IO 1

LiRe2.0

Life Long Readers 2.0

O1: State of the Art and Research Report on Reading Promotion Using ICT

Collective Research Report

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Executive Summary

The use of ICT in school organisation to enhance literacy learning is prevalent. Many governments across the world have invested a large amount of resources to develop and support ICT infrastructure in schools. This report is part of the "Lifelong Readers 2.0" (LiRe2.0) project, which holds the stance that the innovative use of ICT-based, open educational practices and resources that connect informal, non-formal, and formal reading/learning, can play a vital role in students' reading habits, reading commitment, and reading skills; particularly in the case of disengaged or reluctant readers and marginalised learners. There is, therefore a need for the development of a systematic literature review in order to collect available knowledge regarding effective reading promotion through the use of ICT, to students aged 10-18, with an emphasis on reluctant and/or struggling readers. This state of the art and research report on reading promotion using ICT identifies through empirical and theoretical evidence best practices and innovative pedagogical methods and implementation strategies towards sustainable use of ICT for literacy reading enhancement.

More specifically, the purpose of this report is to present the findings from the transnational research (desk-based and field-based research) that emerged through the national research reports prepared by each partner organization within the framework of IO1 of the "Lifelong Readers 2.0" project. Based on a research framework that provides guidelines, possible research questions, an indication of possible data collection methods for the desk-based research, and the focus group guides to be used for the field-based research, all the project partners conducted national research so as to explore the state of the art in their country in terms of reading promotion practices and strategies through the use of ICT. This report identifies through empirical and theoretical evidence the current situation in Ireland, Cyprus, Portugal, Romania, Greece, and Italy with respect to literacy levels, as well as best practices and innovative strategies towards the sustainable use of ICT for literacy reading enhancement.

The most common finding in all the national research reports conducted was the fact that literacy levels in the partner countries are rather low, and especially when this is used as an indicator of student performance and achievement. In *Ireland*, the results of OECD's Survey of Adult Skills (PIAAC), which examines literacy proficiency, numeracy proficiency, and problem-solving in technology-rich environments, indicated that adults (aged 16-65) in Ireland have an average score of 266 compared to the participating countries average of 270, which places Ireland 17th out of 24 participating countries. From the survey, 17.9% of respondents in Ireland are found at or below Level 1. Similarly, *Cyprus* participated in the Progress in International Reading Literacy Study (PIRLS) in 2001 and the results indicated that students' performance was below the international average placing the country 26th out of the 35 countries ranked (Mullis et al., 2003). In the Programme for International

Student Assessment (PISA) in 2012 Cyprus was positioned in the third group, which is comprised of the countries that score below the average of OECD countries. The problematic situation of literacy levels in Cyprus was also raised by the teachers' focus group conducted in the framework of the LiRe2.0 research phase, who also expressed the necessity to provide children a rich and motivating environment for learning to read.

With respect to *Portugal*, PISA results for 2012 highlight that the average performance relating to reading for 15 year old students is 488 points when compared to the OECD average which is 496 points. In general terms, Portugal increased its points in Reading by 1.6. In relation to the use of Information and Communication Technologies (ICT) in Portugal for children between 10 and 15 years of age, data collected by the INE (National Statistical Institute, 2014) report that 98% use computers, 95% access the Internet and 93% use a mobile phone. This does not mean, however, that they use a computer, a laptop or desktop at school or that these devices are well used for helping the students navigate the complex digital landscapes they live in. In terms of the digital literacy associated to reading among young Portuguese, based on OECD (2015) data which compare reading on paper (print reading) and digital reading, Portugal has, in both cases, levels of performance below the OECD average. Portuguese students seem to have a lower performance than expected with respect to reading in digital form, which, according to the OECD (2015) report may be directly related to low performance in reading on paper.

In PIRLS (2001-2011) and PISA (2000-2012) assessments on reading comprehension and reading literacy, a substantial proportion of students in *Romania* (around 35% in both studies) was considered to be low performing readers. While a Eurydice Report in 2011 reported Romania to be among the countries, where there is the most comprehensive coverage of basic reading instruction, the curriculum including "between four and six different indicators for word identification and knowledge of phonics and at least three indicators for fluency". Regarding literacy levels with respect to the use of ICT in reading, the central steering documents concerning "Competence into Mass Media" state that students and teachers should use ICT in all subjects in class and also for complementary activities.

Similarly, in *Greece*, secondary school students have performed below average in international tests for literacy in reading according to the results of the 2012 PISA assessment, published by the OECD. In Greece, more than 5100 15-year olds from 188 Greek schools were tested. While the report found a slight improvement in Maths, literacy in Reading and Science remained static. The report found Greek 15 year olds to be below average in reading literacy, with a mean score of 477 (OECD mean was 496) giving it a ranking of 30th out of 34 OECD countries and 40th out of all participating countries.

In *Italy*, the OECD PISA 2012 National Report edited by Invalsi (National Institute for the Evaluation of the education system) highlighted some critical elements: Italy ranks slightly and significantly below the OECD average. It is between the 26th and the 34th place in the ranking of the 65 participating countries and it is between the 19th and the 25th place about the 34th OECD countries. In Italy almost one-fifth of 15-year-old students is below the critical threshold of the minimum required skills in order to make the reading and functional activity. What is more, Italy lags behind most OECD countries when it comes to the equipment and the usage of information and communication technology (ICT) in the school. For example, in 2011, only 30% of Italian students in the 8th grade used ICT as a regular instruction tool in science classes, compared to the average 48% in an OECD country.

In an effort to address the low literacy levels in the partner countries, the research phase also focused on data related to reading for pleasure by students and suggestions to promote this idea, based on the benefits proven to be achieved. Opinions of teachers and students, that participated in the LiRe2.0 research phase, on young people's reading habits converged in the sense that not many students are reading for pleasure; although there are good efficient readers among young people, reading is seldom stated as a preferred activity or as part of their favourite entertainment. Furthermore, reading is associated by young people to school work, albeit sometimes pleasurable and interesting. Students claimed that they like to read fictional genres such as biographies, adventure, novels, magazines, and also claimed to like to read about real-life situations. Teachers corroborated students' opinions and highlighted their added motivation when they read about emotional and life-threatening events. It was also found that reading is associated by students to information: they read to acquire information on very specific subjects. When they do so, they may use the Internet and mobile technologies.

During the last decades, a number of strategies have been proposed in order to motivate young people to read. Segers and Verhoeven (2002) suggest that reading interactive storybooks can assist primary studentss to expand their vocabulary and conceptualize the structure of narrative texts. The "Act Now!" report in 2012, which was published by the European Commission, suggests the use of a digital environment in an effort to improve literacy levels amongst students. Acknowledging the integration of technology in children's lives, Chance & Lesesne (2012) proposed the use of book trailers in order to support literacy through the use of technology. The positive effects of the use of technology is also depicted in Eden, Shamir, and Fershtman' s (2013) study, which revealed that teenage students (aged 13–16) with learning disabilities, who used laptops, had significantly improved their spelling capabilities as opposed to the group of participants that did not use laptops. Motivation has been identified by researchers and teachers as an important factor for youth's engagement in reading activities. As both conclude, when young people are motivated to read for

pleasure then they tend to develop positive stance and cultivate their reading skills without putting too much cognizant effort (Mullis et al., 2003; Seitz, 2010; Snowball, 2005).

ICT initiatives and programs have up to now been loosely connected to reading promotion, although there have been projects and programs in this area that have promoted digital resources, such as e-books and digital reading contests. E-books are an easy way to find favourite books and they are also easy to carry and to store. Both students and teachers agreed that the use of these technologies would probably motivate reluctant readers and marginalized readers to read more; however, they also shared some concerns as to the compatibility of reading and ICT, by stating that reading online can be fragmented and therefore unsuitable to sustain the attention and interpretation skills required from a literary piece of art.

In order to integrate the use of ICT in combating low literacy levels, it is necessary to help both teachers and students to get access to necessary equipment and good internet connection at school, especially in those areas where the infrastructure is poor. Developing curricula, which can respond to the real needs of the 21st-century students, is one of the various national measures at the partner countries to combat low literacy levels. At school, training courses for teachers, but also optional courses for students have to be conceived to combat low literacy levels. A different selection of the texts in the curricula would be one of the most important national measures that can be taken to promote reading for teenage students, who are at high-risk before they drop out. Also, it is important to include in such curricula differentiated guidelines for printed material and for digital material or for the integration of ICT in promoting reading or specific texts, ICT tools, or Web 2.0 tools incorporated in the curricula with the objective of promoting reading.

Teachers that participated in the research phase of LiRe2.0 in partner countries indicated a number of strategies to support students' reading through the use of ICT and Web 2.0 technologies, including the use of websites through which readers can look for public libraries as well as listen to storytelling by famous actors and learn about events regarding the books in which they are interested. Moreover, they suggested the development of a learning environment enriched by learning materials, like story books and other reading documents, which could capture the interest of the students. In addition, modelling reading - teachers act as models to illustrate how reading is being done - and setting up a mobile library traveling through the school, create an inspiring atmosphere to support students' reading motivation are strategies, which were also suggested by the teachers. Another issue addressed was also the importance of parents' engagement in supporting children's reading, as well as the significance of peer-reading relationships.

It should be noted here, that this Executive Summary only presents a brief overview of the research phase conducted by the LiRe2.0 partners and the information presented in the partners' national reports. For detailed information on the specifics of each country and extensive description on various findings of the national reports on the state of the art in each of the partner countries, the following sections of this Collective Research Report need to be consulted.

Introduction

The purpose of this report is to present the findings from the transnational research (desk-based and field-based research) that emerged through the national research reports prepared by each partner organization within the framework of IO1 of the "Lifelong Readers 2.0" project. Based on a research framework that provides guidelines, possible research questions, an indication of possible data collection methods for the desk-based research, and the focus group guides to be used for the field-based research, all the project partners conducted national research so as to explore the state of the art in their country in terms of reading promotion practices and strategies through the use of ICT.

The scope of the individual national research reports was to provide an account of the state-of-the-art, meaning what currently exists, in each of the partner countries with respect to the following thematic categories:

- Status of national literacy levels

- Reading habits and interests of youth

- Types of texts that interest youth and modes of reading

- Strategies for promoting reading

- Best practices to promote reading and writing

- Challenges involved in promoting reading through ICT

- Review of national curricula

Based on the above thematic categories that needed to be discussed in the national reports, and based on what each project partner provided in their national report (and the data that were available in each country), this transnational research reports provides a collection of the research findings in each country and tries to draw some conclusions on similarities and differences in reading practices through ICT in the partner countries, with the objective of reaching a common framework on which the next IOs can be developed.

It should also be noted here that with respect to the field-based research and the results of the focus groups conducted with teachers and students, it was up to each partner to either incorporate the results in the general discussion of the report or as a separate section. For this reason, in the case of Ireland, Cyprus and Portugal, the results are presented incorporated in each relevant thematic category, while in the case of Romania, Greece, and Italy, the results are presented separately in the relevant Appendix to this report.

Status of national literacy levels

Ireland

In 2012 the Irish Stationery Office published a report (Office, 2013). This report presents the results for Ireland on the OECD's Survey of Adult Skills also known as PIAAC. The survey was carried out in Ireland between August 2011 and March 2012 by the Central Statistics Office on behalf of the Department of Education and Skills. Ireland was one of 241 countries that participated in the survey under the direction and supervision of the OECD and a consortium of international institutions. The findings from each participating country were then outlined in an international report by OECD. Ireland had a very high response in comparison to participating countries with response levels of almost 6,000 adults aged between 16 and 65.

PIAAC reports collect statistics and information in relation to three specific skills sets and areas: literacy, numeracy and problem solving in technology-rich environments. PIAAC builds on the findings of two previous international surveys, the International Adult Literacy Survey (IALS) and the Adult Literacy and Life skills survey (ALL). Ireland participated in IALS in 1994 but not in ALL.

According to the OECD these areas are considered "key information processing skills" because they are necessary for fully "participating in the labour market, education and training, and social and civic life" (ibid, p. 2). This shows the importance of each of these areas in terms of vocational and academic skills and they were purposefully designed in order to imitate everyday tasks.

The literacy tasks require the respondent to read through texts of varying complexity to find specific pieces of information. The structure of the presented texts include newspaper articles, websites and posters. The questions were based on real-world problems and ranged from simple addition and subtraction to the calculation of averages, percentages and the estimation of quantities. The third area, problem solving skills in technology-rich environment required the respondent to interact with one or more common computer applications in order to solve a problem.

The survey has two stages. The respondent's performance on these individual tasks was converted into an average or mean score for each domain, representing his/her proficiency in that area. With the use of these average scores it is possible to calculate the percentage of the population who fall within different levels of each skill domain. Literacy and numeracy proficiency have been split into five levels and problem solving in technology-rich environments has been split into three.

Adults (aged 16-65) in Ireland have an average score of 266 compared to the participating countries average of 270. This score places Ireland 17th out of 24. Other countries that have similar average literacy scores are Poland (267), Austria (266) and Northern Ireland (265).

From the survey, 17.9% of respondents in Ireland are found at or below Level 1, compared to 16.7% on average across participating countries. This is statistically on par with other countries that also participated in the survey, including Canada (17.3%), England (17.8%), Poland (18.8%), Germany (19.0%).

At the higher end of the literacy scale, a combined average of 50.0% of adults in participating countries score at Levels 3, 4 or 5. In Ireland, the percentage of adults scoring at Levels 3, 4 or 5 is slightly less at 44.5%. This is statistically similar to other countries such as Northern Ireland (44.2%), Poland (44.7%), Austria (45.7%) and the United States (45.7).

Countries such as Japan (71.1%) and Finland (62.9%) have the highest percentage of adults at Levels 3, 4 and 5.

In relation to the statistics for problem solving and technology-rich environments only three proficiency levels were created compared to the five levels that exist for literacy and numeracy.

On the problem solving scale the average score of adults at or below Level 1 is 41.7%. In Ireland 42% of respondents scored at or below Level 1 (29.5% at Level 1, 12.6% below Level 1). Ireland is one of several countries that are on a similar level to the average score, including Finland (39.9%) and Sweden (43.9%).

At the higher end of the scale, 25.3% of Irish adults are proficient at Level 2 and 3. This is 8.7% lower than the international average of 34.0%. Despite being lower than the average, Ireland ranks slightly higher than Poland (19.2%) and on par with Slovak Republic (25.6%).

The survey also showed that 10% of Irish adults had no computer experience at work or at home. This is more than the average of 8%. Ireland (5%) also scored close to the average (4.9%) of adults who failed the basic computer skills assessment.

The European Commission published a report based on Irelands PIAAC findings (Commission, 2013). The report analyses the PIAAC survey results in order to see if there are any findings that are relevant for education and training policies in Europe. Several pieces of information from the Survey are relevant for EU education and training policies.

One such finding is that 25% of adults lack the skills to effectively make use of ICTs for problem solving. Results from the survey show that nearly 14% of the EU population aged 16-65 can only perform simple tasks that would be considered to be far below an average

proficiency level. The survey also showed that the 13% of people surveyed couldn't take the test due to lack of ICT ability. Across Europe all countries showed less than 9% of people surveyed performed at Level 3, the highest level. Rather than computer based testing, a paper based test was also offered to participants with 17% of Irish adults opting out which is significantly higher than the EU average of 11% but lower than Poland at 23%. In many ways this reflects the insufficient skills of people within Ireland to deal effectively with ICT in relation to problem solving.

The 16-24 year olds show results that are lower than the averages for the whole population with approx. 13% identifying as having little or almost no ICT skills or experience compared to the 16-65 year olds averaging at approx.28%. The findings acknowledge the disparity between the statistics that show the same amount of 16-24 year olds have only Level 1 ICT problem solving proficiency as the overall whole population. This leads us to believe that despite the high volume of young people using ICT outside of work, this does not necessarily develop problem solving skills through the use of ICT. These findings show a correlation between the use of ICT and literacy levels. According to the survey, participants who showed high levels of ICT usage at the workplace scored approx.14 points higher on the literacy scale in comparison to those who don't use ICT at work. The survey refers to ICT being one of the strongest links to proficiency in literacy as well as having a positive connection existing between the uses of ICT and reading practice.

Another finding from the survey was that 20% of the EU working age population has low literacy and low numeracy skills.

In literacy, participating EU countries on average perform slightly worse than OECD countries as a whole but comparable to the US. While in EU17, 9% of the population showed high levels of literacy skills (levels 4 and 5) the share for the OECD is almost one third higher (12%); in numeracy, the difference between the two is slightly lower. However, considerable differences in the distribution of skills across participating countries exist. (ibid p.7)

The statistics in relation to the younger population are slightly different and on average are better. Across all participating countries 16-24 year olds score 7 points better on the proficiency scale in literacy (5 points in numeracy) than the overall population, which roughly equates to one year of education.

The OECD Better Life Initiative (OECD, 2015) was launched in 2011 and focuses on the aspects of life that people feel matters most to them and what helps to shape the quality of their lives. From the findings it is discovered that Irish users of the Better Life Index (ibid, 2015), find the most important aspects of their lives are life satisfaction, health and education. The initiative aims to inform policies, generate support and improve people's lives and well-being.

According to the findings, the reading skills of Irish students are among the highest in OECD participating countries. The survey also notes that 14.9% of Irish students report 'feeling a lot of pressure from schoolwork' (ibid, p. 3) in comparison to the 10.8% in OECD average. Ireland also falls higher than the OECD average of 7.1% of teenagers aged 15-19 who are not in employment or in education or training. Irish students score at 10.6%, much higher than the OECD average (ibid, p.3). The report also shows findings in relation to inequalities in education and literacy standards of young people from low socio-economic backgrounds. "In Ireland, on average children from high socio-economic backgrounds have higher reading literacy scores than children from low socio-economic backgrounds."(ibid, p.3).

In relation to educational attainment, 81.9% of the working population has at least an upper secondary education in the south and east of Ireland, while this statistic is much less at 77.2% in the border, midland and western region of Ireland. According to the report "This gap (4.7 percentage points) is smaller than the regional differences in educational attainment in most other OECD countries." (ibid, p5). Regional differences are also acknowledged in relation to internet connectivity with the report stating that "The share of households with a broadband connection ranges from 70% in the Southern and Eastern region to only 59% in the Border, Midland and Western region." (ibid, p5).

Education at a Glance, 2014, was published in September 2014 by the OECD (OECD, Education at a Glance 2014- OECD Indicators A Country Profile for Ireland, 2014). The main focus is to compare Ireland against other OECD countries. EAG compares the educational attainment and skills levels of Irish participants in comparison with their OECD counterparts. From this, many comparisons can be made in relation to Irish statistics correlating with OECD averages. Findings showed that adults with third level education were more likely to score higher in the literacy category of PIAAC. The findings also note "Interestingly, in Ireland of those with upper secondary level attainment, there was little difference in the literacy skill levels of those with a general and those with a vocational qualification, with a similar proportion of the population scoring at each level. (Table A1.8L)" (2014, p5).

The survey also shows that "Full time workers also tended to have scored better in the PIAAC literacy domain, with 13% of all full time employed people scoring at Level 4/5, compared to 7% of all part time employed people. (Table A5.10a (L):P131)." (ibid, p7).

Due to rapid growth in national income as well as in public expenditure, spending by public authorities on education also grew rapidly in Ireland, as it did in most other OECD countries. Between 2005 and 2011 total public and private spending increased in Ireland by 38% (compared to 12% on average across OECD countries) for all levels of education combined below Higher Education.

Expenditure on education (public and private combined) in 2011 was 6.2% of Gross Domestic Product (up from 5.6% in 2008), which is now slightly above average OECD expenditure at 61% of GDP and above the EU-21 average of 5.8% GDP. This figure reflects Ireland's continued maintenance of higher spending levels on education as the economy shrunk. (ibid, p. 11)

EAG also examines the learning environment and organisations of Irish schools in relation to OECD statistics. The findings show that instruction time in relation to primary and lower secondary level Ireland was higher than the OECD average.

'20% of compulsory instruction time in primary schools was given to 'Reading, writing and literature' - below the OECD average of 22%' (ibid, p.18).

This gives the impression of a decrease in time allocated to literacy in comparison to other OECD countries. It is noted that 'Reading, writing and literature' and mathematics "includes the additional time allocated to literacy (i.e. one hour per week) and to numeracy (i.e. 70 minutes per week) provided for under the implementation of the National Literacy and Numeracy Strategy." (ibid, p. 18). Another important note is that English and Irish is taught in all schools but the time allocated to 'reading, writing and literature' is only representative of the first language of the school.

The report acknowledges Circular 0056/2011 which allows schools to increase designated time given to literacy through an arrangement of methods such as: (ibid, p. 26)

'Integrating literacy and numeracy skills with other curriculum areas. Using some or all of discretionary curriculum time for literacy and numeracy activities. Re-allocating time spent on the other subjects in the curriculum to the development of literacy and numeracy. Prioritising the curriculum objectives which are considered most valuable in supporting children's learning and delaying the introduction of elements of some subject.'

In 2008, ECDL Foundation (Foundation, 2009) undertook a detailed survey of digital literacy levels across the population of 15 countries. Almost 8000 people were surveyed across Europe, Asia, Africa and South America. The aim of the survey was to analyse levels of digital literacy within each country and analyse patterns of computer usage.

According to the survey findings, a combined mean of 63% surveyed were 'digitally literate.' 34% displayed basic or lower than basic computer skills. 37% displayed skills gaps between their competency and full digital levels. (2009, p.5).

In relation to demographic findings, the group displaying most 'over confidence' were 16-25 Year olds. Findings also show that there was no observable difference between gender and that digital literacy in urban areas was slightly greater than in rural areas. It also shows that

the largest skills gap for young people is in the use of word processing and spreadsheet applications. (ibid, p.6).

The survey shows that a mean percentage of 84% of participants use computers daily and a high percentage of 94% using a computer several times a week. (ibid, p.16). In Ireland, PC usage is widespread with 82% using a PC everyday which is slightly below the average mean percentage of 84%. 93% of Irish participants responded as using a PC several times a week. (ibid, p.37).

The main sources of computer training were school for the 16-25 age categories, while up to 60% of those in the labour market (ages 26-55) had taken training at work or in a private training centre. A mean of 83% of total respondents had taken some form of formal training. (ibid, p.16).

In relation to Ireland, the findings showed that

The most common areas for training to take place were at college (22%) and at a training centre (22%) where Ireland scored above the survey average for training at college (11%) and above the survey average for training centres of (17%)." (ibid, p.37).

In 2013, in preparation of a Digital Strategy for Schools, PDST-TIE (Professional Support Service for Teachers- Technology in Education) undertook a census of ICT in primary, post-primary and special schools on behalf of the Department of Education and Skills (Jude Cosgrave, 2014). The online teacher questionnaires were set up in order to gather information and data relating to ICT, its impact on teaching and learning and ICT integration.

