- Communication platform for teachers/trainers [Moodle]
- International BaCuLit Association e.V.
Baculit provides a tested and evaluated Basic Curriculum for Teachers’ In-service Training in Content Area Literacy in Secondary Schools.

BaCulit Project

BaCulit Project

Coordination:
Institute for German Language and Literature II, University of Cologne (Germany)

Participation:
Ten institutions from seven European countries and two US-experts

Project’s duration:
January 2011 – December 2012

“This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”
Outcomes: The BaCuLit Lesson Planning Framework

Supporting students’ content area learning by improving their literacy skills

Interaction

Assessment

Vocabulary

Texts

Reading Strategies

Engagement

Metacognition
Outcomes: The BaCuLit Curriculum (6 Modules)

1. BaCuLit Principles of Lesson Planning
2. Text Structure & Text Diversity
3. Vocabulary Instruction
4. Reading Strategies
5. Formative Assessment
6. BaCuLit Practice of Lesson Planning

Supporting teachers’ selfconcept as teachers for content area literacy
Outcomes: The BaCuLit Curriculum

Contents of each module:

- Information on why this module matters and theoretical background
- Sharing relevant background knowledge and practical experiences
- Reflecting on one’s own classroom practice & teaching beliefs
- Training in and examples of good teaching practices
- Instruction on how to develop material for one's own classroom
- Trying out topic-related ideas, suggestions, and methods in one’s own classroom
Working Methods in the BaCuLit Workshops

1. Training Course 1

2. Practice Time
   - Workbook
   - Own Content Area Classroom
   - Optional Moodle Platform

3. Reflection of Practice:
   - In Course Session 2
   - On Moodle Platform

4. Training Course 2

5. Practice Time
   - Workbook
   - Own Content Area Classroom
   - Optional Moodle Platform

6. Reflection of Practice:
   - In Next Training Course
   - On Moodle Platform

Example: One Module being taught in two Workshops of 3 hs.
Supporting your self concept as teachers of content area literacy

1. Exchanging & Reflecting on Own Classroom Experiences & Teaching Beliefs
   - Exercises, Practical Experiences & Possibilities for Inquiry Into Own Classroom Practice
   - Pair & Group Discussions
   - Introduction of Models of Good Practice / Relevant Knowledge
2. Practicing Literacy Related Teaching & Learning Strategies
   - 3. Implementing Literacy Related Teaching Strategies Into Own Classroom
     - Guided Support & Individual Feedback by Trainer & Peers („Learning Communities“)
   - Demonstrations of Specific Teaching Strategies
   - Introduction of Literacy Related Tools & Teaching Strategies

Exchanging & Reflecting on Own Classroom Experiences & Teaching Beliefs
3. Implementing Literacy Related Teaching Strategies Into Own Classroom
   - Guided Support & Individual Feedback by Trainer & Peers („Learning Communities“)
ISIT : „Implementation Strategies for Innovations in Teachers' Professional Development“

- Comenius Accompanying Measures
- Duration: 12/2013 – 02/2015
- Budget: 150.000 Euro funding, 50.000 Euro self-contribution = 200.000 €)
ISIT Project goals

- **ISIT** builds on an internationally piloted and formatively evaluated programme for teachers’ professional development (**BaCuLit**) with six training modules which all serve the literacy development in the subject area classrooms of secondary schools: *Content Area Literacy* (**CAL**).

- **ISIT** aims at supporting the introduction of such training into the regular programmes of the participating institutions for in-service teacher training in three European countries: Germany, Hungary and Romania.

- The **tool for transmission** of these innovations is the training of in-service teacher trainers to certified BaCuLit-trainers in a **Blended-Learning-Course**.

- At the same time ISIT aims at developing a research strategy to identify the key factors of success for an implementation of innovation into in-service teacher training.

- Additional experience and expertise will be provided by partners from **five more EU-countries**: Belgium, Cyprus, Finland, Greece and Portugal.
The **target group of ISIT** are professional teacher trainers from in-service teacher training institutions working full- or part time (e.g. as seconded teachers).

They will be qualified as **certified BaCuLit trainers** through a 3-month blended-learning course and a 1-week international summer school licensing them to offer professional development programmes based on the BaCuLit materials.

In return, these trainers are expected to encourage their institutions to establish elements of **Content Area Literacy (CAL)** as regular programmes.