The results show that in Ireland

Proposed changes in curriculum and assessment at both primary and post-primary levels provide an opportunity to promote understandings of how to make innovative use of ICTs beyond "integration" (e.g Junior Cycle, Project Maths, Integrated Primary Language Curriculum for infants to second class, review of primary mathematics, and revision of the Senior Cycle sciences). (2014, p. 8).

The report gives findings on ICT infrastructure in schools and the use of ICT Devices. According to the survey, the overall average ratio of students to working computing devices in schools was 4.6 to 1 at primary level, 3.7 to 1 at post-primary level, and 1.7 to 1 in special schools. At both primary and secondary level, DEIS schools (Delivering Equality of Opportunity in Schools) had more favourable ratios than non-DEIS schools. The ratios of students to computers/ devices specifically for student use were 11.1 at primary level, 8.8 at post-primary level, and 3.3 in special schools. This shows that a very large proportion of ICT within a school are designated for teacher or administrative use in comparison to the

amount designated for student use. However, it also noted that 99% of post-primary schools reported having a dedicated computer room for students. Other forms of ICT were also reported in both primary and post-primary such as interactive whiteboards and digital projectors. In relation to the use of ICTs in schools, areas such as Web 2.0 technologies were also referred to in the report with 97% of post-primary schools, 71% of primary schools and 65% of special schools reporting that they had a website or blog for their school. (2014, p. 14). Software to support literacy, numeracy and students with disabilities were also mentioned as being commonly used within primary and post-primary schools with a general overall positive attitude towards the effects of ICT on teaching and learning in relation to improvements in literacy, numeracy and engaging students. 43% of primary level principals identified "use of ICT to support the development of key skills such as literacy and numeracy" as being one of the prioritised areas for teachers' continuing professional development.

In 2013, desktop computers accounted for 54% of working computers available to students in primary schools, 83% in post-primary schools, and 51% in special schools. (Figure 4.1). Tablets accounted for 5% of devices in primary and post-primary schools, and ne quarter of devices in special schools. (2014, p. 12).

According to the EU Kids Online paper (Brian O'Neill, 2012), the online activity use of 9-16 year olds in Ireland are significantly below European averages and that many young people are lacking basic internet safety skills. The paper emphasised the importance of digital literacy and its value towards enhancing creativity, literacy and other skills. The report confirms the low levels and range of online activities among 9-16 year olds in Ireland. It shows a lot of gaps and it shows a need for improvement. It is also mentioned that the data comprised from EU Kids Online shows how much the internet influences activities that children use online. The use of the internet for entertainment and socialisation is the highest form of internet usage. According to the survey the most popular online activities of Irish children aged 9-16 are 'watching video clips' and 'playing internet games'. Both of which scored at 76%. The survey also discusses the difference in activities depending on the specific age bracket of the young person. For example watching video clips and playing computer games are popular with all ages; communication use (SNS, email, IM) is more for teenagers. The use of the internet for schoolwork and social network sites also scored favourably high at 58% each.

The paper uses "ladder of opportunities" which is five distinct steps or stages of progression of online activities used by Irish children. (Livingstone, S., & Helsper, E. (2007). Graduations in digital inclusion: children, young people and the digital divide. *New Media Society*, 9(4), 671-696.). (2012, p.2).

Stage 1 shows that 23% of young people only use less than two activities online and predominantly use the internet for schoolwork and video games. Stage 2 discusses how up to 34% of young people aged 9-16 use the internet for up to five activities to include watching video clips. It is interesting to note that according to the paper 57% of young people do not move beyond this step. Out of those who do progress on to Stage 3, 33% use up to nine activities to include SNS, email, instant messaging and social network sites. Stage 4 includes 9% using entertainment, online gaming and downloading films. Only 2% reach Stage 5 which includes a wider range of web 2.0 technologies such as webcam, blogging and reading online news.

The paper uses six clusters to represent patterns of young people's online use. Cluster one is determined as being "Low use, low risk". This cluster is identified as having very low levels and range of online activities. Cluster two is identified as being quite entertainment focused. Cluster three is relevant in relation to being considered "learning-orientated." Users in this range have a much wider range of activities to include school work, reading the news as well as entertainment. Cluster four identifies users as being "communication-orientated" and focuses on communication based activities and accounts for 25% of children. 7% represent cluster five which is characterised as being high-use and social networking focused. Cluster six which is similar to cluster five in its high use and focus of social networking.

Cyprus

Education in Cyprus, whether public or private, is mandatory until the age of 15. Pre-primary to secondary and some parts of post-secondary education are all under the auspices of the Ministry of Education and Culture (MoEC). Pre-primary education, primary and lower secondary education are mandatory and offered free of charge in the public domain. Pre-primary school is one year's duration and is followed by six years of primary education for ages 6-12. Secondary education is divided into two cycles: the lower (gymnasium) and the upper high school (lyceum and technical school). Figure 1 below provides a clear view of how the educational system in Cyprus is structured, how many years are required for each grade, which parts are compulsory and what choices are available for students.

The Cyprus Educational System
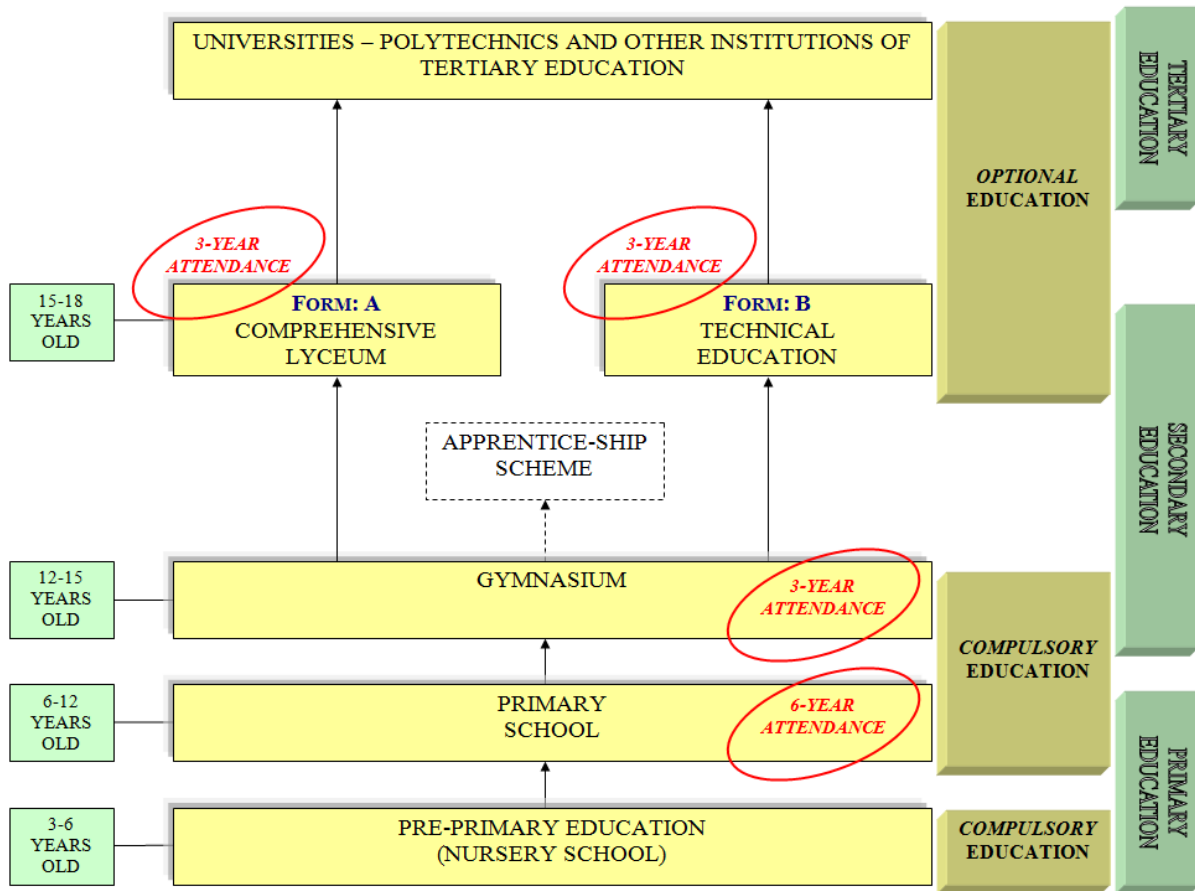
The following tables indicate specific demographic as they are provided by the Statistical Service (2015) of the Republic of Cyprus. Namely, Table 1 indicates in detail the number of pupils (10yrs+) by school type and sex for the school year 2012-2013. Also, table 2 indicates in detail the number of teachers, school type, and sex in Primary Education for the school year 2012-2013.

Demographics of Students in Primary Education in Cyprus (10 yrs+)

STUDENTS

Type of school	Male	Female
Public	8.919	8.205
Private	656	697
TOTAL	9.575	8.902

Demographics of Teachers in Primary Education in Cyprus

TEACHERS

Type of school	Male	Female
Public headmaster & teaching personnel	772	3.588
Private headmaster & teaching personnel	49	263
TOTAL	821	3.851

The following table presents the number of pupils in Gymnasium circle (lower secondary) by type of school, age, grade, and sex for the school year 2012-2013.

Demographics of Students in Gymnasium circle in Cyprus

STUDENTS

	Grade 1		Grade 2		Grade 3	
Type of school	Male	Female	Male	Female	Male	Female
Public	4.159	3.816	3.983	4.006	4.075	3.919
Private	721	714	854	745	871	802
TOTAL	4.880	4.530	4.837	4.751	4.946	4.721

The following table shows the number of pupils in Lyceum circle (upper secondary) by type of school, age, grade, and sex for the school year 2012-2013. The one following it, indicates in detail the number of teachers, school type, and sex in Secondary Education for the school year 2012-2013.

Demographics of Students in Lyceum circle in Cyprus

STUDENTS

Type of school	Grade 1		Grade 2		Grade 3	
	Male	Female	Male	Female	Male	Female
Public	3.163	3.918	3.163	3.904	3.339	4.091
Private	823	831	945	846	882	779
Evening Gymnasium	44	15	11	4	2	1
Evening Gymnasium private	0	0	0	0	1	1
Technical Vocational public	1.290	301	1.091	256	923	166
Technical Vocational private	0	0	4	5	1	9
TOTAL	5.320	5.065	5.214	5.015	5.148	5.047

Demographics of Teachers in Secondary Education in Cyprus

TEACHERS

Type of school	Male	Female
Public Headmaster & High school Teachers	2,259	3,931
Private Headmaster & High school Teachers	458	954
TOTAL	2.717	4.885

Reading literacy has been conceptualised by the EACEA P9 Eurydice (2011) as "the comprehensive aptitude to understand, use and reflect on written language forms in order to achieve personal and social fulfilment" (p.7). This definition comes to a consensus with the definition provided by the PIRLS's report which defines it as "the ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment" (p. 33). Moreover, OECD's (2013) definition also indicates the importance of literacy in terms of the successful engagement of students in the social and civic life by conceptualising it as the "understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (9). These definitions suggest that literacy is important as it provides children with the necessary means to conceptualise, attach meanings and negotiate the world of which they are part of, while they are at school and later on as active members of the society.

Evidence from the report Teaching Reading in Europe: Contexts, Policies and Practices (EACEA P9 Eurydice, 2011) highlights that "in 2009, approximately one in five 15-year olds in the EU-27 countries had difficulties using reading for learning" (p.13). Consequently, if Europe is to achieve its benchmark by 2020 -the percentage of low-achieving 15-years olds in reading, mathematics and science should be less than 15%- (European Commission, 2009), the aforementioned situation needs to be reversed.

Research data on the availability of leisure time of children in Cyprus, indicates that a percentage of 62% of the children who attend the primary and secondary schools do not spend their free time in reading literary books (Papavasiliou et al., 2005). Considering that improved literacy enhances innovation, prosperity and cohesion in society as well as the well-being, social participation and employability of all citizens (High Level Group of Experts on Literacy, 2012a) it is important for all governments across the world to regard it as their legal obligation to provide all the necessary support for effective reading promotion to students through the use of ICT.

The past few years, the Cyprus Education System (CES) has taken positive steps in order to support reading. Namely, since the Education Reform and the development of New Curricula in the Republic of Cyprus, reading is being regarded as a core objective in the CES. According to the new Curricula at all educational levels (preschool, primary and secondary education) internal motives are provided n in order to encourage children to establish a constant relationship with reading literature and outside the school environment (MOEC,

2010, p.35). In the next paragraphs we present the measures-actions that have been adopted to support literacy levels in Cyprus.

According to Michaelidou – Evripidou (2012) in pre-primary education the teacher is responsible for identifying problems and reporting them to the Ministry through a specific, participatory procedure and pre-defined route. At this stage there are no standardised tools or formal testing.

In primary level, since 2007-08, there are tests which are being performed at two 'key stages' for identifying students 'at risk'. Namely, the longitudinal 'Programme for Functional Literacy' runs by the Centre for Educational Research and Evaluation (CERE) on a national scale for all primary school pupils at the third and sixth primary school grade aiming at the identification of pupils 'at risk' for functional illiteracy. The results are forwarded to schools and the Directorates of Education at the Ministry of Education and Culture (MOEC), so that these pupils receive early support, while at school. A data bank is being kept for monitoring students' progress. During the school year 2013-2014, the Functional Literacy Programme was held for the seventh consecutive year in the sixth grade of the Elementary School (Primary Education). The total number of students that were involved completed 7695 essays for Language and 7721 tests for Mathematics. The results indicated the following:

- 5.8% of students were likely to remain language illiterate. Also 3.1% of students belonged to both risk groups.
- The corresponding rates for the school year 2012-2013 for sixth grade were 6.9% for Language.

Synoptically, the results which emerged from these tests indicated the following:

- Specific schools indicate higher rates of students 'at risk'
- Identification of sex differences with respect to literacy levels. Boys tend to face more literacy problems than girls
- The socioeconomic background of the students 'at risk' is a factor which is highly linked to the literacy problems
- Specific professional development – in service training of the teachers is needed
- Need to introduce/refine support programmes for 'students at risk' within the school
- The allocated time for 'consolidation' introduced in the primary school timetable, can be used for supporting students 'at risk'

(CERE, 2015; Michaelidou – Evripidou, 2012)

With respect to the last point regarding the consolidation period, a teacher from the focus group stated that:

The introduction of the consolidation period was an innovation of the curriculum reform. During this period, pupils, in collaboration with their teacher, should have had the opportunity to cover any gaps identified and focus on the acquisition and consolidation of core knowledge. Unfortunately, based on my experience this is not the case. Due to the increased material teachers need to cover throughout the year, this consolidation period is not used to support students but instead to cover the existing material. (Female, Teacher Focus group)

At gymnasium level, there is a literacy programme that is running under the auspices of the Educational Psychology Service (scientific responsibility) and the Secondary Education Directory (administrative responsibility). This programme aims to provide equal educational opportunities, prevent social exclusion by fostering basic skills, reinforcing self-esteem and offering emotional support. Also, in the year 2004–2005, in an attempt to enhance literacy subjects, the institution of teacher advisors for literary subjects in Secondary Education was introduced. The teacher advisors visit schools, both public and private, and offer advisory support, using new methods and approaches, often through teaching practices, while they prepare supportive material for literary subjects and samples of examination papers to cover the fields of Ancient and Modern Greek, History, Latin as well as other literary subjects (Michaelidou – Evripidou, 2012; MOEC, 2015).

At the end of lower secondary school (Gymnasium) and the first grade of upper secondary (Lyceum) students participate in the Programme for International Student Assessment (PISA). PISA which takes place in three-year cycles and it is organised by the Organization for Economic Cooperation and Development (OECD) publishes reports on students' performance in science, mathematics, reading literacy and cooperative problem solving levels in more than 70 countries across the world. PISA utilises proficiency levels to depict the type of skills students are able to use at each level, for each cognitive area. Specifically, Level 1 is the lowest and level 6 is the highest proficiency level. Students at Level 2 –which is considered the baseline level- indicates that students hold the basic skills, which will permit them to fit in and engage effectively in the social and civic life.

The following table indicates the average of student performance in reading and the classification of Cyprus. It should be noted that in PISA 2012 Cyprus is positioned in the third group which is comprised by the countries which score below the average of OECD countries. As the table also shows, the 32.9.9% of 15-year-old students was identified below level 2 and therefore are considered low performing readers. In addition, only a small percentage of 4% was identified on the higher levels of the PISA reading literacy scale (levels 5 and 6) (CERE, 2014).

Average of student performance in reading and the classification of Cyprus in Pisa 2012.

| Reading | | | | | | | 44th of 65 countries | |

	Below Level 1b	Level 1b	Level 1a	Level 2	Level 3	Level 4	Level 5	Level 6
Cyprus	6,1%	9,7%	17 %	25,1 %	24,9 %	13,2 %	3,5 %	0,5 %
OECD	1,3 %	4,4 %	12,3 %	23,4 %	29,1 %	21,1 %	7,3 %	1,1 %

Another international large scaled survey which is being used to evaluate the reading literacy levels is the Progress in International Reading Literacy Study (PIRLS) and it is conducted by the International Association for the Evaluation of Educational Achievement (IEA). This programme has a frequency of five years to permit the participatory countries to monitor their children's literacy achievement. Cyprus participated in PIRLS in 2001 and the results also indicated that students' performance was below the international average placing the country 26th out of the 35 countries ranked (Mullis et al., 2003).

It should be noted that currently Cyprus participates in the European Literacy Policy Network (ELINET) which was founded in 2014 and has 78 partner organisations in 28 European countries. The main scope of this network is to improve literacy policies in its participatory countries aiming at the limitation of the number of children, young people and adults with low literacy skills (ELINET, 2016). ELINET is inspired by the work of European High Level Group of Experts on Literacy (2012a) which defined 3 key issues for European literacy policies:

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

(High Level Group of Experts on Literacy, 2012a, p. 38)

The importance of the development of a digital environment and the utilisation of digital devices into the school context has been highlighted in the Curricula of the Republic of Cyprus. It is also crucial to note that in the new language curriculum there is a clear connection between the ICT and literacy. Specifically, the language curriculum supports comprehension and development of oral and written discourse in broadly used means of

new technologies. Despite the fact that there is no ICT curriculum in primary education in Cyprus, the new curricula are comprised of a wide range of strategies and practices about ICT in an effort to support quality of teaching and learning through media in all subjects (MOEC, 2010). A teacher who participated in the focus group further explains:

> In the primary schools each classroom owns at least one computer and a projector in order to help the teachers to support teaching and learning procedures. Some schools are also equipped with interactive boards as well. Depending on the number of the students, primary schools have a computer room where students can work in groups on specific educational software. This software is provided by the MOEC. It should be noted though that schools encounter many problems with the equipment. In many occasions the software or the computers do not function properly. Of course there are ICT counsellors who visit the school at least twice a year to help teachers with the use of technology in their teaching but this is not enough. (Teacher focus group, female)

With respect to the secondary education classrooms are equipped with computers and a projector. Also, in each school there are 2-3 laptops and 2-3 portable projectors that can be borrowed by teachers in order to be used in classroom (MoEC, 2015; ELINET, 2016).

Portugal

In this section key policies and national and European governmental reports are analyzed to provide data on the status of literacy levels for Portugal from 2008 to 2014 with a special highlight on reading skills and related ICT programs and initiatives. Reference is made to several reports, such as "The Economic Dimensions of Literacy in Portugal: A Review", published in 2009; the *Eurostat regional yearbook* 2015 (European Union, 2015); the *PISA Report* as relevant for Portugal and the *OECD 2015 Report on digital literacy*; as well as national statistics and government initiatives on young people and their use of ICT; and the 2015 OECD Study on *Students, Computers and Learning*.

The Economic Dimensions of Literacy in Portugal

According to the report "**The Economic Dimensions of Literacy in Portugal: A Review**", published in 2009, literacy – the ability to understand and apply knowledge presented in print – has long been recognized as a key determinant of economic growth. Portugal displays in this area among the lowest literacy skills when compared to other European nations. Contrarily to other nations, in Portugal literacy scores have little impact on individual labor market success, except at the very highest level of literacy. This may be due

to the low literacy intensity of most jobs in the country. A large number of jobs in the Portuguese labor market are low skilled in terms of reading engagement (approximately 71%). For these jobs, formal education can be thought of as having little to no value in terms of labor productivity. Thus among low to semi-skilled jobs, experience, seniority and/or other structural factors are more likely to be important in determining wage earnings in Portugal. Thus, one may characterize Portugal as a literacy-poor environment. This has a negative impact on schools and school education.

Because of under-investment historically the population has a low level of educational attainment and the quality of the workforce measured on adult literacy scales is low compared with OECD countries. Changing this rapidly is near impossible because the size of incoming cohorts of graduates is shrinking, the upper secondary graduation rate is still far from universal (although compulsory for 12 years since 2009-2010), access to tertiary education remains restricted and unequal, and performance on standardized tests of student achievement still leaves much to be desired.

It is also known that at the macro-economic level, literacy matters and that having a high proportion of adults with low literacy scores constrains economic growth. Thus, improved levels of adult literacy scores in the population should eventually yield significant social and economic benefits. In a study commissioned by the Portuguese Ministry of Education (Coloumbe and Tremblay 2009) there is a 47% gap in real per capita GDP between Portugal and the OECD average.

The quoted study highlights that Portugal should worry about the economics of literacy, because of its influence on the capacity of the economy to create wealth, and because it would reduce undesirable levels of inequality in education.

Eurostat Regional Yearbook 2015

In 2014, according to the **Eurostat Regional Yearbook 2015**, the proportion of early leavers from education and training in Portugal was 17.4%. However, between 2008 and 2014 Portugal also recorded a 17.5 percentage point reduction in early leavers' rates. Despite this improvement, Portugal still registers a gap of 7 percentage points to the national target set for 2020 in relation to the proportion of early leavers from education and training (Eurostat, 2015:38).

There are some regions in Portugal where one fifth of the population was classified as early leavers from education and training (Eurostat, 2015: 89).The biggest reductions between 2008 and 2014 were also recorded in Portugal (in the Norte region there was a reduction by more than 20%; in the Centro region (where IPCB is located); in the Algarve; and Lisbon).

PISA

The PISA (Program for International Student Assessment) international report which began in the year 2000 has, since then, been done periodically every three years, having to date already written 6 international reports, the last edition corresponding to the year 2015. Among the various indicators that are included in the report, student literacy has been highlighted in three different areas, particularly: Mathematics, Science and Reading. The PISA includes 34 countries associated to the OECD and 30 countries which are distributed throughout the rest of the geographic areas that represent about 80% of the world's economy. Given that the **LiRe 2.0** project focuses on reading, in sum, the results for Portugal can be listed from the year 2000 up to 2012, with regards to the data already published:

- 2000: 27th place (410 points)

- 2003: 28th place (478 points)

- 2006: 31st place (472 points)

- 2009: 27th place (489 points)

- 2012: 30th place (488 points)

Taking into consideration the results obtained in 2012, the average performance relating to reading for students who are 15 years old is 488 points when compared to the OECD average which is 496 points. In general terms, Portugal increased its points in three areas: Mathematics (+2.8); Sciences (+2,5); Reading (+1,6). According to the OECD (2014), highlighted reference is made to Portugal that, from 2003 to 2012, has been increasing its general points as to student performance.

ICT statistics

In relation to the use of Information and Communication Technologies (ICT) in Portugal for children between 10 and 15 years of age, data collected by the **INE** (National Statistical Institute, 2014) reported that 98% use computers, 95% access the Internet and 93% use a mobile phone. 35% of students spend at least 4 hours on line during weekend days in Portugal against the 30% OECD average (OECD, 2015: 42). Boys also spend more time than girls (18 minutes across OECD countries).

In what concerns ICT use at school, Portugal is below the OECD level (OECD, 2015: 53), although there has been a significant increase from Pisa 2009 to Pisa 2012 results in Portugal. The average time Portuguese students spend using the Internet at school is 24 minutes per day. 41%, however do not use the Internet at school during a typical school day (OECD 2015: 55). When comparing 2009 to 2012 more students in Portugal had access to

computers (98%). However, the access to laptop computers at school is still relatively low when compared to other European countries.

In what concerns digital reading assessed through PISA 2012 data (OECD, 2015: 113), Portugal scores below the OECD average. Most Portuguese students have moderate browsing activity and when performing task-oriented browsing, they score above the OECD average (OECD, 2015: 115). This may mean that students are selective in their online navigation and follow relevant links to solve tasks. Students' performance in digital reading is, however, not perfectly aligned with their performance in print reading (OECD, 2015: 119).

Initiatives to improve reading skills

Making the connection between digital literacy associated to reading, based on **OECD** (2015) data which compares reading on paper (print reading) and digital reading, in both cases, Portugal has levels of performance below the OECD average. By making a more objective reading of the results it can be seen that Portuguese students have a lower performance than expected with regards to reading in digital form, adding to the OECD (2015) report that this result can have a direct relationship with a low performance in reading on paper.

Associating the data from the various PISA reports, Portugal has had an average score of its students' performance situated below the OECD average, despite there being a generalized increase (but still not enough) in terms of the performance of Portuguese students. For this reason, the Portuguese Government has been taking measures and initiatives that allow Portuguese students to improve their literacy levels. It was through the 17th Constitutional Government that the following national programs have been issued:

- Continuous Training Program in Mathematics for teachers of the 1st Stage of Basic Education with the objective of creating an articulated network between the initial training institutions and schools / school groups, increasing knowledge in mathematics, teaching and curriculum (Order No. 812 / 2005 , 24th of October).

- Training Program in Experimental Teaching of Science involving teachers of the 1st Stage of Basic Education between 2006 and 2010 (Order No. 2143/2007, 9th of February and Order No. 701/2009, 9th of January) that aimed to increase scientific literacy levels of Portuguese students by developing the professional skills of teachers of the 1st Stage of Basic Education.

- **National Program for Teaching Portuguese** (mother tongue) in the 1st Stage of Basic Education (PNEP) that focused teacher training in the use of systematic methods and explicit strategies for Portuguese language teaching in the classroom, in order to

improve levels of reading comprehension and oral expression (Order No. 546/2007, 11th of January).

- In another aspect, associated with ICT, the same Constitutional Government, through the Order No. 143/2008, dated January 3rd, created the **Technological Plan for Education (PTE)** with the main objective of placing Portugal among the five most advanced European countries in technological modernization of education. Following this initiative, the *e.Escolinha* program is designed for students enrolled in the 1st to 4th year of primary education and the *e.Escola* program for students enrolled in the 5th to 12th year. Order No. 20956/2008, 11th of August, created conditions so that families could be supported in acquiring computers and broadband access according to their income and size of respective household. A laptop was distributed under the *e.Escolinha* Program, with internet access which was known as «Magalhães» and which contained a set of educational software related to the curriculum of the 1st stage of Basic Education. According to official data, 414,120 «Magalhães» were distributed. As for the *e.Escola* program, very favourable conditions were created for the purchase of laptop computers with an internet connection, involving a partnership between the Portuguese Government and mobile telecommunications companies, 476,041 devices having been purchased. This initiative lasted from 2008 to 2011. As claimed by Pereira and Pereira (2011), the **PTE** trebled numbers in 2009 when compared with the figures for 2005, in the number of computers connected to the Internet in schools.

- The 18th Constitutional Government ended the PTE initiative, having created a new initiative by Order No. 10252/2015, 15th of September under the designation **Learn and Innovate with ICT**, with the establishment of multidisciplinary teams of the Ministry of Education: **Educational Resource and Technologies Team (ERTE)**. The ERTE was acknowledged as a multidisciplinary team with the following main objectives:

  a) To propose methods aimed at integrating the effective use of ICT into curricula and programs of different subjects in a transversal way in all levels of education and teaching.

  b) To encourage and promote research into the use of ICT in educational contexts, as well as the dissemination of these results.

  c) To propose guidelines that will allow for the creation, development, monitoring and evaluation of innovative and promotional initiatives of educational success through the inclusion of ICT into the teaching and learning process.

d) To promote initiatives that contributes to the defining of reference guidelines for initial, continuous and specialist training of educators and teachers in the educational use of ICT.

e) Ensure participation in international projects and institutions involving the study, promotion, evaluation and use of ICT in educational contexts.

Under the responsibility of ERTE other previous initiatives already under way were reorganized, where it is possible to highlight: **SeguraNet; eTwinning; Education for Media; Programming and Robotics** in the 1st Stage of Basic Education; **Learning laboratories** (e.g. EduLabs; Tablets in Education, Future classrooms); **Distance learning.**

Synthesising the various initiatives and programs in ICT, the following table presents, in chronological terms, those that were most representative:

National Program	Activity Period	Entity/Institution responsible	Levels of teaching covered
Project MINERVA	1985-1994	Ministry of Education (GEP and DEPGEF)	All levels of teaching
Program Nónio-Século XXI	1996-2002	Ministry of Education	All levels of teaching
uARTE – Internet in Schools	1997-2002	Ministry of Science and Technology	All levels of teaching
Program Internet@EB1	2002-2005	Ministry of Science and Technology; Schools of Higher Education; FCCN	1st Stage of Basic Education
Project CBTIC@EB1	2006-2007	Ministry of Education (CRIE)	1st Stage of Basic Education
School Initiative, Teachers and Laptops	2006-2007	Ministry of Education	All levels of teaching
Technological Plan for Education	2007-2011	Ministry of Education (GEPE)	All levels of teaching
Safe Internet	2007- …/	UMIC; Ministry of	All levels of teaching

		Education (ERTE/PTE-DGIDC); FCCN; Microsoft	
Initiatives e-Escolinha* e e-Escola**	2008-2011	MOPTC	*1st Stage of Basic Education ** 2nd and 3rd Stages of Basic Education and Secondary Education
Learning and Innovating with ICT	2010- …/	Ministry of Education (ERTE-DGIDC)	All Levels of Education

Table: National initiative Programs related to the promotion and use of ICT in educational contexts, in the period 1985-2016. (Adapted from Pereira and Pereira (2011)).

As can be seen from the table above, since 1985 to the present, Portugal has been implementing a set of national programs and / or initiatives conducive to promoting the use of ICT in the teaching and learning process in initial and continuing training of teachers which, in full, already accumulated 30 years of experience. Another note, worthy of highlighting, has to do with the fact that the vast majority of these initiatives have involved all levels of education. However, it is also important to note that some of these initiatives were only directed towards students of the 1st Stage of Basic Education (6-10 year olds) because it was this education stage where the biggest gaps were felt both in equipping in terms of computers and in connection and respective Internet access. Another aspect to highlight is that there are still two initiatives running: the **'Safer Internet'** and **'Learn and Innovate with ICT**. The first remains imperative relating to the criminal context where there has been, more seriously, the existence of issues related to cyber bullying, with paedophilia and theft and use of personal data and identity. The second, simply for having a very wide scope and a set of initiatives and programs at an international level, which already has a relevant background, continues to be given the respective follow-up.

On a more global assessment there is a certain tendency for each Constitutional Government and / or Minister of Education to leave their mark, which could even be positive since it allows for new, more updated and more consistent proposals to emerge with educational and social challenges. So there is the realization that there is a certain correlation between public policies with the different political cycles (Pereira and Pereira, 2011).

Romania

The levels of reading literacy based on national statistics

According to the report of Education Policy and Data Center - EPDC (2014, 2), learning is measured through literacy rates which are important because literacy is a foundational skill needed to attain higher levels of learning and national performance on learning assessments. The EPDC statistics show that in Romania the literacy rate is 99% among the youth population, higher than the average youth literacy rate in other upper middle income countries. In comparison to other low and middle income countries in access to education, measured as the primary school net enrolment rate and youth literacy, Romania ranks at the 30 percentile in access and 76 percentile in learning.

Country reading levels/literacy levels based on international assessment measures

The mean score of students in fourth grade in Romania on the PIRLS (2011, 90) overall reading scale was 502 points. This was significantly below the EU-24 average of 535. Among EU countries, just Malta (477) had a lower mean score than Romania. The performance of students in Romania was about the same across the reading purpose and reading process scales, according to ELINET report (2015, 23)

The PIRLS (2011)[1] reading results for Romania in Grade 4, shows that „*nearly 14% of test takers in Romania performed below the lowest performance benchmark in reading, compared to an average of 13% for other countries that took the same assessment*".

The PISA (2012) survey on the maths, science and reading skills of 15 year-olds revealed that Romania fall far short of the EU average, 37.3% are low achievers in reading (EU average: 17.8%), 40.8% in maths (EU average: 22.1%) and 37.3% in science (EU average:16.6%). The same study also shows big disparities in learning outcomes between students coming from different socioeconomic backgrounds. 15 year-olds in the bottom 20% of the scale scored an average of 404 in maths, as compared with 506 on average among those in the top 20%. For reading, according to Education and Training Monitor for Romania (2014, 7) the gap is even wider (392 average for the bottom 20% and 496 for the top 20%).

In the ELINET report (2015, 5) it is stated that „*Romania participated in PIRLS assessments of 4th graders' reading comprehension in 2001, 2006 and 2011, and in four rounds of PISA assessments of 15 year olds' reading literacy in 2000-12. This means it is possible to describe change over time in average reading proficiency, according to different characteristics of the readers. Romania performed well below the EU average in both PIRLS and PISA. The gap between the performance in Romania and the EU average is larger in PISA than in PIRLS. Between 2001 and 2011 in PIRLS and 2000 and 2012 in PISA, the performance did not*

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[1] http://timssandpirls.bc.edu/pirls2011/framework.html

improve significantly. In PIRLS, the pupils even performed worse in 2011 than in 2001. The lack of significant growth at either level over the last decade is a cause of concern. A substantial proportion of pupils (around 35% in both studies) can be considered as low performing readers. At best they can read simple texts, retrieve explicit information, or make straightforward inferences, but they are not able to deal with longer or more complex texts, and interpret beyond what is explicitly stated in the text."

National educational standards with respect to literacy

In the Eurydice report (2011, 57) it is stated that *„the vast majority of curricula provide at least two different types of indicators related respectively to word recognition, fluency and knowledge of grapheme-phoneme correspondences. The most comprehensive coverage of basic reading instruction can be found in Ireland, Greece, Spain, Cyprus, Luxemburg, Romania and Slovenia. Their curricula include between four and six different indicators for word identification and knowledge of phonics and at least three indicators for fluency."*

In Romania, the Law on National Education no. 1/2011 strengthened a competence based curriculum in order to address quality issues in education. Transversal approaches under the curriculum and new transversal assessment tests have recently been implemented, as shown in the Education and Training Monitor for Romania (2014, 8).

As a result of ongoing reforms, Romanian policy makers have taken promising steps to strengthen literacy performance: for example, Romania has introduced in 2014 a national evaluation specifically aimed to evaluate literacy related competencies in the field of Language and Communication for the grades 2, 4 and 6. Furthermore, digital literacy was made a focal point both in initial teacher training and in continuous professional development of teachers. The most significant change, though, was the turn towards a competence-based curriculum. (ELINET 2015, 8)

Distinction in literacy level measures and standards for primary and secondary education

According to Romania's new National Curriculum, the main reason why children need to study Romanian Literature and language in the primary school is to develop elementary competences in written an oral communication and conversacy with fiction and non-fiction texts appropriate for their age. The requirements of the new curriculum have substantially changed how primary school children study Romanian language. The previous artificial and arbitrary division of Romanian into three domains – reading, learning content, and communication – has been replaced by a functional model (Noveanu et al. 2007, 182).

For the 15 year-olds students reading attitudes and metacognitive strategies are envisaged. More precisely, students' enjoyment of reading and their awareness of efficient reading

strategies in order to summarize a text on the one hand, to understand and remember a text on the other hand. At this level, reading proficiency should be related to the enjoyment of reading, and metacognitive strategies (Valtin et al. in ELINET report, 2015, 48).

The Ministry of Education, Research and Youth (2013), has produced through its National Evaluation and Examination Service (SNEE: Serviciul National de Evaluare si Examinare SNEE) standards for students to meet at the end of the 4th grade (age 10/11), at the end of the 8th grade (age 14/15) and at the end of the 12th grade (age 18/19), respectively.

Literacy levels with respect to the use of ICT in reading

In Romania, there is a national strategy covering training measures in Information and Communications Technology (ICT) in schools. Central steering documents from the European Commission concerning *"Competence into Mass Media"* state that students and teachers should use ICT in all subjects in class and also for complementary activities. The documents also contain recommendations to use e-book readers, computer projectors (beamers), communication software and multimedia applications (Valtin et al. in ELINET report, 2015, 48).

As emphasized by Stănilă & Fotiade (2013, 3-4) *„Starting the year 2000 the Ministry of National Education is concerned with the pupils' access to information and so encourages the teachers' training for information and documentation skills. The transformation of the school libraries into Centers for Documentation and Information (CDIs) is linked directly to the objectives of the Ministry to develop information literacy to ensure access to information."*

Greece

Greek secondary school pupils performed below average in international tests for literacy in reading according to the results of the 2012 PISA (Programme for International Student Assessment) project, published by the OECD. The survey involved testing half a million 15 year olds in 65 countries in Maths, Science and Reading literacy skills. In Greece, more than 5100 15-year olds from 188 Greek schools were tested. While the report found a slight improvement in Maths, literacy in Reading and Science remained static. The report found Greek 15 year olds to be below average in reading literacy, with a mean score of 477 (OECD mean was 496) giving it a ranking of 30th out of 34 OECD countries and 40th out of all participating countries. Four previous surveys took place in 2000, 2003, 2006 and 2009. The reading literacy results over the years have been as follows (numbers in parentheses): 2003 (472), 2006 (460), 2009 (483) and 2012 (477). The numbers are relatively consistent over the past 9 years (PISA, 2012).

Greece took part in the 1991 IEA Reading Literacy Study, also known as the prePIRLS test. Greece scored near the average. Future testing in 2001 showed a significant increase in the average student performance, placing Greece in the 75th percentile. Greece has not taken part in PIRLS since then. PIRLS is designed to assist participating countries in monitoring the reading literacy of their fourth-grade populations in comparison to other countries. Compared to the United States, which the other countries are measured against, Greece had a combined reading literacy score of 524, below the United States average of 542. However, Greece scored higher than the international average, which was 500. Scores between 510-570 mean that the children could make elementary interpretations, were able to locate specific parts of the text to retrieve information, and were able to make observations about whole texts. They were not, however, able to make inferences and describe and contrast characters' actions. Partially in order to correct this problem, In the last ten years, the reformed curricula in Greece now encourage links between curriculum subject areas and the new curricula in primary and secondary education changed as of 2012/13. The new curriculum makes provision for an extra hour per week of Modern Greek for reading literature texts, among other changes (Education Statistics, 2015).

Levels of reading literacy based on national statistics

The UNESCO Institute for Statistics on Literacy Rates (2012) reports the following results for Greece: % of females aged 15-24 who were literate in 2012: 99.30%; % of males aged 15-24 who were literate in 2012: 99.45%. The literacy rate % of people aged 15 and above increased 6.85% between 1981 and 2012. No specific statistics were found reporting literacy levels for primary and secondary education aged children; however, if the rates increased in the population aged >15, they most certainly increased in children <15 (UNESCO, 2012).

Literacy levels with respect to the use of ICT in reading

For fifteen-year-olds, a variety of reading materials and engagement in reading were very important for developing proficiency in reading, as PISA 2000 and 2009 results suggest (OECD 2002, 2010d). Online reading also had a positive effect, although this was not as pronounced as the reading of printed texts (Eurydice, 2011). Students who were engaged in online reading activities were generally more proficient readers than students who did little online reading (OECD, 2010d). Online reading activities include reading e-mails, chatting, reading news, using an online dictionary or encyclopedia, participating in group discussions and searching for information. These results suggest that materials normally considered to be of lesser value in schools than fiction, e.g., magazines, newspapers and online reading materials, may, in fact, help some pupils to become more proficient readers (Eurydice, 2011).

In 2012, 96% of 15-year-old students in OECD countries reported that they have a computer at home, but only 72% reported using one at school. It appears that even computer use in the classroom has a mixed impact on student performance. Students who use computers moderately at school tend to have somewhat better learning outcomes than students who use computers rarely. But students who use computers very frequently at school, do a lot worse in most learning outcomes, even after accounting for social background and student demographics. The results also show no appreciable improvements in student achievement in Reading, Maths or Science in the countries or schools that have invested heavily in ICT for education. Put simply, ensuring that every child attains a baseline level of proficiency in Reading and Mathematics created better results than can be achieved by expanding to high-tech devices and services (OECD, 2015).

Education plays an important role in reading. Only 12.9% of people from low educational levels read books. 43.1% of people with medium education read books whereas 70.9% of people with a higher education read (Mathioudaki, 2005).

A study was made to determine the attitudes towards the use of ICT in 951 male and female primary school teachers from all over Greece. The results revealed that although the majority believes that ICT is a useful tool for teaching and learning, and generally agrees with its exploitation in schools, it appears that they are not yet fully convinced about the advisability of the immediate introduction of new technologies in primary education (Kiridis, Drossos, Tsakiridou, 2006).

The study presented at the 2014 Nielsen Children's Book Summit was specific to the US, but presented interesting findings that are relevant to digital books internationally.

According to Nielsen, "67% of kids read for fun fairly often." There is a significant preference for print over digital books, with 71% of kids purchasing in print. As a matter of fact, children's books in print are the largest growing sector in publishing globally.

In the U.S., reading rated at the top of leisure activities for kids 0-10; it drops for kids 11-13, and then at 14-17, reading is completely superseded by social media.

When it comes to the digital vs. print question, teen's preference for print is loud and clear: 54% of teens generally prefer print, 28% have no preference, and only 18% prefer e-Books. While most teens in the study were "light readers," (3-6 hours a week), 15-year old girls tended to read the most. Among these readers 56 percent prefer print.

For children aged 13-17, 92% said they play video games weekly and 66% responded that they also read for pleasure. Almost all readers, then, are gamers. 93% of teens that read also play games, as well as 94% of kids aged 6-12. Again, the survey showed that they prefer

print books to e-Books (Crunching Numbers at the Nielsen Children's Book Summit, Publishers Weekly, 2014, December 16).

According to the EU High Level Group of Experts on Literacy (2012), adolescents devote more time to electronic and digital media (including television, computers and electronic games) than any other single activity. Some 77 % of 13-16-year-olds in Europe have a social networking profile. Time spent online far surpasses time spent reading for the overwhelming majority of young Europeans. Though this may be viewed negatively, children and young people can also develop the skills needed to support academic work through informal computer 'play'. Digital activities can be beneficial for reading proficiency: teenagers who spend more time browsing the Internet for fun at home have better digital reading results. (PISA 2009). The digital environment is not used enough as a medium for reading promotion and for supporting the engagement of adolescents in reading. The market for educational apps is exploding and educational content is becoming a selling point for handheld devices. Nevertheless, the availability of e-Reading material specifically for teenagers, particularly in languages other than English, is limited (EU High Level Group, 2012).

1500 people aged 15 and up took part in a survey in 2010. 6% of the people were 15-18 years old. 43% of those questioned read at least one book vs. 34% in 2004. 7% of people aged 15-24 read $\geq$10 books/per year. Of those 9.4% were women and 6.8% were men. 43.8% aged 15-24 read 1-9 books/year. Of those, the women read 40.2% and the men 28%. Those who read more went on to university and lived in urban areas. Of those who finished high school, the ones who had learned a foreign language or had travelled or lived abroad, read more than those who remained in Greece. Of the avid readers ($\geq$10 books/yr.), 85% read books and 4% magazines. Of those who read $\leq$ 10 books/yr., 57% read books as their first choice and newspapers as their second choice. The non-readers prefer newspapers (40%) and magazines (11%). e-Books were not mentioned.

Use of ICT: 43% of people said they use computers and approximately the same number visited the Internet daily to find information, write e-mails, look at social media pages and download music (National Book Centre of Greece, EKEBI, 2010, 2012).

In a survey undertaken by the Pedagogical Institute, 78% of students voted in favor of enriching their literature course using ICT. The author pointed out that though the literature lesson has evolved over the past 30 years to accommodate the wishes of the readers/children, the number of children reading literature has declined. First they illustrated the books, then they reduced the segment of the book the children had to read, followed by adding modern literature and removing classical literature. None of these actions led more children to reading; in fact, the opposite happened and literacy rates have

dropped. They decided to enhance books in primary schools with recipes, brief ads and webpages. This may make the students happy but it is doubtful if they will learn about the great poets in school (Rizospastis, 2010).