At the same time they commit themselves to **document and reflect this „implementation process“** of CAL-elements (or entire BaCuLit courses) in their institution by means of a semi-structured research logbook. Analyzing those **implementation logbooks** will result in national reports and one final comparative report about promising **implementation strategies for innovations in teachers´ professional development.**
The ISIT – Consortium

- **Coordinator:** University of Cologne (UCO) (Prof. Dr. Christine Garbe & team Cologne)

- **Core Partners (Germany, Hungary, Romania):**
  - **Germany:** Experts in In-Service Teacher Training from Hessen (Dorothee Gaile; Angelika Schmitt-Rösser; Rita Feick)
  - **Hungary:** Hungarian Institute for Educational Research and Development (HIERD), Budapest
  - **Hungary:** College for Teacher Training (KeCo), Kecskemét
  - **Romania:** „Alexandru Gavra” Teacher Training Center, Arad (CCD Arad)
  - **Romania:** Filocalia Foundation (FiFo), Iasi
  - **Romania:** Romanian Reading and Writing for Critical Thinking Association (RWCT), Cluj-Napoca
Associate Partners:

- **Belgium:** University of Liège (ULG)
- **Finland:** University of Jyväskylä (JyU), Jyväskylä
- **Greece:** Aristotle University of Thessaloniki (AUT)
- **Portugal:** University of Minho (UMinho), Braga
- **Cyprus:** Centre for the Advancement of Research & Development in Educational Technology (CARDET), Nicosia
- **Russia:** Herzen Pedagogical State University Sankt Petersburg [self-financed]
Blended Learning in Teachers’ Professional Development – Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers

Email: contact@blend-ed.eu, website: www.blend-ed.eu

Erasmus + Projekt unter KA 2: Strategic Partnerships

Duration: Nov. 2015 – April 2018

Budget: 260.000 Euro
Coordinator / Partner 1: Germany: University of Cologne (UCO) (Prof. Dr. Christine Garbe & team Cologne)

Partners:

- **Partner 2: Romania**: Reading and Writing for Critical Thinking, Romanian Association, Cluj-Napoca
- **Partner 3: Hungary**: Kecskemét College (KeCo)
- **Partner 4: Germany**: Pedagogical State Institute Rheinland-Pfalz (Stefan Sigges, Andrea Bürgin)
- **Partner 5: Belgium**: University of Liège
The BteTeach Project Consortium

- **Partner 6: Belgium:** Haute Ecole de la ville de Liège
- **Partner 7: Portugal:** University of Minho, Braga
- **Partner 8 (on self financing basis): Russia:** Herzen Pedagogical State University Sankt Petersburg

**External Experts (on subcontract basis):**
- **Prof. Dr. William G. Brozo,** George-Mason-University Fairfax, Virginia (United States)
- **Dr. Liz Chamberlain,** Open University London (UK)
- **Angelika Schmitt-Rösser,** Amt für Lehrerbildung Hessen (Germany)
- **Dr. Sari Sulkunen,** University of Jyväskylä (Finland)
The BleTeach-Consortium consists of 8 partner institutions working in six different countries and in different fields of teacher education. In addition, the BleTeach-Consortium cooperates with a total of 40 “associated partners”: in-service teacher training institutions and schools. Continuous cooperation will be arranged in a series of 3 Multiplier Events per country and on the basis of a common E-learning platform.

BleTeach pursues two main objectives:

- **A general objective**: Modernizing structures of teacher education by integrating digital learning opportunities into teachers’ professional development.

- **A specific objective**: Developing a model blended learning course (BL-course) in CAL to be included into the regular course programme of around 40 European Teacher Training Centres.
Building the European Literacy Policy Network

- DG Education and Culture / European Commission;
- Feb 2014 – April 2016;
- Budget: 4 Mio Euro
One in five 15-year-old Europeans, as well as nearly 55 million adults, lack basic reading and writing skills (ELINET Basic Information)

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

**Literacy**

- Is indispensable to human development and education
- Is fundamental to social and cultural participation
- Is essential for a strong democratic society
- Enables people to live full and meaningful lives

“Almost everyone who struggles with reading and writing could develop adequate literacy skills, given the right support.” (EU High Level Group of Experts on Literacy 2012, Final Report, p. 30)
First of five *Education Benchmarks for Europe* (2004):

By 2010, the percentage of low achieving 15-years olds in reading literacy in the EU should decrease by at least 20% (compared to 2000; referring to the PISA-studies led by the OECD).

This goal has not been reached and was renewed in the *Education and Training Benchmarks 2020*:

The share of low-achieving 15-years olds in reading, mathematics and science should be less than 15% (by 2020).

- **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.
- **EU 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.