Italy

Italy lags behind most OECD countries when it comes to the equipment and the usage of information and communication technology (ICT) in the school. For example, in 2011, only 30% of Italian students in the 8th grade used ICT as a regular instruction tool in science classes, compared to the average 48% in an OECD country[2]. The potential of technology for transforming education goes well beyond equipping each classroom with an interactive whiteboard or other comparable technology. Two initiatives of the national plan give selected teachers and schools the possibility to pilot a variety of pedagogic uses of ICT and to reinvent teaching and learning in a technology-rich environment: Cl@sse 2.0, that grants a lump sum for one classroom within a school, and Scuol@ 2.0, for the entire school. These initiatives have two objectives: showcase the power of educational technology and make it even more desirable; pilot new schooling models for the Italian education system. The current national policy for large-scale introduction of ICT in all schools, Piano Nazionale Scuola Digitale, was launched in 2007. The current policy marks a clear discontinuity with previous national efforts to introduce ICT in schools: it aims at introducing the use of ICT equipment directly in the standard, everyday classroom, rather than in separated computer labs that have to be booked in advance; moreover, it transcends disciplinary boundaries by seeking ICT adoption in all subject fields and at all levels of education. Understanding the problematic of using Information Technologies, demands a consideration of some more fundamental educational issues. ICT is often perceived as a catalyst for change: in teaching style, in learning approaches and in accessing to information. Yet, the rhetoric for change has been too associated with the symbolic function of technology in society, which sits uncomfortably with teachers professional judgements. So educational computing, it would appear, has yet to find its own voices. Technology plays an important and pervasive role both in modern society and in modern education and everyday life. Understanding the problematic of using Information Technologies demands a consideration of some more fundamental educational issues. It is not only perceived as a catalyst for change, but also change in teaching style, and conversely not impressed by change that appears to focus on what the technology can do rather than on learning. From this, it will emerge a clearer template of what change is required in education, and the new expectations and relationships for both teachers and technologies in order to achieve it.

[2]OECD (2010), Are the New Millennium Learners Making the Grade? Technology Use and Educational Performance in PISA 2006, OECD Publishing
http://www.oecd.org/edu/ceri/Innovation%20Strategy%20Working%20Paper%2090.pdf

Status of national literacy levels

The analysis of all the documents and statistical information shows that more than half of Italians do not read even one book a year. A survey by ISTAT (National Statistics Institution), carried out in 2015, shows that only 42 % of people, aged six years and more (24 millions), have read one book for professional or not educational reasons, during the past year.

This percentage stays stable, after a progressive decrease starting in 2012. (Graphic)

In fact, the number of people that read books is decreasing, moving from 43% in 2013 to 41,4% in 2014. All the data of 2015 are stable. The only difference regards 15-17-year-old readers, who have increased from 51,1% in 2014 to 53,9% in 2015.

PERSONE DI 6 ANNI E PIÙ CHE HANNO LETTO ALMENO UN LIBRO NEL TEMPO LIBERO NEI 12 MESI PRECEDENTI L'INTERVISTA
Anni 2001-2015, per 100 persone di 6 anni e più
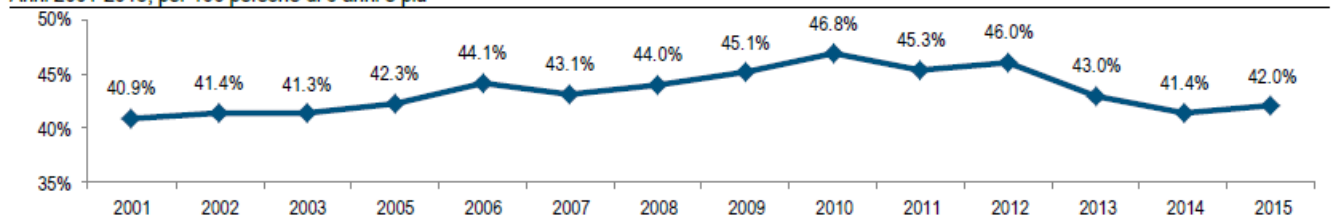
There are a lot of gender differences and social inequalities that influence literacy levels. Regarding gender differences, female readers are 48,6%, against 35% of male readers. People who read the most, are young girls between 15 and 24 years: They (60%) read at least one book a year. This percentage raises up to 66,1% for girls between 15 and 17 years old. Female readers in their 60s or more fall below 50%, while male readers of all ages always show a lower percentage, while boys between 11 and 14 years old stay around 45%.

Another variable that influences reading data is the place of origin. Thus, people from the southern part of Italy read less than the rest of the country: 1 out of 3 reads at least one book in a year (28,8%), while in the Islands (Sicily and Sardinia), readers have increased moving from 31,1% in 2013 to 33,1% in 2014. However, in the northern part of Italy more than 48% of people read a book per year (49,6% of readers live in North-West).

Also the urban dimension of the places seems to influence literacy levels. In the municipalities of metropolitan area, readers are 51% of the population, while in small urban municipalities with fewer than 2.000 inhabitants, the percentage decreases to 35,5%.

Besides, regardless of the territorial context, the Educational Level is one of the most important factors that affect reading practice. 3 out of 4 graduates read books (75% in 2014,

against 77,1% in 2013). However, the proportion lowers down to 1 out of 2 people among undergraduates and A Level holders, (50,2%; 53% in 2012) and to 1 out of 4 for people who hold a primary school diploma.

Another massive factor that influences reading habits is represented by the family context. The propensity of children to reading books is directly related both to their parents' literacy levels and to their reading habits and books-familiarity.

Children readers between 6 and 10 years old, whose parents define themselves as fond of reading, are 63,7%, while 11-14-year-old children readers are 66,8%. On the contrary, children readers who belong to non-reading families of the same age are, respectively, 26,7% and 30,9%.

Almost half of the national readers (45,5%), the so-called "weak readers", has not read more than 3 books in 12 months. They were 11,5 millions of people in 2013, while in 2014 the number decreased to 10,7 millions, since the rest of them turned directly to non-readers. This 6,8% decreasing proves the importance of the so-called "maintenance measures", in order to avoid the progressive loss of irregular readers.

In Italy the so-called strong readers (people who read at least 1 book per month) are 13,7% (14,6% women; 12,4% of men).

Almost 1 family out of 10 owns no books (9,1%: about 2,3 millions of families). This percentage is well above the national average in Puglia (18,2%), Calabria (16,3%) and Basilicata (16,1%). Among those families who do own some books at their home place, 22,2% of people do not equally read a single book in a year, while 1 out of 4 (24,5%) reads approximately three books a year (18,3% in 2014).

During the last years, a significant increasing on reading habits has been given by the spreading of digital products and eBooks. 4,5 millions of people (8,2 %) in the last three months have read or downloaded books or eBooks. 6% of those people do not normally either own or read printed books. The use of eBooks mainly affects young people: in particular, 22,4% of people aged 18-19 use the web as a constant tool in order to relate with reading.

However, data highlight that most of the people who regularly read eBooks, currently reads and buys also printed books, since percentages of eBooks reading are related to the number of printed books owned at home. Among eBooks buyers, people aged 16-74 who own 50 or less printed books are 17,4%, while those who own 200 or more printed books are 39,3%.

The international PISA 2012 (*Program for International Student Assessment*) measures the performance of 15-year-old students in reading literacy, tested in 65 countries. The reading

literacy is read as "the ability to understand and use written texts, reflect on and engage them in reading in order to reach their goals, develop their knowledge and potential and be an active part in society" (OECD, 2009). The OECD PISA 2012 National Report edited by Invalsi (National Institute for the Evaluation of the education system) highlights some critical elements: Italy ranks slightly and significantly below the OECD average. It is between the 26th and the 34th place in the ranking of the 65 participating countries and it is between the 19th and the 25th place about the 34th OECD countries. In Italy almost one-fifth of 15-year-old students is below the critical threshold of the minimum required skills in order to make the reading and functional activity. Against a national average share of low performers in reading equal to the 19.5% of the total students, high schools have only the 5.6% and technical colleges the 20.3%, but the incidence rises to the 41,7% for the Vocational Training Centers and to the 44.9% in vocational schools. In addition, only students of secondary schools, with an average of 537 points, achieved in reading significantly higher than both the national and the OECD average. Students of technical institutes (476), of vocational schools (415) and the Vocational Training Centres (421) are all below both the national and the OECD average. Students in the North West (514) and North East (511) are placed above both the national average (490) and the OECD average (496), with a statistically significant difference: the Center (486) and the South (475) get a result in line with the Italian average. The Central Italy is also in line with international benchmarks; the South ranking below this value, especially in some regions it is below the national average; South Island (453) is placed significantly below both the averages of reference, as well as the Area's convergence regions (Campania, Calabria, Puglia and Sicily) that, overall, get an average score of 465. In particular, it concerns a high rate of illiteracy, which affects about the 70% of Italian adults and that puts Italy the last place among OECD countries for literacy and the second lowest for math skills.

FIGURA 8. PUNTEGGIO MEDIO DI LITERACY DEGLI ADULTI TRA I 16 ED I 65 ANNI PER PAESE. Anno 2012
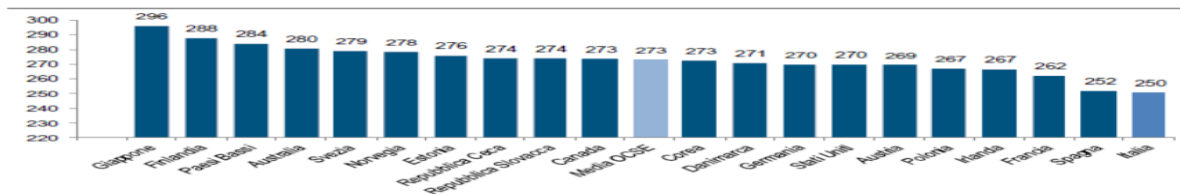
Fonte: OECD, Survey of Adult Skills, 2012

The Italian young from 16 to 29 years, no longer in an educational/training program but equally engaged in an occupational activity, that is the so-called NEET (Not in Education, Employment or Training), are the social groups with the lowest levels of literacy. Only the 18.2% of them reaches level 3; young workers reach the 32.3%, students reach the 42.9% and workers and students the 45.8%. It is necessary to improve their relationship with reading, because they rarely read. From the data analyzed, it well emerges which are the objectives and priorities regarding the actions and the promotion of reading strategies

(National Plan for the Promotion of reading, good practices, etc ..) which need to be taken in order to raise awareness and create new readers, among young people and not only. Promotional activities, infrastructural interventions must pay particular attention to the South, since not even a third of residents reads one book a year, and the levels of participation in cultural life are much lower than the national average. There is a huge gap between the southern regions and the rest of the country, which can no longer be ignored, since the fate of the book and culture necessarily coincides with the destiny of Italian country.

Reading habits and interests of youth

Ireland

The results were taken from two separate Focus Groups. One focus group (School 1) took place on 16/03/16 in a Secondary School. Students in this group are aged 15 and 17 and are all in their fourth year of Post-Primary school which is a transition year between Junior and Senior cycle and are male and female. The second student focus group (School 2) that results are taken from were a group of students in a different school. Students in the group range from aged 14 to 20 and included both male and female. The students in School 2 are currently completing Junior Certificate and Leaving Certificate equivalent courses.

Students in School 1 listed sports, listening to music, going out with friends and watching Netflix as their favourite things to do in their free time. Students in School 2 expressed a variety of different things that they like to in their spare time such as hanging out with friends, being outside, playing guitar, sleeping, watching TV, playing PlayStation, watching Netflix and eating. Favourite leisure activities that were mentioned by students in both schools were sports, tennis, football and going to the gym. School 1 students specifically mentioned football, martial arts and playing guitar are their favourite hobbies. Only one student from School 1 and two students from School 2 said that they like read books in their free time. The rest said that they did not like to read or said that 'sometimes' they would read in their spare time. In relation to how many books that students read a year, the answers greatly varied amongst those asked. In School 1, all students asked said "around 1 or 2" and that these were mostly in school. In School 2, one female student aged 18 answer 3, one male students aged 19 said 8-10 and another female student said 1.

When asked what kinds of books do they like to read students in School 1 said that they would read "anything that is good" in School 2 one male student aged 18 answered 'Books about dog breeds' another male student aged 18 answered 'Irish History'. Other general answers from students were 'everything' as well as crime, superhero characters, Jacqueline

Wilson books, magazines and books about people's daily life. One particular female students aged 17 said that she enjoys reading books that are based on diaries such as The Diary of Anne Frank. Another male student aged 17 answered that he enjoys books that are based on true stories and articles online. One particular male student aged 16 said that he often does not complete a full book as he "gets half way through and gets bored." One female student aged 17 said she reads 2 books a year but mentioned "When I was little I used to read non-stop." When questioned about the decrease in her reading habits, she said that she reads less now because she is "busy with life". One female student in School 1 aged 14 said that she likes to read books that are based on films and recently read The Fault in Our Stars on holidays. When asked about books such as The Hunger Games or Harry Potter, the students in School 1 said that they didn't like these books as they were too long but other books that they do like are sports based books particularly based on football.

Students from school 2 listed off specific features that they would look for in a text such as a topic that they are interested in like crime, football, true life stories. One particular female students aged 17 said that she specifically looks for books with characters that she can relate to like characters that are of a similar age and mentioned a character called 'Tracey Beaker' that she was fond of when she was younger. Other features that students say they look for in a text are if it has something interesting in it like local news or events in newspapers or magazines. One particular female student aged 18 who stated she read 1 book a year said that she much prefers books or magazine based on fashion, make-up and famous people. A female student aged 15 in School 1 said that she would judge whether a book is good or not depending on its cover and that she would look for books that "catches the eye" if it had "good reviews".

When asked how often do they visit a bookshop or a library students in School 2 every student apart from 2 said either never or once a year. The two students (one male 19, one female 18) that said they visit bookshops and the library around 'every week or two weeks' and that they buy books from the book shop. Students in School 1 said that they visit bookshops mostly around Christmas to buy books for themselves. Also mentioned was the Mobile Library in the area which one student (female, aged 14) said she attends with her Mother and little brother. All students in School 2 said that they have a library in the Literacy Class and that they read during class and during book club. One male student aged 18 said that he doesn't use the library at all. When asked if their teachers suggested books for them to read, all students in School 2 said 'Yes- sometimes.' When asked if these books are part of the curriculum or not, students responded saying that it is for their class work as well as for their own enjoyment and that as part of their Book Club they must write a book review but it can be based on any book that the students chose. In School 1 students said that they have a school library and that they use it sometimes as part of class. They also said

that 'sometimes' their teachers suggest books for them to read and that teachers suggest books and put them at the front office for students to see. All students in School 2 apart from two said that they would not discuss the books that they read with their classmates and that they would not recommend the books that they read to others however all students in School 1 said that they would recommend books to their friends and classmates.

When asked how they might chose a book from the bookstore or library students gave a range of answers in response. School 1 students said that they would chose a book based on its cover or the blurb on the back. Several students said they would chose based on their knowledge of the author and if they had read previous books by the author. Almost mentioned by a student was that he would look for key words like 'football' (male- aged 17) and if it looks interesting. One female student aged 17 said she would pick a book if they were relatable or based on TV or a movie. Another student in School 2 said that he often brings a book home and reads it to see if it is good. When asked where do they like to read books, students answered a mixture or home and at school. Many of the reluctant readers seemed to read most at school and very rarely at home whereas the more advanced readers prefer to read at home. In School 1, all students said that they much referred to read at home as it was 'cosy' and they could read in bed and there are less distractions. One female student aged 17 in School 2 also said that she much preferred to read at home in bed. In School 2 one female student aged 17 mentioned that she enjoyed reading while flying and travelling. In relation to their access of books at home, students in School 2 all said that they regularly read magazines and newspapers at home and that many of the books that they have are books from school or were novels that were part of the school curriculum. Nearly all of the students mentioned that they have access to books that their parents own at home, in particular books on crime, fiction and music as well as encyclopaedias and novels. Two students mentioned that they read online at home as well as through the use of e-books and kindles.

All students were asked if their parents encouraged them to read. One girl aged 17 said she has "no encouragement to read from my parents", one male student aged 16 stated "Yes, my parents encourage me to read and they always tell me to read." A male student aged 17 said that his Father regularly encourages him to read and recommends books to him quite often. One male students aged 18 said that he is regularly told by his mother to "Get off the PlayStation and read". The majority of the young people in School 2 said that they used to have a lot of encouragement to read from their parents when they were younger and in Primary school but this has diminished as they have gotten older. This seemed to be a common response to all students and they all felt that they were encouraged a lot more by their parents to read when they were younger. In School 1 all students felt that their

parents encouraged them to read but that they had been much more encouraged when they were younger and in primary school.

All except one student (male aged 19) said that they prefer to read printed texts and 2 students said that they use an e-reader (female aged 18, and male aged 19). When students in School 1 and 2 were asked if they were interested in e-readers or digital books the responses varied greatly. In School 1, 3 female students aged 14-15 said that they had e-readers. In School 2 some students said they would like to use them and might find them easier to read, one student (male aged 17) said he would be "more likely to read if we had e-books in school." However a female student aged 17 said that she likes "the old fashioned way and the smells of books." Other statements that were made in relation to e-books or audio books were "they're annoying" "annoying voice" "Haven't got the patience to listen" and that "nobody uses them." Students mentioned that they do use social media as a way of reading news or journal articles. Students in School 1 said that they regularly online particularly on Facebook. One female student aged 14 said that she reads a lot on Facebook such as articles on social issues like bullying. This same student also said that she felt like e-readers and Kindles were 'cool' and that she likes that if you don't know what a word is you can use it to look the word up and find out its meaning. Snapchat was also mentioned by students in School 1 and as one female student aged 14 said that she would send a snapchat picture of a book she was reading to her friends. All students in School 1 said that they would be more likely to read if they had access to iPads and e-readers and could download the books at home. Several students in School 2 also said that they would use google to look up information on things and then share it to their Facebook or other social media accounts. When asked about difficulties or challenges that they face when reading or when using technology to read, nearly all of the students in School 2 said that they are easily distracted and have much less concentration when reading online because a "friend might send something" and this would cause them to become side tracked. Students in School 1 mentioned not having free time and the high cost of books being some of the reasons that prevent them from reading more, they also mentioned that in relation to using e-readers it can be very bad for your eyes. Students in School 1 said that Facebook should be used to share book reviews or information on authors to encourage reading promotion among young people using ICT.

Cyprus

Reading habits and reading interests of teenagers has been the focal point of research studies the past six decades. Reading habit is considered as an important aspect for developing a literate society in this world as it forms the character of the citizens and assists them in the development of proper thinking methods (Palani, 2012). Recent studies have

also highlighted the significant positive correlation between academic achievement and reading habits (Kaur and Pathania, 2015; Singh, 2011; Sherafat and Murthy, 2016).

In order to draw conclusions about the reading habits and reading interests of children in Cyprus we retrieve information from the project "Are you Reading?" which aimed to investigate the reading motivation, attitudes, habits and behaviours of primary school students in relation to reading and develop programs to promote a love of reading.

According to research findings, 30-40% of the children expressed positive attitudes towards reading, 20% were neutral and 30-40% of the participants were negative. A 57.8% of the research participants stated that they like visiting bookstores as opposed to a 34.4% who like visiting public libraries. In terms of reading preferences, the children stated that they prefer comics, adventure and mystery stories. On the contrary, only a small percentage of students (9.6%) indicated their preferences in reading newspapers, tales with princess and princesses (10.8%) and biographies (11.7%). In terms of reading at school, 29% stated that they read a book in silence approximately 1-2 days per week whereas a percentage of 26% replied that they do this practice every day.

In terms of reading using technological means at school, the vast majority of students (60.8%) do not seem to use technology to read stories. Only a percentage of 16.8% uses computers and only the 15.1% uses the internet. Even a smaller percentage of students uses their mobiles (2.3%) or their tablets (4%) to read stories at school. However, a large number of participants use technology at home. Specifically, 27.7% of the children use computers and the internet (23.4%) to read stories at home. Nevertheless, it should also be noted that a percentage of 39.2% do not use technology to read at home (Kyprianou, 2014). A participant from the focus group offers an explanation of this limited use of technology in schools and at home:

> Although some efforts have been made to support the use of technology in schools, the infrastructure is not adequate and it is not supported to a great extent. However, the main reason of the limited use of technology in terms of supporting reading is that a considerable number of teachers and parents do not hold the belief that the use of ICT can play a vital role in students' reading habits, reading commitment, and reading skills. On the contrary, they believe that the use of technology has a negative impact upon reading. (Teacher focus group, female).

Several studies however, contradict the aforementioned by highlighting that the use of ICT does promote children's language and literacy development (de Jong & Bus, 2003; Shamir, Korat & Fellah, 2012; Yelland, Hill & Mulhearn, 2006) in addition to enhancing children's motivation to learn.

International studies have also investigated the reading habits and reading interests of teenagers. Specifically, in a study regarding reading which was conducted in 30 schools in the south-west of England, findings indicated that a 61% of the 707 school students (11 and 15 yrs old), claimed to be reading a book at home. Moreover, these participants tended to select books that other students have enjoyed and were relevant to their own experiences and concerns (Hopper, 2005). Howard's study (2008) has also depicted the role of teens' peers in supporting teenagers' reading habits. As the researcher stated 'for many young teen readers, reading takes place almost exclusively in a social context and is seen as an effective way to cement peer friendships. These teens actively seek to read the same materials as their closest friends and use reading (talking about reading, exchanging reading material, following the same series) as a form of social bonding' (p. 9).

This influence of peer recommendation also highlights the gap that exists between what teenagers read and what teachers offer them as reading material. An earlier study conducted by Thomson (1987) highlighted this gap by stating that the majority of student teachers' knowledge of teenage fiction is too limited for them thus making them incapable of making commendations that will permit school students to enhance their reading skills and habits.

Portugal

In this chapter attention is given to reading habits and interests of Portuguese youth retrieved from desk research and a focus group interview with young people and two focus groups with teachers and school librarians (and reports on these interviews). Information is also collected on what young people like to read and how they approach reading printed and digital material, with a special emphasis put on the use of e-readers or e-books or any other form of online reading material and Web 2.0 tools in connection to reading.

Low-skilled readers and social background

Research shows that over 50 per cent of today's Portuguese youth are classified as low skilled in the key subjects of reading literacy, mathematics and science, although these numbers are improving. This result carries important implications for Portugal's future economic prospects because workers with skills below Level 3 will have great difficulty competing in the global knowledge economy. Portugal has among the lowest rates of persistence to upper secondary completion in Europe, a fact that limits the efficacy of school-based interventions for these students. International comparative data suggest that upper secondary graduation is a critical marker, one that maximizes the probability of students reaching Level 3 on the international proficiency scales. Level 3 has been judged to

be the level needed to support tertiary participation, lifelong learning, labor productivity and democratic engagement.

Teachers in Focus group 2 highlight some concrete reasons connected to reading that may explain early school dropout and the low levels described in the paragraph above: some students in the 3rd cycle of basic education (13-15 year-olds) still have problems with reading in the sense of decoding texts, which seriously impairs their possibility of enjoying reading or making sense of what they read. Research confirms that reading among children 11 to 15 may still be affected by low reading comprehension. A student who cannot comprehend what he reads, cannot be motivated to read. Thus choice of reading material may be as important as strategies to scaffold reading. But prior to this, there is the need to help students decrease their perceived difficulty and avoidance of reading, when this is the case. There are multiple aspects of motivation to reading, but studies have shown that teachers need to enable students to experience the benefits and uses of reading all types of texts in multiple concrete situations.

More specifically, research has it that the **reading proficiency of Portuguese youth** is highly conditioned by their social background. Students coming from socially disadvantaged homes achieve much lower average scores than their more advantaged peers. Comparative analysis of the PISA data suggests that reducing the level of social inequality in reading practices and hence educational outcomes is one of the most effective ways of improving overall scores. The OECD *Study Students, Computers and Learning* (2015:3) further reiterates that the digital divide is better bridged by ensuring that every child develops baseline reading and mathematics skills than through expanding high-tech devices and services.

One particular set of data to be gathered from several reports is that the early school dropout percentage is higher among boys than it is among girls and that the percentage of girls in tertiary education in Portugal is higher than that of boys (Eurostat, 2015), which points to a growing gap between the literacy levels of boys and girls that deserves the attention of policy makers and educators.

Characterization of students as readers

A survey conducted at Secondary School Manuel de Arriaga, in the Azores region (one of the regions with higher dropout levels) in Portugal, entitled "Os jovens e a leitura" (Young people and reading) developed during the school year 2009 and 2010 shows that in grade 7, 47% of the young boys consider reading to be positive; by year 8, the percentage is 50%; by year 9, 55% of the boys consider reading to be positive. All these percentages are below those for girls. This survey also shows that boys read less than girls per day; in fact only 8% do so every day in grade 8; 11% in grade 9; and 2% in grade 10. As to type of reading, boys

in grades 7 and 8 claim to prefer reading magazines or newspapers, cartoons and adventure stories; in grade 9, besides adventure stories, boys claim that they also appreciate detective stories, crime fiction and science fiction. The most interesting data of this survey relates to results among grades 7, 8 and 9 male teachers, 31% of which consider reading boring and 52% of which claim that they only read once in a while. 40% claim that they don't like being given books. As to the activities that they consider more useful in connection to reading, 83% highlight debate and discussion about the book; and 87% literature analysis and interpretation; as well as research under teacher supervision (74%) and research done by the students themselves (63%). Focus group interviews (focus group 3) highlighted that among the interviewed boys and girls who liked to read there were books at home and parents read; although parents did not buy books for their children, there were other relatives that would, as one student stated.

Another survey, conducted in 2011 and 2012 (Yubero, Larrañaga and Pires 2014) with 1116 young people in 9 Higher Education Polytechnic institutes and universities, aged 18 to 25, may be used to reflect on younger students' reading trajectories from school to higher education. Higher education students will be among the students who are achievers. It is also known to be true that from childhood to late adolescence the rates of voluntary reading decrease and that the older the student the less he reads for pleasure. The majority of the 1116 students surveyed claim they read to get information and keep updated; one third claims they read in order to learn, and only 19% claim that they do so for pleasure. 5% read to 'get out of the real world". There are no significant differences between males and females, even if more females than males answer that they read because they like to do so (46,8 versus 36,4).

Among the interviewed students, aged 13 to 15, males and females, the majority said they read because they have to, for school work. They said they used the school library frequently, to relax, to read about their interests and to get books from to take home on loan. Only 2 claimed they read for pleasure. What they prefer to do for entertainment is to practice sport, watch television and listen to music.

Teachers in Focus group 2 add to these that students like their online social networking through mobile technologies, also. According to these teachers there are a couple of young students that are passionate about reading, there are others who are regular and efficient readers. Some 14-year-old students may be reluctant and marginalized readers because they still lack the decoding skills necessary to read; others because they still cannot comprehend what they read and therefore additional pedagogies of reading are required to motivate them for reading. One fact mentioned by one teacher in Focus group 2 is that while these students may not like to read they like to hear others reading. Students in focus group 3 attribute the lack of enthusiasm for reading among their peers to the fact that there

are many other entertainments that concur with reading books, such as short news pieces on the internet and quick access to flash news.

Mention was also made by the focus group teachers that when asked to read literature, young people may still not fully comprehend what they are reading; one further aspect mentioned is that the reading materials that constitute mandatory reading (and the didactic approaches to them) in the classroom may not be appealing to students and therefore are felt as boring.

Libraries and classrooms

School libraries and reading promotion events are mentioned as effective actions that bring students closer to reading. School libraries not only buy the titles that are compulsory reading for the classroom or which are advertised in the National Reading Plan, they also try to engage with their readers' interests and to create a safe environment where students feel at ease to do any kind of reading they like, on tablets, on the computer, through magazines and books, for information, for school work and for pleasure.

School libraries work in tandem with classroom teachers to provide the books for set readings and to support the out-of-class readings that students are encouraged to do. They are open to new mobile technologies and reading on various supports and are part of a wider library network that supports their training in new technologies for reading and in reading promotion.

Teachers in focus group 2 highlighted that the engagement of students as old as 14 or 15 depends very much on the type of book and its theme and on the emotions and passion a teacher or any other adult reader can impart to the reading. These teachers also seemed detached from new mobile technologies in connection to reading.

The interviewed teachers and school librarians (teacher-librarians) in both focus groups (1 and 2) reported the slow inclusion of web technologies into school libraries but not in the classrooms for the purpose of reading. One of the school librarians described that only 3 in circa 600 users of the school library revealed computer-mediated reading habits: one used an e-reader, the other was sued to reading on his own I-pad and a third would read books both online and offline.

Romania

Reading is a great educational review for all walks of life. Reading expands the mind's vocabulary and gives a more positive impact on a person's life. This obviously is a good thing because as a child who is growing, it is important for the mind to develop in the best way it

could. There is a quote saying that people who read, succeed. In what follows we shall refer to studies conducted in Romania. In order to obtain an image as close to reality and in order to be objective in assessing reality, we shall relate primarily to the National Strategy for Youth Policy 2015 - 2020, drafted in 2014 by the Ministry of Youth and Sport and to various sociological studies and research relevant to our interest.

Comparative research data by age groups show that young people are involved in a higher extent in various forms of cultural activities. However, Romanian youth participation in cultural activities cannot be considered as being high and it is rather casual. A quarter of teens say they never read literature; 8% do so daily, 20% 2-3 times per week, 24% 2-3 times per month, while 20% read literature only 2-3 times per year[3].

According to a study conducted in 2012 by the iVOX sociological research commissioned by the National Authority for Management and Regulation in Communications, the young Romanian have the following preferences related to places to read: bed (42.97%), outdoor locations (17.29%) computer (9.64%), bus or other means of transport (6.24%), bathroom (6.08%), school (6.06%), library (4.89%), kitchen (2.97%), book-shop (2.2%) and other locations (1.66%)[4].

The available studies regarding the moment when young people prefer to read reveals that evening and weekends are often mentioned. Also, during the holidays they read required books foreseen in the curriculum but also books of their choice (with a more concentration in the 16-18 age group).

In Romanian society young readers are slightly different because they prefer to buy books from online bookstore for their comfort but also because most often the prices are better than in the traditional bookstores. Most of the time they read on modern devices such as smart phones and eBook readers and they sometimes read books published on different blogs. Technology created a kind of emptiness in libraries and museums the Internet prices being more attractive.

According to a study in 2015, girls prefer to read the texts in digital format, while boys prefer text printed on paper. Specialists say that girls far exceed the boys on enthusiasm for reading. The girls quickly adopted the "digital literacy" while boys are more comfortable with traditional printed texts on paper, such as comic books, textbooks, newspapers[5].

Approximately 80% of European young people between 15 and 24 use computers and the Internet every day. Romania is among the countries which have recorded low levels on this

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[3] http://mts.ro/wp-content/uploads/2015/01/Strategia-tineret-ianuarie-2015.pdf
[4] http://ivox.ro/download/get/f/raport-cat-cum-si-ce-citesc-romanii-2012
[5] http://jurnalul.ro/stiri/observator/fetele-prefera-cititul-in-format-digital-studiu.html

indicator, along with Bulgaria, Ireland and Greece. Referring to our country, poor living standards and disinterest in reading has led to a situation where although there are books, documentaries and volumes of studies in electronic form, they are accessed to a very limited extent. In Bucharest, there is even a digital library, but it is accessed by people aged over 25 years. Compared to the data of the present reality, Romania aims to mobilize competent institutions and organizations - governmental and nongovernmental ones, in a concerted effort of expansion, quality raising and increase the efficiency of formal and non-formal learning for young people in order to better prepare them for living and working and in order to develop their cultural background.

Greece

Perhaps the most pertinent research done in Greece is a study by the University Research Institute for Mental Health (Kokkevi, Fotiou, Xanthaki, Kanavou, 2011). The study examined what Greek adolescents aged 11, 13 and 15 years old do in their spare time. According to the results, sports activities, use of computers and listening to music are the most popular pastimes, independent of gender and age. When weekly activities were graphed, reading came in seventh place with boys at 26.6% and girls at 40.8%. The authors did a further breakdown of this data by age and graphed the results for 11, 13 and 15 year olds. Reading books came in sixth place for the combined age groups. 47.8% of 11 year olds read, while 30.9% of 13 year olds read and 22.2% of 15 year olds read. These results show that there is a steep decline in the percentage of students who significantly reduce what they read by the age of 15.

16.4% of adolescents, primarily boys aged 13-15 years of age, spend at least 6 hours a day behind a screen, be it the television, computer or playing electronic games. Compared to 2006, in 2010 the number of students that spend time (at least 6h/day) behind a screen has practically tripled. Students spend less time watching TV and more time behind a computer screen indicating that they have replaced television with computers.

According to the Nielsen Book Summit (2014), in the U.S., reading rated at the top of leisure activities for kids 0-10; it dropped for kids 11-13, and then at 14-17, reading is completely superseded by social media and other forms of entertainment. When it comes to the digital vs. print question, teen's preference for print is loud and clear: 54% of teens strongly prefer print, 28% have no preference, and 18% strongly prefer e-books.

The prevalence of tablets among children is also growing. Tablets are the preferred method of watching videos, gaming and social networking among children aged 11-13. As kids hit adolescence, smart phones begin to dominate over tablets. However, 44% of teens reported "needing a break from mobile" devices. While most teens in the study are "light readers,"

(that read 3-6 hours a week), those who read the most within the teen segment tend to be girls around 15 years old. Among these readers 56 percent prefer print.

For children aged 13-17, 92% said they play video games weekly. 66% said they also read for pleasure. Almost all readers, then, are gamers. 93% of teens that read also play games, as well as 94% of children aged 6-12.

Despite the tech-savvy nature of many gamer kids' homes, they responded in surveys that they generally preferred print books to e-books. Additionally, gamers often spend four times more leisure time gaming than they spend on reading for pleasure and their preferred activity is gaming, even over television. Kids and teens that are also gamers were more likely to respond that when they read, it was often for school rather than for pleasure. Though this information regards the US, it mirrors similar reading patterns in Greece in regard to preferences, gaming and the literacy connection.

Adolescents in Europe devote more time to electronic and digital media than any other single activity. 77 % of 13-16-year-olds in Europe have a social networking profile. The majority of young Europeans spend more time online than they do on reading. The authors believe that this informal computer 'play' helps young people develop the skills needed for reading proficiency. They claim that teenagers who spend more time browsing the Internet for fun at home have better digital reading results (PISA 2009). However, they acknowledge limitations in using the digital environment for reading promotion of adolescents, one reason being the limited number of available resources. The market for educational apps is exploding for handheld devices (EU High Level Group, 2012).

Engaging in certain online activities also has an impact on digital reading performance. In each of the 19 countries that took part in the digital reading assessment (Greece did not), the more frequently students search for information on line, the better their performance in digital reading. Students, who spend their time online with emails and chat, do not perform as well (PISA, 2009).

The National Book Centre of Greece has conducted three nation-wide surveys on reading behaviour between 1990-2010 on the population as a whole. They found an increased interest in book reading in 2010, despite the economic downturn. Greek eBooks were launched in the trade market in 2010, following their rising success in the English-speaking countries. Their degree of penetration, though, six years later, is very low. This is due to the lack of a low-cost, readers such as Kindle, no large Greek language e-Books inventory, such as Amazon, and the relatively high price of tablets. Greek language e-Books amount to approximately 7000 titles, today, and include mostly ePub versions of the new titles that come out in printed form. Most of them are available through iTunes and through dedicated e-bookstores such as myebooks.gr and cosmotebooks.gr. Copy-free literature has been

promoted by initiatives such as openbook.gr. An acclaimed medium-size publisher (Periklis Douvitsas, from Nefeli Books) has recently launched a 'fair trade' e-Book platform (fairead.net), aiming at services offered to authors and publishers (and 'fairer' terms offered to e-retailers and readers). Their focus is mainly on mobile distribution, through a reading app (The Age of Discontent, Kabouropoulos, January 12, 2016).

In a 2010 survey on 1500 people, 15 years and older (90 were 15-18 years old), 43% of those questioned read at least one book vs. 34% in 2004. 7% of people aged 15-24 read 10 books or more per year. Of those 9.4% were women and 6.8% were men. 43.8% aged 15-24 read 1-9 books/year. Of those, the women read 40.2% and the men 28%. People in the following categories read more: those who went to university, those who live in urban areas, those who had learned a foreign language or had travelled or lived abroad. Of the reasons stated for not reading: 39% said they didn't have time, 30% said they didn't like reading or it was boring, and 11% said they had health issues. Of the avid readers (>10 books/yr. read books and magazines. Those who read <10 books/yr. read books and newspapers. The non-readers preferred newspapers and magazines. When listing how readers make their choices, the first choice was recommendations by friends or relatives (66%), then visits to bookstores 58%. The Internet was rated lower, at 15%. They read mostly during vacation (44%), on weekends (21%) or daily (21%).

As for the use of ICT: 43% of people used computers whether their parents finished university or if they only had a secondary education. Both groups visited the Internet daily at an average of ~38% to find information, write e-mails, read social media pages, and download music (National Book Centre of Greece, 2010).

Papastergiou and Solomonidou (2005) investigated gender differences in Internet use by Greek high school pupils within school and out of school environments. A sample of 340 pupils (170 boys and 170 girls), aged 12-16 years, completed a written questionnaire on their attainability, location, frequency and purposes of Internet access. The data analysis showed that more pupils use the Internet outside school (at home, in Internet cafés) than within school and that boys have more opportunities to access the Internet. Both inside and outside school, pupils' favourite Internet activities relate to information gathering for personal purposes and to entertainment. Boys use the Internet for entertainment and Web page creation more than girls do, whereas no other significant gender differences were noted regarding pupils' other Internet activities, such as communication via e-mail, chat or videoconferencing, Web surfing and information search for personal or school purposes.

PISA 2000 and 2009 results for fifteen-year-olds, suggest that a variety of reading materials and engagement in reading were very important for developing proficiency in reading

(OECD 2002, 2010d). Students who regularly read fiction and other materials, such as magazines, newspapers and nonfiction, tended to perform particularly well in reading surveys. Reading comic books, however, was not generally associated with better reading performance. However, comic books could be useful for inspiring less motivated students to try other reading material. In addition, online reading also had a positive effect, although this was not as pronounced as the reading of printed texts. Students who were engaged in online reading activities (reading e-mails, chatting online, reading news online, using an online dictionary or encyclopedia, participating in online group discussions and searching for information online) were generally more proficient readers than students who did little online reading. These results suggest that a wider variety of reading materials provided in schools might be helpful in increasing boys' interest in reading as they traditionally tend to find fiction less appealing than girls (Eurydice, 2011).

Italy

The young, including the very young, distinguish themselves by reading very little. Six out of ten consider the Internet as their main source of free and independent information. Those who keep themselves informed through the Internet, usually participate more often in Internet campaigns, signing petitions, as well as in actual demonstrations. However, participation in political initiatives involves more those who – in addition to the web - get information through traditional newspapers. The intertwining between 'actual' and 'virtual' information seems to trigger therefore a virtuoso circle for participation[6].Generally speaking, we can confirm the negative trend where Italian teenagers are little inclined to reading, which is considered as a boring and oppressive activity, dropped down from above and imposed by teachers.

As for the majority of the non-book-lover teenagers, reading is seen as an obligation, so they read at home, alone (considering reading as a school assignment to be executed at home, like a school *continuum*). 14-18-year-old teenage boys who read extra schoolwork are 55%, while teenage girls are 77%. Teenagers between 14 and 18 who spend their free time reading are 21%.

About half of the Italian teenagers who attend secondary schools (between the ages of 11 and 19) do not read books in their free time and those who do, they read very little (only 5% of all reads at least one book a week)[7]. More than 90% of teenagers are regular Internet users and 60% of them have at least one hand held device (*smartphone*, *tablet* and *e-*

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[6]http://www.demos.it/a00511.php

[7]See. REPORT ISTAT *Produzione e Lettura Di Libri in Italia 2013*, concerning the years 2011-2012, available on http://www.istat.it/it/archivio/90222, pp.1-5. The datum is also confirmed by *Report* 2014 and 2015.

reader). Young people generally read at home, outdoors, on means of public transport, at school, in the library, at relatives' places, in bookshops and at their friends' houses. However, the reading datum seems to be influenced in quite a significant way by the presence of reader-parents in family.

Young people today seem to prefer digital material to the printed one, especially the weak readers, as an e-book can be easily copied, cut, pasted, underlined, noted down, put into paragraphs; therefore, it can be personalized and customized to various learning styles much more easily than a paper text.

Young people use with a certain ease and without sensing any competition either ICT or Web 2.0 tools or printed books. Reading on the web and, most of all, reading an e-book, therefore, does not exclude or eliminate the printed book; on the contrary, if well-organized and handled by a teacher, within an educational programme, the use of e-book can play an active role in improving and making more effective every reading method.

Types of texts that interest youth and modes of reading

Ireland

The results are taken from two separate Teacher Focus Groups. One took place in a Secondary School (School 1- Teachers) with different subject post-primary teachers. The second took place in an education centre (School 2- Teachers) with a variety of different subject teachers. When asked 'How do young people spend their free time?' All teachers in the School 1 focus group expressed that they felt that young people do not read during their free time but instead engage in other activities such as going online or going on their phones. Similar findings were discovered in with the School 2 Teachers. Areas such as playing sports, video games, and social media were all mentioned as activities that young people participate in. It was the overall opinion that reading did not appear to be a way in which young people spend their free time.

All teachers in School 1 expressed awareness of a number of students that they teach that have learning difficulties which can cause challenges when reading. Also mentioned in relation to difficulties in reading is a general 'lack of practice' by some students. The School 2 teachers elaborated on this much further and gave answers on why some young people have difficulties in reading such as some students lacking basic reading skills or primary education, non-English speakers, gaps in knowledge and comprehension, lack of exposure to reading as well as learning difficulties such as dyslexia. One particular School 2 IT teacher mentioned that many students have difficulty focusing on reading and that many are over

stimulated from social media. This teacher also mentioned the difficulties for many young people with language barrier with the existence of 'text language' opposed to traditional English.

When asked 'What types of texts do young people read?' The teachers in School 1 mentioned that boys in particular have preference for action and sports related books and girls enjoy drama, novels and blogs. School 2 teachers mentioned online tools such as wiki spaces etc. The Literacy teacher spoke about boys having particular interest in sports and sport persons biographies, crime and science fiction. In relation to female students the teacher mentioned specific 'true-life' stories which some female students had taken a huge interest in. These were books around women with difficult lives, adoption and drug use. It was also noted that the many girls had taken an interest in celebrity books and a book on beauty and skin care. Other popular books that we were mentioned by teachers were books that were also made into movies such as The Hunger Games, P.S I Love You, Harry Potter, The Fault in Our Stars etc.

Teachers in both focus group were asked 'Do you help the students to choose reading material of their interest?' In the School 1 Teacher Focus Group many of the non- English teachers said that they did not help their students to choose reading material. Those that said they do recommend reading material to students expressed that they most often encourage students to read material that is relevant to their specific subject area. The IT teacher in the School 2 group often suggests reading material based on the students interest, usually online, and feels like IT is their preferred method of reading. The Literacy teacher in School 2 said that she specifically orders in books that she thinks that the young people might be interested in based on their interests such as beauty, hairdressing, child-care or sports. She also mentioned that during reading time she would suggest specific books to particular students based on their interests.

The School 1 teachers mentioned a school library where students can be taken for class or study groups and that students have access to the library but only the English classes have specific reading material or books in their classes. This is also the case in relation to School 2 and a small library is located in the Literacy class. Non-English subject specific teachers in School 1 expressed that they do not allow time for reading for pleasure during class time. One teacher in School 1 mentioned that that sometimes she uses 'Drop and Read' during class at different intervals to give students time to read. The IT teacher in School 2 said that during ICT classes, free time is often given to students to allow them to read articles of their own choice online. Teachers in School 2 also gave information around a timetabled schedule for reading in their school. Each class has 'Book Club' once a week and they can use this time to read any book, magazine, newspaper or online text that they wish. In both schools,

time is also sometimes given to students at the end of classes for them to read whatever they chose.

In relation to encouraging reading for pleasure, teachers in School 1 mentioned areas such as the use of iPads and iBooks, greater interaction and recommendations from English teachers and library assistants as well as the literacy movement 'Not Cool' as actions that could be taken in order to encourage reading for pleasure. School 2 also expressed similar answers and mentioned the use of IT to promote books, the use of audio books as well as the inclusion of various types of reading material in the school library. Several School 2 teachers mentioned the need for books to be relevant to the students and that students participate in choosing material for the library.

Several teachers in School 1 mentioned 'laziness' and 'social media' as having a huge impact in the factors that prevent young people from reading books or other reading material. One particular suggestion from a teacher in School 1 is that reading could be improved by integrating key words from reading into every lesson. Many expressed that they 'did not know' what could motivate young people to read more in their free time. School 2 expressed similar answers such as 'laziness' and 'social media' and also factors such as low levels of literacy and general lack of interest.

Both schools referred to the National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 devised by the Department of Education and Skills as a way in which the Department of Education and the National Curricula promote reading for young people. Also mentioned by both school was the integration of reading into the National Curricula particularly in the English and Irish syllabus.

When asked the question 'Do you cooperate with other colleagues to promote reading?' Both schools spoke about integrating literacy in daily lesson plans and annual schemes of work. All teachers said that literacy and numeracy must be incorporated into their lessons. School 2 mentioned that there is a Literacy working group in their school and areas such as policies; literacy assessments and creating print-rich environments are regularly discussed.