(High Level Group of Experts on Literacy, Final Report, 2012)
How to put this Vision into Practice?  
The Approach of ELINET

- The European Literacy Policy Network ELINET:
  - was established in **February 2014**
  - was funded for **2 years** with a **3 million Euro** grant from the European Commission (DG EAC) – **plus 1 million self-contribution**,  
  - has been a network of **80 partner organizations** from 28 European countries

**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 put this Vision into Practice?
The Approach of ELINET

ELINET follows the work of the European High Level Group of Experts on Literacy (2012) which defined 3 key issues for European literacy policies:

EU Member States must find the most efficient, effective ways of addressing the literacy needs of all their citizens. The routes to improvement will of course differ from country to country. However, there are three key issues that all Member States should focus on as they craft their own literacy solutions:

- Creating a more literate environment
- Improving the quality of teaching
- Increasing participation, inclusion (and equity)

(High Level Group of Experts on Literacy, Final Report, 2012, p. 38)
„Family photo“

Opening Conference in Vienna (February 2014)
Who are the ELINET Partners?

ELINET’s 80 partner organizations are drawn from a wide range of sectors. Types of organisations involved:

- 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

ELINET is unique in its life-long and life-wide approach:

ELINET partners 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.
The scope of ELINET: 28 European Countries (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

EU-Members not involved so far: Latvia, Luxemburg, Poland, Slovakia.
ELINET Teams

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 Ehmg

Team 7:  Awareness Raising Activities
        Christine Clement, Jelle Vennik

Team 8:  Indicators of Success (Awareness Raising / Fundraising)
        Maurice de Greef
The ELINET Teamleaders
Taskforces working on “cross-cutting” themes

The taskforce “Digital Literacy” produced an *ELINET position paper on digital literacy*, presented in the European Parliament in December 2015 (to be found on the ELINET website).

The taskforce “Reading for Pleasure” incorporated this important aspect of literacy policies in all ELINET products and approaches and organized several workshops and events.

The taskforce “Future of ELINET” explored future funding opportunities, carried out a survey among members and non-members and developed a strategy paper about how to sustain the network after the end of funding.
How to improve Literacy Policies in Europe – ELINET´s Approaches and Tools

Ten tools ELINET has produced:

2. A European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups and relevant policy areas
3. A sample of related Examples of Good Practice covering all areas and age groups
4. 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.
5. A European Declaration of Literacy as a Human Right
How to improve Literacy Policies in Europe – ELINET’s Approaches and Tools

Ten tools ELINET has produced:

6. A Literacy Glossary plus Guidelines for the use of terminology in adult literacy

7. A Literacy Week across Europe (8-17 September 2015) around ILD

8. Toolkits and Guidelines for Fundraising and Awareness Raising

9. Indicators for successful awareness raising and fundraising for literacy

10. A European Literacy Conference in Amsterdam (20-22 January 2016) to share ELINET results with European literacy professionals and policy-makers.
The added value of ELINET

- ELINET focuses on the concept of “literacy” in a comprehensive way, including digital literacy, reading for pleasure, family literacy, literacy in school education, adult literacy and much more.

- ELINET follows a cross age-groups and cross sector approach (pre-primary, primary, adolescents, adults; informal, non-formal and formal learning, addressing a wide range of policymakers)

- ELINET brings together researchers and practitioners, professionals, volunteers and policymakers

- ELINET can transfer knowledge across countries helping strengthening a literacy support culture in all European countries.
Main Outcome: A common European Literacy Communication Platform

- To display the developed framework of Good Practice in literacy policies
- To raise awareness of literacy policy issues among stakeholders and policy makers throughout Europe
- To support exchange about literacy policies transnationally
- To ensure the further development and extension of the network
ELINET Website: www.eli-net.eu

ELINET Symposium at ELC in Madrid
Save the date

> READ MORE

20th European Conference on Literacy, Madrid 3-6 July 2017
Research and approaches

Major International Assessments on Reading Literacy

- **PIRLS** – Progress in International Reading Literacy Study
  4th graders

- **PISA** – Programme for International Student Assessment
  15 year-olds

- **PIAAC** – Programme for International Assessment of Adult Competencies
  2011/2012
  16-65 year-olds
Contact and Further Information

- **Contact:**
  - Prof. Dr. Christine Garbe
    Universität zu Köln
    Institut für Deutsche Sprache und Literatur II,
    Richard-Strauss-Str. 2,
    50931 Köln
    Mail: christine.garbe@uni-koeln.de

- **Websites**
  - [www.adore-project.eu](http://www.adore-project.eu)
  - [www.baculit.eu](http://www.baculit.eu)
  - [www.isit-project.eu](http://www.isit-project.eu)
  - [www.eli-net.eu](http://www.eli-net.eu)
  - [www.blend-ed.eu](http://www.blend-ed.eu)
Thank you.

IMPRINT
Coordinator of the ELINET project:
University of Cologne
Prof. Dr. Christine Garbe
Institut für Deutsche Sprache und Literatur II
Richard-Strauss-Str. 2
50931 Cologne - GERMANY

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.