In relation to involving parents and the wider community in promoting reading, both schools said very little was done outside of the school. Both mentioned that there is no local library apart from the Library Bus that sometimes visit the area.

When asked 'How do you get informed about modern reading promotion methods for young people?' Both groups of teachers mentioned email, online and CPD as places where they would find out about modern reading promotion methods for young people. National Adult Literacy Agency and Reading Association of Ireland were also mentioned as being excellent resources for information on reading promotion. The ICT teachers in both schools

expressed significant engagement of their students with ICT and Web 2.0 technologies as listed wikis, blogs, journal articles and websites as some of the tools used in their classes to promote reading. Both schools said that they do not currently use e-readers or e-book in teaching, School 2 said that computers and laptops are regularly used by students and would consider purchasing them for the school if there would be beneficial and effective in reading promotion. Teachers from both schools said that a huge challenge in using ICT and Web 2.0 tools for reading is the need for constant monitoring of students and that young people often get distracted and go on to other websites or social media sites. This is considered to be a massive challenge when using ICT within schools.

Cyprus

The reading interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public school located in a southeastern state Atlanta, Georgia have been examined in a study conducted by Higginbotham (1999). The results of this study showcase the differences in interest by sex, as females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. Moreover, the male participants had a stronger preference for non-fiction than did the female participants. Hébert & Pagnani's study which was conducted in 2010 also indicates this difference between male and female students with respect to their reading interests by highlighting the fact that boys tend to read more nonfiction than girls.

A female teacher who participated in the focus group also reported this difference by stating that:

Female and male students tend to read different genres of books. Based on my experience male students' favourite genres of books –when they do not play video games- are science fiction, comics, graphic novels or mysteries fantasy, science fiction, sports stories and funny stories. On the contrary, girls choose to read narrative and popular fiction, romance stories, or fashion texts (Teacher focus group, female).

The statement provided by this teacher complies with several studies which depicted an interest in the investigation of sex differences in reading. Specifically, it has been repeatedly found that girls generally prefer to read narrative and popular fiction, romance stories, plays, poetry, books about contemporary issues or fashion texts whereas boys are more likely to read cartoons, comics, adventure texts, sport texts, news or science fiction (Katz & Sokal, 2003; Topping, Samuels, & Paul, 2008).

Portugal

In the survey by Yubero, Larrañaga and Pires (2014) quoted earlier, four categories that aimed at typifying readers were introduced: Frequent Readers, Occasional Readers, False Readers and Nonreaders. In the group of the young male adults, there is a percentage of 56,3 of Frequent Readers, 26,2% of Occasional Readers and 17,5% of Nonreaders; Young female adults, by contrast, show the following results: 53,9% of Frequent Readers, 36,1% of Occasional Readers, but only 10,1% of Nonreaders. On the whole, girls read more. In what concerns preferences of text type, females and males highlighted novels (80.6% and 42.3% respectively), while males rated significantly higher for essays (17.1% as against 7.7% among females). There is a marked preference of girls for romance (49.8%), followed by adventure (39.1%) and mystery (36.9%), while boys rated adventure first (41.3%), followed by science fiction (32.2%), mystery (29.4%) and history (26.6%).

These data fall in line with the opinions expressed by boys and girls in the focus group, although there were no striking differences between them. At 13 – 15 their favorite books are diaries, adventure, essays, novels, adventure, true stories, non-fiction, and crime fiction. Teachers in focus group 2 highlighted also historical fiction, besides this eclectic mixture and emphasized that any book that dealt with values, social themes, adolescence issues (eg. pregnancy) and justice would engage readers more; they also claimed that books connected to movies would be more popular among those that take books on loan from the library. Some teachers claimed that visual and graphic novels and cartoons would be popular (Focus group 1), while one teacher-librarian in Focus group 2 claimed that her experience showed her the contrary.

Reading and web2.0

In terms of the focus group research, students' involvement with reading and the web 2.0 educational potential may be summed up in one point: little involvement with reading on web 2.0 and resistance to transfer the experience of reading a book to other equally valuable experiences on web and mobile technologies, besides little experience in participatory methodologies in connection to reading.

The students interviewed did not connect reading and books easily to online reading. For them (focus group 3), a book is different from an e-book, reading a book amounts to a totally different experience from reading a book online and the reading most people do online is essentially fragmented and superficial. The internet is associated to reading short pieces of news, articles, searching for information; not to the experience of reading a book or a literary work of art. The internet gives you access to videos and to documentaries, claims one student, as if the internet gave you access to one type of information and books to another. However, when questioned on what they like to read, they mostly converged to

reading about real life issues, historical facts, technologies, besides adventure, autobiography, and novels, which they are unaware can be equally found on line. One student clearly stated that the experience she has with a physical book could never be equaled to reading online.

The focus groups with teachers (focus group 1 and focus group 2) clarified that young people devote a long time to surfing on the internet or on their mobile phones: they read short pieces of news and browse through websites. Despite the time devoted to reading on the web, they do not necessarily read fiction. According to teachers and librarians interviewed reading is not an entertainment for young people but a school requirement. There may be a few students who are readers and fewer who read for pleasure and entertainment, but listening to music on social networks, playing online, social networking through mobile phones, or sports are far more absorbing activities for young people. This is confirmed by the young people themselves, although they were shy to confess that they used a lot of online social networking.

Romania

Reading provides the child the knowledge about the environment, about the human and animal life, about the historical past of the people, about different jobs and professions, cultural artistic and moral-religious education[8]. Young readers learn very early the parallel using of books and modern audio-visual books as an essential means of efficient learning. Children can read both literary works dedicated to them and others which by the problematic beauty of language and message interest adults alike.

Among the literary prose, tales and stories remain the most popular ones loved by children from early childhood to adolescence. The educational value of fairy tales is great. They make a valuable contribution to the development of knowledge and affective processes, to the formation of character and personality traits. The crisis of reading among pupils, the decreased appetite for books in favour of ICT and difficulties of lyrical approach lead to identifying new ways in which young people get back into the library and in direct contact with the text, paradoxically through materials / applications from the media.

According to a study conducted among primary school, secondary school and high school students, to the question what they like to read, most students interviewed answered: (45.11%) like to read novels, (41.13%) prefer to read magazines, (31,32%) like to read poetry; 19.63% mentioned among items scientific book, 8.18% prefer memoirs, 16.52% read

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[8] http://www.tribunainvatamantului.ro/importanta-lecturii-in-instruirea-si-educarea-elevilor

newspapers, 10.76% read plays, and 16.55% opted for variant "something else" (fairy tales, stories, comics, online articles)[9].

According to the same study mentioned above, the high school level (14-18) students are fond of novels 29.01% and 25.29% of journals. At the secondary school level (10-14), young turn preferences especially for novels (12.4%), magazines (11.26%) and poems (10.49%). At primary school pupils like poetry in a very low percentage (6.54%), then magazines (4.57%) followed by the category "something else" (i.e. fables, stories).

Preferences related to physical bookstore and online bookstore differ in accordance with the criteria considered. Thus, young people choose online stores when they think to products range offer (55.02%), to the price promotions offer, discounts (64.31%), comfort (63.98%) and available information (60%). Participants choose physical bookstores when they consider the atmosphere (74.7%) or fastness (53.71%).
The same study shows that 44.6% of young people prefer more special reading devices (e-readers and tablets). As age increases, the preference for reading digital formats decreases.

Firstly, in a digitized society, which does not promote any interest in culture, young people copy the same pattern, understanding that they do not have to read. Yet, with technology development e-book have emerged and, people, attracted by the new devices, started shyly to pay little attention to reading. For example, e-books are an easy way to find favorite books, they are easy to carry and to store. In the train, underground or tram, to make the trip more enjoyable, young people (especially 16-18) cast their eyes on an eBook.

Secondly, even if the contemporary world is built all over by modern technology, some young people are still attracted by a classic book, they want to smell the leaves just printed, to browse and to understand its message, to understand the efforts of the author to write.

 In conclusion, technology and reading are incompatible, young people always trying to take their time with other pursuits, not being able to appreciate the value of a book.[10]

As mentioned above, the National Youth Strategy 2015 - 2020 aims to develop young people's interest in reading, including also reading books in digital format. For now, either out of ignorance or simply the lack of identification of an immediate advantage makes the use of Web 2.0 tools very rare among young people. In the best case, they use social networking platforms (Facebook, Twitter, etc.) for distributing material of interest.

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[9] http://www.ccdab.ro/biblioteca%20ccd/Elevii%20si%20lectura%20in%20secolul%20XX!.pdf
[10] http://revistaderecenzii.ro/ionela-sorescu-rolul-tehnologiilor-moderne-in-promovarea-lecturii-in-randul-tinerilor

Greece

Malafantis (2006) in an overview of the literature and through a review of multiple studies, had much to say about literacy and strategies to help people improve their reading skills. Most of his recommendations stem from the role of teachers.

1. Teachers can create a pleasant environment in the classroom that promotes reading.

2. The presence of a library in the classroom or a library corner affects the reading stance of the students and can lead to the decision to read. In Greece, most schools have limited libraries; very few schools have good libraries. The first step, therefore, is the creation of libraries in the classroom or in the community in order to increase availability books.

3. Children develop a curiosity for those books they are familiar with.

4. Research in Greece, which agrees with a number of international research findings, show that children have a very wide range of reading preferences and it's wrong to insist that the teacher knows what book preferences children of any age and gender have. When children participate in programs that emphasize autonomy and free choice as regards to reading, they exhibit intrinsic motivation and increase their use of strategies for reading comprehension

5. Teachers should model reading to the children and be a model for them since, for some children, they may be the only adult they observe reading. A teacher's general reading attitude (beliefs, feelings, enthusiasm and behaviors related to reading) is an important factor that children observe and pick up. When teachers share their own reading experiences, children are drawn to the book and to reading.

6. The emotional relationship of a teacher to each of his students is also important for the cultivation of the love of reading.

7. Teachers must know their students' reading preferences in order to provide them with the right reading material. High interest coincides with frequent reading and better performance in it.

8. When students themselves can choose books and the texts to be read, they spend more time in learning and understanding the material. The children in the sixth grade (10-11 years old) that had the most positive reading experiences at school were those who were able to choose what to read. Children should be free to choose between a wide range of genres. Also, the freedom of choice resulted in greater commitment to their work, increased effort and perseverance in the face of difficulties.

9. Contrary to the widely held view that educators only need to cultivate intrinsic motivation, it has been argued that motivation is a multidimensional phenomenon, and that the teacher must recognize that, external motivation in the sense of tangible remuneration, can benefit students with low motivation and interest in reading.

10. Reading Aloud informs, confirms, amuses, creates curiosity and inspires. Usually pre-teens and young teenagers enjoy books that portray strong emotions. The more excitement the teacher shows for what he/she reads, the better the children's attitudes towards reading.

11. Sustained silent reading (SSR) is a method in which students read material that is their own choice for a certain period of time. Researchers have identified certain benefits from SSR: you read throughout the day, not only when you've finished with your homework. Reading is for everyone. It strengthens self-esteem, there's a freedom of choice and it's not competitive. Reading is communicating with the teacher and classmates about a text and discovering that it can be interpreted in different ways by different people. Children have quiet time to collect their thoughts. Books are written to be read cover-to-cover and not just in part. The teacher trusts that the kids actually read without proof by filling in a worksheet. This develops a love for reading, a climate of confidence and responsibility. Children are free to choose books they think are good and worth sharing.

12. It is advisable to encourage boys to read literature portraying male heroes with whom they can identify. This relationship between masculinity and reading is key to gender differences in regard to reading attitudes and tastes.

13. When 10-12 year old children themselves were asked about reading, they said that teachers should tell them interesting stories, show them films, suggest books to read and take them to the library.

14. In another survey, children in Grades 7-9 responded by saying that teachers should talk to them about interesting books and help them create images in their minds about what is happening in the books. These findings suggest that children are not confident enough in their choice of reading material and feel they need the suggestions and recommendations of teachers. The younger the children are, the more they seem to be affected by the recommendations of their teachers.

Italy

Young Italian people love reading mostly those texts which are not perceived as an imposed reading. Free choice takes place from below, beyond school recommended readings,

through channels that should not sound as an imposition. In this way, the best reading model is the one provided by the peer group, that benefits also from the advice through social networks.

Nowadays, young people read less for fun. 31% of 6-17-year-old young state that they read for personal pleasure at least five days a week: in 2010 they were 37%. This reduction occurs especially among males and older teenagers, who generally read less.

As for literary genres, Italy aligns itself with a general transnational tendency which tends to consider the youth literature with a comparative approach. Hence, not surprisingly, the young's favourite genres are those linked to the presence of a strong plot: adventure, science-fiction, detective stories and fantasy; poetry is placed at the bottom of the ranking. As for the authors: Rowling, Paolini, Evangelisti, Troisi; Meyers (mostly among girls), John Green, Collins seem to be the most common read, as well as beloved, readings.

Teenagers between 14 and 18 like books that tell stories about youth issues and everyday life, treated in a simple and realistic way, since they like to find their own experiences within the pages of the book. As an alternative, fantasy books seem to allow an outward escape in a world that may be also lived in by teenagers in their video game experiences, the experience of reading thus mirroring other experiences of augmented reality. Magazines (relating to engines, sports, music and ICT) and comic strips are considered an enjoyable form of reading by most of young readers.

Moreover, a book will be successful with young people if it shows a simple and modern language.

Meetings with the authors can stimulate young people to read, almost as much as entering a library or a bookshop full of books (this applies especially to strong readers).

Technological instruments, like tablets or eBooks, have increased young people's will to read: 8.2% of the whole population (that is, 4.5 million people, equal to 14.1% of the people who have surfed the Net in the last three months) has read or downloaded online books or eBooks in the last three months.

By now, young people represent a new reader model, which we may call medial reader and which has been progressively more visible in the last decade. This reader moves in the textual flow of the media; uses texts of every type; tends to direct itself towards easily used media and texts; consequently, he/she uses mobile phones rather than books and verb-visual texts instead of writings.

Being a technological tool (pc, tablet, smartphone) owned nearly by every young person, yet the young seem not to use either e-readers or eBooks very often, while they continue

reading – either for studying or for pleasure – printed texts, which are said to grant a deeper concentration. However, teenage readers agree that eBooks take up little space, are cheaper and of easy storage. Moreover, although not so keen in using ICT as a current study tool, the digital generation can find any title immediately with a download and can start the reading right away.

On the contrary, online reading is regarded as an option in case of texts which have originally been created in digital form (*blog*, information sites, *Wikipedia*, sharing media platforms like YouTube or Flickr, social networks like Facebook or Twitter…). Using such apps and tools, teenagers are therefore able to stay in contact with their teachers, who may involve them beyond the usual school schedule, hence providing the digital classroom with extra work, and explanations (e.g. educational videos and other useful information for their cultural training).

Young people usually use the Internet out of school, therefore their ICT competence mostly develops outside the school environment and on the basis of their needs and desires. It is the so-called "digital generation", constantly connected through forums and chats. In this respect, the privileged tool remains the smart-phone, because it enters in a pocket and is handheld.

A huge matter which needs to be discussed is represented by illegal downloading practices, which may regard also the eBooks market. In this respect, overcoming the opposing and often unproductive positions between cultural and pirate industries, involves a radical re-definition of the relationship between audience and producers, since those who "pirate" the most, are also those who spend more on cultural products (reading, music, film).

Strategies for promoting reading

Ireland

Literacy and Numeracy for Learning and Life (Department of Education and Skills, 2011) is the national strategy to improve literacy and numeracy standard among children and young people in the Irish education system. The strategy seeks to identify challenges faced within the education system in order to develop national literacy and numeracy levels. The strategy acknowledges the need for our concept of literacy to include much more than the skills of reading and writing. The strategy defines literacy as being "the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media." (2011, p. 8). The strategy identifies the needs to develop the literacy skills of all young people through paper and

digital forms such as through emails, the internet and digital media. It emphasises the benefits of using ICT to promote literacy such as reading capabilities being connected to education progression, to attain high skilled jobs. The report states that

children who do not learn to read, write and communicate effectively are more likely to leave school early and in later life to be unemployed or in low skilled jobs, to have poorer emotional and physical health, to have limited earning power, and are more likely to be imprisoned.(ibid, p. 9)

Effective strategies and educational interventions are pivotal to improving learning outcomes and standard for all students particularly those from disadvantaged socio-economic backgrounds. The strategy also reiterates the need for literacy and numeracy skills to be consistently developed from early childhood the whole way up through post-primary schooling. This is necessary in order to create lifelong learning process. The need for such strategy within Irish schools is backed up by evidence such as "one in ten children in Irish schools has serious difficulty with reading or writing; in some disadvantaged schools this is as high as almost one in three students." Also given as evidence is the PISA 2009 testing result that "17 per cent of all Irish fifteen year olds and almost one in four teenage boys lack the literacy skills to function effectively in today's society."(ibid, p. 13).

During the period from 2011-2020 the strategy aims to "raise public awareness of the importance of oral and written language in all its forms (including print, writing and digital media.)" (ibid, p.17). It also aims to increase promotion of the importance of digital literacy and include assessments of primary and post-primary students' ability to read digital material as part of the national assessments of English reading (ibid, p. 18). It is also hoped that the strategy will influence PISA testing scores and aims to halve the percentage of 15-year old students performing at or below the lowest level 1 in the reading literacy and numeracy PISA tests by 2020.

The strategy encourages parents and communities to support their children and that they have an important role in literacy development. The report states that

The National Assessments of Mathematics and English Reading in 2009 show that there is a strong link between the home environment and student achievement. For example, high achievement was associated with the amount of books and educational resources in the home, while low achievement was associated with practices such as locating a television in a child's bedroom and spending excessive time on the internet or gaming. (ibid, p. 19).

There is also an awareness of the need of particular support for parents with literacy difficulties and for families to engage with the wider community in order to develop their children's literacy development such as visiting libraries. Libraries are described as being a

valuable resource for families to promote literacy and encourage reading and in particular are valuable in providing assistance for families who find it difficult to meet the financial costs of providing books and resources in their homes. The concept of a reading space helps to create a lifelong love of books and reading amongst children. This link with libraries is also important within the school structure and creates a positive reading environment that can include print and digital material for young people. As part of the strategy objective to create awareness of practical steps that parents can use to support their children's literacy and reading, the Department of Education and Skills pledge responsibility to such details as campaigning public information to assist the parents role in their child's literacy development, making online and digital resources available and provision of spaces that can be used to assist their children's literacy and numeracy development.

The strategy acknowledges the need for teachers to engage in professional development in order to improve the teaching of literacy. It states that there needs to be an emphasis on ensuring teachers "understand the process by which early reading is acquired and how reading skills are subsequently developed."(ibid, p. 30) as well as being able to use varied methodologies, achieve literacy attainment for children from socially disadvantaged backgrounds, supporting additional needs as well as engaging with parents. With this there is an objective within the strategy to cooperate with the Teaching Council to ensure that digital literacy and how ICT can be used to support and enrich literacy developments plays a role in initial teacher education courses for both primary and post-primary levels. The strategy also expresses a need for teachers to be provided with the best resources and skills, in online and other formats, in order to promote literacy effectively.

The strategy documents potential and existing challenges that post-primary teachers face within the national curriculum in their attempt to improve the quality of literacy and numeracy. Examples of such challenges include the open nature of the Junior Certificate English syllabus which gives choice to teacher to engage their students with varied literary and non-literary texts. However, due to over reliance on textbooks and too narrow focus on examinations, the use of such reading is not fully exploited. It is also mentioned that there is a challenge of engaging boys in non-literary texts due to the lack of diversity of available texts with a much broader range needed. The strategy also examines the challenges involved with the English and Irish post-primary syllabus not being able to fully utilize electronic devices or digital media. The strategy expresses a need for young people to be given the opportunity to engage with IT to facilitate the development of literacy as well as the reading of literary and non-literary texts in both English and Irish. (ibid, p.52).

The draft of this strategy was responded to by many associated education and reading associations in Ireland. One such response was compiled by Reading Association of Ireland: A response by Reading Association of Ireland to The Department of Education and Skills

Document- Better Literacy and Numeracy for Children and Young People: A Draft Plan to Improve Literacy and Numeracy in Schools, February 2011 (Reading Association of Ireland, February 2011). In its response, The Reading Association of Ireland recommends that a clearer definition of literacy and even a broader conceptualisation of literacy be provided in the national plan. For example, RAI refer to a need for a distinction between literacy and specific reading literacy. There is also a recommendation for the national plan to specify literacy changes and developments dependant on the young person's age stating "Is there a difference in what we mean by literacy for a 5-year old and for a 15-year old? What changes would be expected?" (2011, p. 2). RAI also acknowledge the reference of multimedia literacies within the plan but suggest that there is a lot of room for expansion on how ICT can be specifically used and utilised in the promotion of reading and literacy. RAI refer to The NCTE (2008) to give an insight into the ICT literacy related skills that young people need such as the use of technology, skills to share information online as well as create and analyse multi-media texts. RAI recommend the inclusion of "new literacies" that includes multimedia literacy to applicable to the definition of literacy used in the national plan so that it will in turn become a regular provision within all future strategies and policies for literacy.

From the development of the strategy, a programme called 'Creating Lifelong Readers' was developed by Donegal Country Childcare Committee Ltd, 2012. The programme aims to appreciate how a young person's life can be enriched by reading and enable them to become lifelong readers, demonstrate how children's literacy skills can be supported, promoting the importance of positive images through books, and how teachers and parents can be influential reading role models to young people. The programme emphasises the importance of creating lifelong readers and that encouraging children to read can give them a lifelong interest in reading and gives practical reading tips and information on library services.

There are many views on digital literacy in Irish Education; some of these views are expressed in a submission by the Department of Education and Skills to the Joint Oireachtas Committee on Education and Social Protection in 2013 which discusses Digital Literacy (Department of Education and Skills, 2013)**.**

This document gives an overview of a range of policy issues which touch on digital literacy to include The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 (Department of Education and Skills, 2011), Irish results in the OECD PISA Digital Literacy Test and ICT in schools in Ireland.

The document acknowledges the inclusion of digital literacy in the National Strategy's definition of literacy and the need for young people to be able to read digital media as well

as the inclusion of digital literacy in the targets and actions set out in the strategy plan. There is also an acknowledgement of the PISA 2009 results that showed gender discrepancies such as in the print reading and assessment of digital reading, girls performed significantly better than boys on average in all countries. The link between frequent reading and better literacy skills is also reiterated in the report.

Students in Ireland who reported that they did not engage in any print reading for enjoyment (42% of 15 year olds) achieved significantly lower scores on both the pencil-and-paper test and the digital literacy test than students who read for up to 30minutes a day (26% of 15 year olds). Students who read for 30-60 minutes per day (16%) achieved performance levels on both print and digital reading that were better than those (sic) did no leisure reading, or read for up to 30 minutes a day. Students who read for more than one hour a day (16%) performed at the same levels on print digital reading as those who read for 30-60 minutes (2013, p. 6).

Cyprus

The development of a literate environment, at home, in the classroom, in the workplace and in the community is important in cultivating literacy skills and positive attitudes and habits towards reading (EFA Global Monitoring Report, 2006). An earlier systematic review of Andrews et al., (2002) indicated the positive effect ICT on literacy learning in English. Since then, ample evidence suggests that the use of ICT in the curriculum could improve writing and reading skills, develop speaking and listening skills as well as support collaboration, creativity, independent learning and reflection. Indeed, ICT has been used both in literacy campaigns as well as to support the dissemination of education of disadvantaged groups (UNESCO, 2002). In addition to this, research studies indicate that new technologies offer access to new means that make reading more available to the students who have being identified to be 'at risk' (Marsh, 2005; Neuman, 2009).

During the last decades a number of strategies have been proposed in order to motivate children to read. Segers and Verhoeven (2002) suggest that reading interactive storybooks can assist primary pupils to expand their vocabulary and conceptualise the structure of narrative texts. This findings comes to a consensus with the perspective of other researchers who claimed that using ICT during reading can offer phonological awareness, vocabulary development, reading comprehension and spelling (Van Daal and Reitsma, 2000) as well as assist in the conceptialisation, visualisation and interpretation of challenging texts (Birmingham and Davies, 2001).

It is evident therefore, that new technologies can play a vital role towards the improvement of children's literacy. The "Act Now!" report in 2012 which was published by the European

Commission suggests the use of a digital environment in an effort to improve literacy levels amongst students. Namely, the digital contexts such as social networking within which students interact every day, could be transformed into reading resources and act as a means that links the academic work with the use of computers (EU High Level Group of Experts on Literacy, 2012b). Acknowledging the integration of technology in children's lives, Chance & Lesesne (2012) proposed the use of book trailer in order to support literacy through the use of technology. Specifically, a book trailer is a visual representation of a book like a movie trailer that aims to captivate peoples' attention in order to motivate them to read the book. The book trailer is converting words into images and sometimes includes music and/or words and dialogues. The underpinning idea of the book trailer concept lies to the fact that the person who watches the book trailer will be eager to read the book.

The Digital Book Talk is an online database which offers readers with specific information about the book's main idea, its main characters and its content. A study conducted by Gunter & Kenny (2008) which investigated high schools and middle school students' perceptions regarding reading and book trailers indicated that students modified their attitudes towards reading upon their participation in the research activities. Specifically, they appreciated and conceptualised the value of narrating a story through creative ways in terms of comprehending the book content.

Neuman (2009) draws our attention to the positive effects of combining computers, television, and radio in addition to printed materials. Her main argument was that this combination can enhance to a great extent children's literacy levels and influence their learning. de Jon and Verhallen's (2013) study also indicated that digital technology can be used to stimulate early literacy skills in kindergarteners at risk. Through a number of randomised experiments the researchers depicted the excess value of video storybooks for understanding storyline and vocabulary. Another important finding of this research study was the positive effect of multiple-choice questions during the video storybooks on children's learning.

The positive effects of the use of technology is depicted in Eden, Shamir, and Fershtman' s (2013) study which revealed that teenaged pupils (aged 13–16) with learning disabilities who used laptops, had significantly improved their spelling capabilities as opposed to the group of participants who did not use laptops. In their study, Segal-Drori, Korat, and Klein (2013) examined which means can better support low SES kindergarteners' reading and they concluded that the group of participants who were reading an e-book with adult mediation exhibited the greatest progress in letter name recognition, emergent word reading, and general reading among all the participatory groups. Similarly, Shamir, Korat and Fellah's (2013) study revealed the positive effects of the use of Hebrew educational e-books in terms of supporting literacy among Israeli preschool children at risk for learning disabilities.

Connor and her colleagues (2013) highlighted the positive effects of technology on school children by revealing that the greater the extent of time third-grade teachers spent using the software, the greater were the benefits for their students in terms of reading comprehension. Teale and his colleagues (2013) also indicated the positive impacts of an online learning environment aiming at the promotion of literacy. In this online learning environment, nine to twelve-year-old at-risk students in American elementary schools with adult mentors had the opportunity to engage in book discussion and authentic literacy tasks and exchange letters.

Motivation has been identified by the researchers as an important factor for children's engagement in reading activities. As researchers conclude, when children are motivated to read for pleasure then they tend to develop positive stance and cultivate their reading skills without putting too much cognizant effort (Mullis et al., 2003; Seitz, 2010; Snowball, 2005). As the OECD/UNESCO (2003) report suggests, those who spend more time reading for pleasure, read a wide range of materials and indicate more positive attitudes towards reading. As it was also stated, "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 2012a, p. 30). Motivation has been discussed thoroughly during teachers' focus group as the factor that will help reluctant readers to engage effectively in activities that are meaningful to them and attached to their own interests:

> We need to motivate students to read… In order to do so we need to offer them a wide variety of resources and topics in a variety of forms. These topics need to be enjoyable for all students in order to engage even the most reluctant ones. The material needs to be meaningful for them and connected to their own interests. For example, students are more keen on topics such as sports, comics, action which unfortunately cannot be found in the school or classroom libraries. Therefore, if you want to engage all students, if you want them to develop reading habits you need to provide them with material that satisfies their diversified needs. The material should satisfy their personal interests and create them the need to read and explore. In this way only, they will develop positive attitudes and turn into successful readers (Teacher focus group, female)

Portugal

The major milestones relate to the creation and implementation of a national initiative to promote reading through the National Program for Teaching Portuguese (PNEP) in 2007; the ongoing PTE program that follows on previous projects and programs such as e-Escolinha and e-School. This sequence in terms of time and simultaneity of the initiatives in ICT and

Reading were synergies that were self-driven and that allowed a real return on resources available for students and on reading improvement. In 2008, the Order No. 27282/2008, 14th of November, came to continue the PNEP where it stresses the need to continue to have the improvement in the reading comprehension levels and oral and written expression of the students as its fundamental objective.

In this same line of implementing initiatives, the National Reading Plan (PNL – Plano Nacional de Leitura) was created in 2005 by the Joint Order No. 1081/2005, 22nd of December, aiming to promote the development of skills in reading and writing as well as the broadening and increasing of reading habits of the whole Portuguese population. In this regard, the PNL beyond the obvious promotion of reading in itself, also sought to create favorable social environments for these practices for different audiences, identifying and valuing teaching practices aimed at stimulating the pleasure of reading among children, youth and adults, in formal and informal spaces. In this field particular relevance was given to the Network of School Libraries (RBE) in order to intensify the contact with books and reading in school, particularly in classrooms, in libraries and in the family context. According to Alçada et al (2006) 6,500 kindergartens involving about 250,000 children, 8,000 primary schools involving, in turn, 700,000 students, and about 1,300 school libraries were covered. This process also accounted for 15,000 educators and 70,000 teachers.

It should be noted that the PNL involved all levels of education. In an informal context, the PNL included all institutions or entities that could promote reading (cultural, recreational and social welfare institutions), other non-conventional reading spaces (theaters, hospitals, prisons, public transport ...) and the social media. The external evaluation to PNL allowed, according to Costa et al (2008), to prove that students from pre-school up to the 3rd Stage of Basic Education were reading more. One reason for this had to do with guided reading activities in the classroom which, according to Ramos (2010) helped to increase students' reading skills and, in particular, increase the emotional relationship of young people with books and raise interest in them.

Alongside the curriculum initiatives, as previously referenced, initiatives were implemented in non-formal spaces for teaching and learning. For example, the Reading Week that involved more than 1,400 schools that included activities such as role-plays, meetings with writers and illustrators, book fairs and shows. Another aspect included the presentation of a list of works recommended by the PNL which had a great influence since these books were sold to the public with a stamp with the "PNL" logo, which conferred a quality assurance seal.

At the same time, a website was created with the trademark «LER+» where all the PNL initiatives were publicized and all publications were in digital format. It should be noted and

pointed out that this website was (and is) constantly updated. Under the PNL LER+ initiative the Ministry of Education issued several brochures with «Guidelines for Reading Activities - Program: It's Reading Time» with a set of objective proposals and several examples related to the implementation of the reading activities and the detailed inclusion of stages and steps to achieve them (Ministry of Education, 2007).

In digital space the PNL website continues active to date (http://www.planonacionaldeleitura.gov.pt/): it contains a number of areas, which are listed below:

- Ler+ Schools (functioning in 2016): Write a Poem; National Reading Competition Concurso; Competition Inês de Castro; Project Ler+ Young People; Reading Week 2016; Spoken Books; Tell us a story; Project Ler+ Sea; Eastern and Western Readings.

- Novas Leituras/ New Readings

- Ler+ em Família (Reading more) as a family

- Adults (Reading more) Ler+

- Reading Club

- Ler+ Teatro (Theatre)

- Reading Volunteers

- Ler+ Dá Saúde (Reading more) makes you healthy

- Quizzes and Competitions

- Ler+ (Reading more) Studies and Research

- Practices of Reading programs in OECD countries

- "Caminho das Letras": Multimedia Support and resources for teaching and learning

- Digital Book Libraries (3/6 year olds; 7/10 year olds; 11/13 year olds; 14/16 year olds;)

It is easy to verify that the PNL continues to be associated with a wide range of initiatives and activities where goals related to the development and deepening of skills for Reading are combined, where various actors, spaces and ages are embedded. In this context, it is also worth noting the variety of digital resources therein contained, with ICT having an important role both in the diffusion or the availability of numerous different multimedia

digital resources. The interviewed teachers in Focus groups 1 and 2 continuously referred to it as a booster for reading among young people. In focus group 2 they admitted it was limited in what concerned the range of interests of students, but it was a list they could fall back on whenever necessary.

In conclusion, in the initiatives described, ICT is often used as a tool in a transdisciplinary process, whatever the subject, subject area or non-curricular subject area. In this sense, with regard to the promotion of reading and its respective competences, ICT will always be used instrumentally, understood as a support for teachers, as underlying support for materials & resources included in the planning of educational activities. Tavares & Barbeiro (2011) reinforce that ICT will always be regarded as instrumental in education for communicative purposes, while enabling teachers and students to recreate classroom space and consequently the learning space. This has become quite obvious in today's digital society, and there have been repeated calls issued by the Ministry of Education for teachers to use of ICT in order to promote access to books, stimulating and diversifying reading activities, as well as retrieve information about books and respective authors (Ministry of Education, 2007).

As stated by Ramos (2010), the results of the research on the PNL and the role of ICT have shown that new and different ways of reading are being promoted, involving new ways of gathering, selecting and interpreting what is contained in the texts that children read in multimedia environments and through multimodality. For this reason, Ramos (2010) also states that reading activities through ICT, since it is especially attractive to children, can be used advantageously. New approaches to multimodal literacy may lead to the implementation of reading abilities of different texts and in different forms, separately, consecutively or simultaneously (Tavares & Barbeiro, 2008).

However, despite the consensus positive view of Tavares & Barbeiro (2011: 29), to make good use of ICT it is necessary that "(...) the reader is a good reader." Hypertext, which transforms one 'simple' text into 'open' or 'plural' texts requires that each reader has to choose and select their reading path from different 'subtexts' as well as the respective links between them and the global text. This association between hypertext and hypermedia makes the texts become 'more fluid' and with a wealth of different (and custom) 'reading itineraries'. This means that the reading is performed on the computer screen where the text is 'flicked through', is 'overlaid' is 'dispersed' by multiple windows that span 'external and internal links' where each reader becomes responsible for their own 'reading path'. For this reason, Tavares & Barbeiro (2011) reinforce the reader's need to anticipate and go on reflecting on their reading project because they also consider that electronic reading becomes a complex activity that involves various actions and cognitive operations.

In a more critical and reflective dimension, it is important to remember that today's students move around in new contexts. In this context, Rosnay (2006) refers to the fact that current students have become, in his words, 'children of the screens' or 'pronetarias' since these are students who have moved very quickly from the 'real world' into the 'virtual world'. In this 'virtual world' the present day students, as proposed by Johnson (2005), are also to be considered as 'polychronous', because they move from screen to screen and navigate, almost simultaneously, in real spaces and virtual spaces. The latter are those they most spend their time in and where they carry out their activities.

In this new digital reality, as proposed by Tavares & Barbeiro (2011) and Ramos (2010), conditions are created so that the reading process performed by the students can be distributed into 3 different types:

a) Reading by zapping: a kind of quick reading that tends to eliminate and select information, often driven by personal tastes, with emotion and, mostly by chance, that turns into Reading of a random character;

b) Selective reading: in this case there is a direct association with a given reading project which seeks specific information or a reading that can   deepen or complement a given aspect.

c) Extensive or in depth reading: it corresponds to a type of reading that aims to increase a given information but that requires available time from the reader.

In a digital environment, whatever the associated type, it is important to take into consideration the opinion of Rouet (2001) who states that reading in a digital format is associated with the designated phenomenon of 'cognitive overload' for the reason that in very small fractions of time the reader has to make several decisions related to reading being done across a wide variety of options that are available. The potential confusion that may arise will not only have to do with the hypermedia support factor but with the students' difficulties in being able to identify markers and discursive categories. In this context, Tavares & Barbeiro (2011) refer to the need of the students to also possess a set of discursive skills, which will allow for a proper reading of the media of text in hypermedia format.

Comparing an analogue connection and a digital context, Silveira (2014, 5) states that "(...) the challenge is not in the reading itself because the brain activation process for the reader act seems to be invariable, but in the way mediation reading is responding to stimuli from the digital landscape". The reading mediator does not minister reading skills, they should be an agent that reinforces it, creating reading cultures where an extensive culture of reading can prevail and not only a reading based on timeliness and usefulness. This requires that the

reading correspond "(...) to an address, a path to a resource and an incursion" (Silveira, 2014 9).

Furthermore for Silveira (2014), the creation of a culture should include 4 synergies: the unit (understand reading as a phenomenon and social act, the reading should be framed in a given educational community so that everyone feels affected around reading); homogeneity (it is understood that reading creates a democratic and pluralistic approach among individuals so that it can lead to a standardization of attitude towards reading); Longevity (create contexts throughout all of the schooling years students can live under a reading culture at all levels of education and without any constraint or limitation); and simplicity (make reading a simple process where the operation of the reading culture can be done voluntarily and spontaneously within the respective educational community). In this sense, the school will have to teach students to adopt different paths and endower them with the skills that lead them to being able to carry out contextualization and interpretation mobilizing interactive reading processes.

In Portugal the combination of national programs and/or initiatives either through the Portuguese language (particularly reading) and ICT, enabled several generations and students, to the present, to have experienced this interaction that has enabled the promotion of reading skills where articulate and proactive digital skills have been included.

In the opinion of the interviewed teachers (focus group 1), best practices in the classroom should focus on reading other types of texts than those that are mandatory reading in the curriculum and the PNL; promoting opportunities for pleasurable reading; choosing themes and topics that young people relate to; engaging more with books that have tie-ins with other media (trailers, videos, movies, webpages, flying books, etc.); reading aloud; providing good models for reading aloud; as well as promoting interactivity with the reading through a series of web 2.0 technologies. Among these, focus group 1 mentioned e-books, digital book libraries and repositories, mobile technologies used for reading and writing about the reading or creating competitions, use of interactive whiteboards to support reading activities; using blogs and the library Facebook page; as well as use of QR codes in connection to reading.

Romania

The literacy levels in Romania can be improved if the factors that lead to the present situation are correctly identified and taken into account. So, according to the situation registered in PISA tests between 2000 and 2009, there is a great difference between the European countries with respect to the number of the weakly effective readers. Compared to the situation of the testing in 2000, the average number of the effective readers

diminished. As an exception, there are countries where the situation improved (Poland, Switzerland, Hungary, and Germany). In 2009 the Romanian students got almost the same results as those in 2006. With respect to reading/literacy Romania placed on the 49th position out of 65 countries which took part in the test. 4,776 students in 159 educational institutions in Romania, both in the rural and urban areas (vocational education institutions, professional education institutions and theoretical education institutions) participated in the testing. In 2012, 5,250 15 year old students in 178 Romanian schools proved that the rate of low literacy level results diminished, so European Commission considers that Romania shows notable progress.

The research outcomes prove that there are three risk factors which contribute to increasing the number of weakly effective readers, such as the gender difference in reading abilities, the social status of the readers' families; the emigrant status. *"Differences across countries in the extent to which student-level factors (such as family structure, parents' job status and immigrant background) and school-level factors (such as how resources are allocated across schools) are associated with performance show that policies and practices have an impact on both equity and performance."* as shown by the PISA report (2012, 13)

What strategies can help young people in choosing texts, accessing texts, being less reluctant readers?

This question seems to be addressed only to teachers, but writers, librarians, even parents, could also be interested in advising/ helping young people with improving their reader status. With respect to this issue, the opinion expressed in an interview by Haulică, writer and editor, is relevant; when asked what we should do to promote reading to young people, he suggested that we should give them books other teenagers read, instead of books that somebody considers to be educative. We should also develop reading programs, libraries should offer new titles, writers should be invited in schools. In a word, Ministry of Culture and Ministry of Education should develop a series of policies together. A previous project report (Chelariu 2010, 99-106) mentioned that *"In terms of educational practice, it is very important that we promote those texts student considers relevant and interesting; these are authentic texts for teenagers. The reader renders authenticity to a text, relating to it with interest and endowing it with meaning, during the reading process"*.

What would make young people read more?

"Schools with more autonomy over curricula and assessments tend to perform better than schools with less autonomy when they are part of school systems with more accountability arrangements and/or greater teacher-principal collaboration in school management" (PISA 2012, 24). This view could lead to a greater autonomy of schools with respect to choosing the types of texts more appropriate to teenagers' needs and interests. The diversity of the

topics and the texts which are directly linked to students' lives could be two relevant criteria for selecting the texts in the curricula. Another idea would be to use adapted reading materials, in order for the reluctant readers to have easier access to fundamental literary works.

How can ICT promote reading? What are the benefits of using ICT for promoting reading for young people?

Taking into account only the educational framework, there can be traced two main directions of specialists' opinions related to using ICT for promoting reading for teenage students. On the one hand, it is useful for students to have quick access to a lot of information by means of internet or for teachers to replace the old black/white board with the computer. On the other hand, literature teachers and specialists in literature and theory of reading have serious doubts about a computer capacity of really facilitating students' access in an emotional fictional universe. They fear that the technology mediation between the reader's world and the writer's world could distort the artistic meaning, as shown by Ilie (2014, 159-160).

What strategies/tips can teachers use to promote reading through the use of ICT?

Most of the teachers admit that including the new technologies in the educational system represents a priority, which is why computers are frequently used as an auxiliary in teaching and learning. A proper form of using ICT in a literature class would be an educational soft that could be more effective as teenage students often prefer what fulfils his/her need for knowledge and reject what is out of dated. An educational soft represents a learning opportunity not only for students, but also for teachers, as it stimulates the critical thinking and the educational partnership in an interdisciplinary and attractive context.

What strategies/tips can parents use to promote reading through the use of ICT?

The research in this direction has not lead to much information about this issue, but the role model offered by the parents remains very important. In Romania, 60% of the children live in rural area, where the social and economic level of many families is pretty low, so, even if the students have access to ICT, their parents' lack of education in this direction prevents them to help their children. School has often the most important role in guiding children towards reading.

How can young people be more self-motivated with respect to reading for fun?

Romanian students are the least motivated in all the participant countries, according to PISA results (2012, 29). Lack of motivation not only for reading, but also for mathematics or science may have a tight connection to the social and economic environment, so, in order to

increase their motivation, the wider community they live in must be involved. An example of community involvement in promoting reading is the campaign *"Have a book"*, developed by „*BreakTheWalls*" group of students in Cluj. The open objective of this campaign is to promote and increase young people's interest in reading and among the activities the students developed, there are sessions of informing high school students about the importance of reading to their personal development. Another interesting campaign started in Cluj in 2014, where a small group of people initiated a movement called *"Books on your face"*, urging people to share their passion for reading by a series of online and offline original activities. Considering that a book can be representative for a person, the organizers' slogan *"Book selfie is the new selfie"* encouraged people to post such a selfie on Facebook, then several shops, including a book-shop and a dentist's office offered them a discount. An interesting proposal was addressed to the mayor in Cluj, suggesting that the readers should travel for free with public transportation, at least one day in a month.

What strategies would help young people in using ICT for reading?

There are several examples of strategies which are effectively used in Romania and one of them is creating a stimulating reading environment, referring to reading for fun. In order to create such an appropriate reading environment, it is necessary to offer interesting texts and motivating places for raising teenagers' interest for reading, such as reading corner in a school hall or in a library, reader's tent, reading camp etc. This type of experiences is important especially for children who come from families where reading is not a tradition, so they get the feeling that reading is a "cool" activity. This feeling is enhanced if ICT is involved, as the gadgets make reading "cooler". Moreover, some of the strategies developed for teachers to help especially boys to improve their reading skills, such as *Using technology to get boys interested in literacy* (get the net), could be also used with girls who are reluctant readers.

In 2015, literacy rate considering youth (15 to 24 years old) was 96.8%, 96.6% with male population, 97% with female population in Romania. Comparing these figures to the data in 1992, which showed that the literacy rate was 99.1% (99.2% with male young adults and 99.0% with female young adults), it is obvious that the trend is a decreasing one (UNESCO 2013, 41).

How can the literacy levels in Romania be improved?

The answer at the question can be offered in a short variant: motivation. The key of solving the literacy problem with young people, or with teenagers, is to increase their interest in learning, to offer them a motivation powerful enough for them not to drop out or to despise school. Some considerations in MoLeYa Guide (2010, 28) for motivation suggest some reasons that make teenage students have a decreasing interest in learning. Research

showed that developing a positive and informal atmosphere, different from that they experienced in school and the negative feelings associated with, is important in motivating young adults to learn, so one of the ways to improve literacy levels and to prevent dropping out is to change the atmosphere in school. *"A relaxed and informal atmosphere helps young adults to feel confident and happy. Such feelings are fundamental for motivation and success in learning. The environment is also important."*

What national measures/policies can be taken to combat low literacy levels?

As many young adults report negative experiences from school and they often associate them with failure, irrelevance and boredom, the educational curriculum should be improved and this is one of the directions that could be followed at the national level. In order to combat low literacy levels, there can be taken several national measures, such as:

- Preventing dropping out school by stimulating the students. The relation between dropping out school and illiteracy is direct and illiteracy could be seen as the final result of dropping out. According to Bogdan Simion, Chairman of NGOs' for Children Federation, in Romania dropping out is 17% and this is an increasing problem. The Education Ministry initiated a program, *"The Second Chance",* which addresses to children and young adults who left education system, but this chance is hardly accessed.

- Developing a new curriculum which can respond to the real needs of the 21st-century students can be another way to improve the literacy level. In 2010, in a Draft of Committee of the Regions Notification (rapporteur Mireille Lacombe) submitted to European Parliament, it was asserted that the functional illiteracy affects all the age categories, not only young people, and the issue is more and more important because it occurs both with the unemployed and with people who have a job. The fight against functional illiteracy represents an essential component of lifelong learning which means it also involves the education system that should produce less low literate school leavers.

What measures can be taken at the school level to combat low literacy levels?

It is obvious that traditional systems did not function for many of young adults, so the things that motivate young students should be considered upon, in order for schools staff to create new ways and strategies that help them progress. Teachers should be offered professional development opportunities, and then they should use their abilities and their experience to create more active learning activities which will eventually generate a higher rate of literacy among students. Schools may conceive not only training courses for teachers, but also optional courses for students where they can break the routine.

What national measures/policies can be taken to promote reading for high-risk students and drop-outs?

A different selection of the texts in curriculum would be one of the most important national measures that can be taken to promote reading for teenage students who are high-risk, before they drop out. Teachers, especially Literature teachers, recommend to their students literary works which belong to the classic/canonic list, but this way teenage students may become reluctant as they do not like or understand the texts. A more effective measure would be promoting the type of texts they prefer, disregarding the fact that their literary/aesthetic value is low or inexistent. Moreover, it is known that formal education often uses learning strategies based on reading, writing and listening activities, so the students having difficulties related to these abilities could learn better by other methods. Last, but not least, their parents' lack of education represents a reason for dropping out, so some national measures should also involve students 'families, in order to get more significant results.

How can ICT be utilized to combat low literacy levels?

Various, interesting and appropriate resources and materials, according to teenage students' interests and learning needs, are important for their motivation, that is why materials should be good quality, easy to read and understand. In this context, using ICT could be an important factor for raising/increasing their interest in learning, although not all the teenage students are interested in ICT and some of them may need an additional support for accessing ICT.

What measures integrating the use of ICT are in place or could be employed?

In order to integrate the use of ICT in combating low literacy level, it is necessary to help both teachers and students to get access to school, especially in those areas where the infrastructure is poor, then to support schools to purchase enough PCs. At the local level, there are programs, projects, various activities which involve use of ICT in libraries and schools, which contribute to improving the literacy with teenage students (PISA, 2012).

Greece

The first and one of the most important influences on reading habits is the family. Having books at home does not necessarily mean that parents or children read them. When parents read, talk about books they liked as children, visit a bookshop or library with their children, or read aloud to them on a regular basis, then they are more effective in making their children love reading from an early age. The majority of students that took part in our Focus

Groups say that their parents encourage them to read. Having the necessary reading skills from an early age is also very important and it is suggested that pre-school education is vital in that respect. (Fragiadaki, 2012)

The latest data from the Greek book market show that parents still spend a considerable amount of money on books for their children. At a time when book production is half what it used to be in 2008, books for children are published at the same rate and account for 1/5 of the total book sales representing 22.2% of total book sales up from 21.4% in 2008. This, in turn, creates a boost for literature directed at young readers. (Baskozos, 2016).

2015 data from www.greekstatistics.gr/en/greece-in-figures show that 68.1% of Greek homes have an Internet connection and 98.5% of those are broadband connections. 65.7% of Greek people aged 17-74 use the Internet for social networking, 85.4% for reading magazines and newspapers and 47.7% for education and training. Results from the students' Focus Groups also show that young people like the digital world for games and social interaction. Some students aged 10-14 have even read a digital book. Teachers who participated in our Focus Groups find that their students are more interested in digital rather than printed material. Teachers read blogs to get informed but do not use e-Readers or e-Books because they prefer traditional books and are not very familiar with e-Readers or e-Books. Household spending for education purposes has increased from 2.9% in 2004 to 3.5% in 2014.

Another very important influence on reading skills and nurturing a love of reading is school. In Greek schools, Literature is taught as a separate subject. There are 757 official school libraries and a network for schools with multiple functions. www.sch.gr connects 16,453 schools from all over Greece. It is available to a community of 1,300,000 students and 160,000 educators and administrative staff. It provides e-learning services, communication, collaboration, e-government services as well as helpdesk and user-support services.

Digital material and scenarios for teaching literature, linking it to other subjects and making use of technology are available to teachers. ERT, the Greek National Television and Radio station, has collaborated with primary and secondary school teachers to match audio-visual material from its archives with school books. A set of resources linked to teaching literature exists at www.ert-archives-.gr/V3/public/main/ertatschool.aspx. In this resource, teachers have designed a set of scenarios on Greek literature that link it to other subjects and use ICT technology. The scenarios are available online and were funded by the European Union and the Greek Government. (www.proteas.greek-language.gr) Teachers who participated in the Focus groups do not use any IT tools to promote reading, though.

Teachers of literature are encouraged to use forums, blogs, Facebook, Twitter and Wikis to share creative work produced by their students. Creativity, collaboration and

communication are also encouraged as means of understanding, constructing, modifying and experimenting with texts. Creative writing and projects using multimedia are mentioned as examples of work produced by the students that can lead them to exploring more texts, will improve their critical skills and, through sharing their work with others, appreciate reading, in general. In reality, fewer than half of the teachers who participated in the Focus Groups use blogs or wikis.

School libraries are staffed by 1-2 teachers that spend one or two working hours each day in the library. Each of these libraries has to be open 2-6 hours a week. There are more school libraries that have been put together by teachers and parents that do not fall into this category. Whereas teachers refer their students to the library to do research and read, they also find that many of their students rarely visit the library. Students use the school library more when they are 10-14 and less when they are 15-18, but most of them say that they would *no*t like to visit the library.

The Greek curriculum does not allow for enough time for activities that promote reading. The time allocated for covering the necessary material is not enough to begin with and any changes made so far have only added extra material and hours making it very difficult, if not impossible, to include activities to promote reading. Suggested activities from EU projects such as Lifelong Reading and Boys Reading are: expressive reading, partner reading, silent reading, discussing what you read and working with teachers and schoolmates to create something. These activities all require class time that is not available. On top of that, the amount of homework also limits the time students have after school to read and engage in creative and collaborative tasks. This is supported from data by both the teachers and student Focus Groups. As students grow older and their curriculum demands more and more, they read fewer books per year. Teachers also say that class time for reading would be more available if they could be more flexible with the curriculum. In their opinion one of the reasons their students do not read more is that they have a lot of homework.

Despite these constraints, teachers and parents as well as volunteers have organized events and activities that interest and inspire young people. These are available on the school network www.sch.gr. School newspapers, available for those who want to share their work, are published on www.schoolpress.sch.gr.

Based on their personal preferences, several professionals are offering ideas, help and support on creating cartoons, comics, movies, reviews, radio programs, songs and theatre activities. Teachers and schools can make use of the material available in the form of tutorials, seminars, lesson plans and examples of previous creations, as well as visits, workshops, seminars and talks in the following sites: www.educartoon.gr www.junior-

comicdom.gr, www.theatroedu.gr, www.karposontheweb.org, www.i-create.gr, www.kinoumeno.gr.

Research suggests that teachers need special training to promote reading, especially when dealing with reluctant readers, high-risk students, and dropouts. Training should start with university students who will go on to become teachers in primary or secondary education. Their support and training should be long-term and updated instead of short-term and fragmented, following data collected by reliable procedures that will keep teachers up-to-date with issues related to causes of low literacy. (www.eacea.eacea.europa.eu/education/Eurydice./documents/thematic_reports/130EL.pdf)

Methods/approaches in combating low literacy levels

Volunteers in groups such as 'Read to Me' or 'I Read for Others' help people who would like to read but have difficulties. 'Read to Me' is a group of volunteers that comes from a book club in Thessaloniki. They read aloud to groups of people in public places such as retirement homes, public libraries, psychiatric facilities, schools for the blind and shelters for the homeless. 'I Read for Others' not only read aloud but also record material for the blind. Around 800 people currently belong to this group. They are active in Athens, Thessaloniki and Crete. Both groups are active on social media sites. That is where volunteers keep offering their services and organize events. (facebook.com/diavasemou, www.giatousallous.gr).

Social surroundings also influence reading preferences and attitudes. Young people are more influenced by their peers than their parents. Sharing their opinions on what they read and creating something original will not only engage young people more but will also encourage their peers to read more. A local library can be of immense value. In Greece there are 46 public libraries, 29 of which are central, equipped with mobile library units. 9 were founded more than a hundred years ago. Medialab is the newest project of the Future Library team funded by the Stavros Niarchos Foundation. Medialab has equipped nine municipal libraries in different parts of Greece with the necessary equipment for providing teenagers, students, professionals, unemployed people and immigrants with opportunities to immerse themselves in ideas and technology through services that focus on the development of their creativity. The libraries chosen are in Drama, Livadia, Nafpaktos, Kozani, Trikala, Chania, Keratsini-Drapetsona, and Ilioupoli. The www.medialab.futurelibrary.gr site is under construction at the moment. Following the very successful summer campaigns in 2012-2013 and 2014, Future Library managed to engage and motivate children, librarians and local people who volunteered in the campaign,

creating a network for the libraries involved, providing a forum for members, training librarians and eventually putting local libraries on the map in the community. The National Library of Greece has taken over since then in coordinating reading campaigns that are now different in each area and take place at different times. New premises are under construction for the National Library of Greece. This library is due to open within 2016.

Local libraries, public libraries and school libraries are not connected the same way that academic libraries are (www.seab.gr, www.kallipos.gr). Not only that, but a different Ministry is involved in overseeing them. Right now the government is preparing a legal framework that will take care of these matters. At the same time, they are applying for funding, so that it will be possible to inter-connect all Greek libraries.

The Ministry of Education approves of several competitions and events that publishing houses organize to promote reading. Psichogios hosts a page with tips on how to promote reading (it has no reference to ICT or Web 2.0 tools), and, among other activities, shows children how an e-Book is made and offers to arrange a visit by a writer to the schools that are interested. Events are primarily for younger children. Metaixmio, another publishing house, organizes a national reading competition for primary and secondary schools. It is in its fifth year and many schools from all over Greece take part. There are prizes for the students and books for ten of the participating schools. Again, the publisher can arrange for the author whose work is the subject of the competition, to visit interested schools. There is a blog available which can host the creative writing part of the competition for teenagers. The Greek branch of IBBY (International Board on Books for Young People) also organizes a competition each year with awards for the best children's/young adult's library, the best program for promoting reading and an award for any school, library or other body that promotes reading with the use of ICT, mainly the Internet.

Bookshops often invite writers to present their books live and read for their audience, answer questions and discuss their work. One such bookstore, 'Public', organizes an award ceremony on prizes voted on by the readers. There is an award for children's literature and another for young adult literature. In 2015, 83,000 readers were involved in this endeavour, 45% of which were from smaller cities and towns.

Publishers are facing numerous problems. 47% believe the absence of a national policy is one of those problems. They offer solutions such as: supporting programs that promote reading on a local and national level, establishing a national authority exclusively responsible for books and reading, and supporting and modernizing libraries (Kapos, 2016). The Greek National Book Centre, EKEBI, which used to provide data, coordinate activities and events, organize book fairs and conduct surveys, was closed and then reorganized but under a different organization, the Hellenic Foundation for Culture, www.hfc-worldwide.gr.

Lack of coordination by a central authority is also mentioned in academic studies and in articles in the press.

Lack of data is also a problem when it comes to assessing the situation in Greece. www.biblionet.gr, a portal that provides information on books, is not deemed reliable as it is understaffed and cannot keep up-to-date.

Very recently, Europeana Space and the Onassis Cultural Centre in Athens organized a 'Hack The Book' event in which several groups participated with the aim of Reimagining the Book with the aid of new technology. Out of the three groups selected, one focused on redesigning the classics so as to make them more attractive to young readers. Vivl.io draws upon literary classics and aspires to enable readers, especially children and pre-adolescents, to create their unique book-specific universe, both at home and in the classroom. In an interview, Giorgos Papanagiotou describes how they incorporated maps of the locations mentioned in the book and how much more could be incorporated such as timelines, character maps and interactive games. There are instructions for children, parents and educators on how to 3D-print some items. There is also a free version of the 'Minecraft' game available so that readers can create 3D-models based on the plot, eventually creating their very own experiences revolving around the plot while playing at the same time (www.popaganda.gr 31-01-2016). Interestingly, one of the people involved in the team is the webmaster of www.eanagnostis.gr. The site encourages readers to read an e-Book the first week of March as part of a campaign to promote e-Books. The site also includes useful information and lists on e-Books and e-Readers in the Greek market.

There are not many e-Books available in Greek. For educational purposes, though, there are quite a few classics available for free that could be used effectively in the classroom. There are also titles in English and other foreign languages that can be of use in different contexts. A good example would be the 9th High School of the Volos Municipality, which has uploaded eleven free books on its online library. The list includes two international titles in Greek. The material is available to the students through the official school network provided by the Ministry of Education.

Italy

In order to increase Italian literacy levels, all social actors – readers, educators/teachers and families – must act in a concerted way, while remembering that such levels are deeply influenced by readers' socio-economic conditions. Investments must be made in training teachers, in new technologies that make reading activities engaging, and in raising awareness among families. In order to bridge the socio-economic gap, egalitarian and general access to education must be guaranteed from early childhood, and family literacy

programmes must be promoted. Learning materials and methods must be examined regularly, in light of growing digitalisation, in order to motivate the learner, and greater use must be made of informal sources of learning. Development of software for schools should be promoted, in order to help teachers identify new approaches to improving literacy[11].

In order to address the issue of reluctant readers, we must look at how books are written; they should be simpler and more engaging in terms of structure, narrative and language used. EBooks represent a current book technology, and can play a determining role, as they represents a form of technology that is "adaptable" to the rights of the readers.

Cavanaugh suggests various "best practices" for addressing reluctant readers, focusing in particular on those aimed at active involvement and customisation. Comparing different models, he identifies 5 essential techniques that offer an effective strategy for those who are demotivated and/or "tired" of reading:

- Facilitating access to a wide range of reading materials.
- Guaranteeing readers the opportunity to read, by varying the type – and above all the number – of the characters.
- Always providing the option of multiple methods of reading and/or interacting with the text.
- Facilitating access to dictionaries and glossaries in order to enrich the reader's "vocabulary" as much as possible.
- Systematically using pre-reading techniques or reading guides (for example: suggesting questions that the readers can look for answers to in the text, and encouraging them to make a note of their expectations).

These techniques are not only effective for "reluctant readers", but also for so-called "remedial readers".

A close link has been found between eBooks and the set of strategies deemed most effective to support reading. Compared with physical books, digital texts can easily be made larger and their appearance can be changed. Easy access to a wide range of reading materials is another inherent feature of eBooks, and it enables customised libraries to be developed for reluctant readers. The multiple methods of interaction between the reader and the text is, in turn, a feature of digital texts and of the latest generation devices. Text-to-speech software can easily be applied to digital texts, transforming electronic books into audio books: this possibility opens up the option of systematically exploring integrated

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[11] See Council of the European Union Report on Literacy, 15 November 2012, http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/7f777c65-4e05-4f8f-8242-eae856985c69/consiglio_alfabetizzazione_261112.pdf

strategies of guided accompaniment, to facilitate rediscovery of the pleasure or significance of reading through a combination of text and voice.

The most important element that encourages young people to read more is the sense of having the freedom to choose, and so transitioning from imposed reading to elective reading. If we are forced to read as a duty, expecting no delight, we are likely to find it a boring business. Great importance is placed on what Aidan Chambers has called "the reading environment". Since reading is a life-enhancing occupation, not a pastime, the reading setting, both in school classrooms, and at home, not to mention young readers' spare time, plays an active role in enhancing reading skills. Reading aloud to young children, creating an adult environment which lends itself naturally to reading, creating dialogue-based reading and opportunities for discussion, response and debate around reading, are just some strategies that have been found to be successful, according to the leading theories.

ICTs represent a new opportunity to make reading more engaging and, as Marchetta notes, the use of the internet and social networks can be a winning strategy in this regard.

Indeed, thanks to solutions that offer high levels of technological content, ICTs extend the possibilities provided by Assisted Technologies (AT) in terms of developing independence. As Pavone observes, the use of disability assistance technologies in educational contexts involves both didactic-methodological issues and technical issues regarding the choice of device. ICTs, due to their inherent features, offer at least three strong points: «motivation, rigor, adaptability».

It is important to make the most of the potential offered by new technologies, by not focusing solely on the direct use of digital technology in the classroom, but on the indirect benefits that one can achieve through creative use of technology, if it makes sense to use it; and if huge gaps can be identified to rethink teaching thanks to new tools that can help achieve an old, but ever-current and necessary objective: encouraging non-reader students to read, and stimulating those who already read to do so more regularly and with greater awareness. The Italian curricula, from pre-primary to secondary school, are based on collective projects in terms of reading: students are taught to read using the same texts. This is good practice, which could be implemented through targeted use of ICTs. This involves two separate levels of learning to use ICTs. On a basic level, conscious use of ICTs should be taught, through training in web quest and page rankings, and therefore what Bandini has defined as a "philology of the web". In this sense, it is fundamental to work to create platforms and digital bookshops that are both easy to find and accessible.

On a second level, ICTs can be used specifically to promote an approach to reading that is more spontaneous and/or wilful, through effective practices such as skimming and

scanning. Furthermore, hypermediality and intertextuality of online texts make it possible to include links and ad hoc references to other forms of media associated with the text being read, thus enhancing the reading experience in a multi-sensory way. Furthermore, a growing tendency to create book previews and booktrailers places the book within a viral and social realm, putting it on a par with other forms of media (for example films), which are perceived as being more appealing. Finally, social media and blogs can serve as precious teaching tools to create and fuel a fruitful reading circle before, during and after the collective/semi-collective reading of a text.

To use Prensky's definition, today's students are "Digital natives" (they have accepted the communicative forms of the media that they use in their day-to-day lives), and so their method of learning is in line with extremely rapid exposure to information, processed, in turn, at the same time as other inputs, with the same degree of efficiency previously reserved for computer CPUs. The term used to refer to this ability is multitasking, making the link between digital natives and the pervasive influence of technology on their lives even clearer. Added to this is a clear predilection for graphics over text, a preference for hyper-textual type organisation of knowledge (random access rather than sequential) and greater efficiency in terms of working online. These distinctive traits, that represent a different "model through which to see and construct the world", typical of those born and brought up with technology, are at odds with slow-paced teaching techniques, based on progressive steps, which do not take online approaches or gamified forms of learning into account. This happens because education is exclusively provided by the so-called "Digital Immigrants", adults who have had to adapt to learning the language of technology, less spontaneously, and who continue to be inclined toward traditional methods of communication.

The only way to proceed is to change the formal contexts, through a decisive move towards the introduction of gamification and edutainment in teaching. Teaching must become more fast-paced, multidimensional and interconnected, while continuing to pursue the objective of developing reflectiveness and critical thought, central to the traditional approach.

The natives' approach to communication and learning is, in fact, game-based, focused on customisation and sharing of information with their peer group (peering). The characteristics of the technologies acquired by the natives can be used effectively by parents and schools to bridge the gap between their language and that of the natives. From this perspective, technologies provide a tool to implement constructivist type lessons and pedagogical practices. In order to make this possible, ICTs must not simply be adopted as work tools, teaching agents or sources of information; ICTs must be transformed into genuine learning environments that make the most of the approaches favoured by digital natives. As such, ICTs must be regarded as "tools" that enable the students' potential to co-

construct their learning journey, making it more social and therefore customising it to suit their cognitive styles and educational needs.

Young people are motivated to read when they discover that reading a book can be a way of taking care of themselves, a tool which not only promotes knowledge but also acquisition of awareness. Young people often perceive books as objects that contain stories about characters that they can identify with and reflect upon. Identifying with characters in a book helps them to discover hidden sides of their personalities and dispel fears and anxieties. As such, the pages of a book can offer them a way to better understand themselves and those around them.

Digital teaching techniques, and the use of ICTs in particular, offer teachers, parents and adults an active teaching strategy, capable of bridging the gap between young people and learning, and putting them to the test in an environment that is more suited to their way of thinking and acting, combining knowledge and know-how, which has not often been done in Italian society.

The use of ICTs offers strategies for work, sharing and cooperation that enables young people to approach reading in an integrated way and encourages them to engage in independent reading and learning. Young people can engage in reading more easily thanks to ICTs, because such approaches enable them to use serious games, digital sharing platforms, *edutainment* platforms that offer tools for an "alternative", but not episodic, reading experience. Over time young people become more assiduous readers, perhaps without even noticing that they are reading[12].

Methods/approaches in combating low literacy levels

Literacy is a personal, economic, cultural and social issue. As such, a series of social actors – from businesses to media, NGOs, social parties, those working in the area of informal education, cultural institutes, and social services – must be involved in initiatives aimed at improving literacy levels.

The creation of a cultural context aimed at promoting reading and improving literacy requires greater availability of reading materials in schools, libraries, and media libraries, but also in unconventional locations, as well as in the home, and greater support for families. Parents must be made aware of the crucial role that they can play in improving reading and writing skills in young people, and in supporting them to be motivated to make an effort with reading, from early childhood and throughout their school years.

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[12] Observations drawing on http://www.educazionedigitale.it/

These measures are particularly urgent in relation to readers from disadvantaged socio-economic backgrounds. Certain data indicates that family literacy programmes are cost-efficient and very effective. To reduce the socio-economic gap and provide young people with a solid base for adulthood, it is fundamental that their education system encourages the development and stimulation of language, including through games, and that this task is entrusted to qualified personnel. Education professionals and teachers must be equipped with the necessary skills to identify and treat language and learning difficulties from an early stage. This involves improving elementary school teachers' pedagogical skills in terms of teaching reading and writing, for example through the pedagogical use of ICTs. Furthermore, measures to support teachers in secondary schools to teach reading and writing skills across all subjects, and to promote access for all teachers to expert consultants, would contribute to strengthening skills and achieving further progress.

The education systems have not taken full advantage of the impact of new technologies on literacy. A review of teaching materials and methods in light of growing digitalisation, and support for teachers in using new pedagogical methods, can reinforce learners' motivation.

Employers could be made more aware of the advantages, in motivation and economic terms, associated with improving reading and writing skills among employees, and encouraged to take appropriate measures: promoting development and implementation of family literacy programmes, particular for families that are disadvantaged in socio-economic terms. Learning materials and methods must be examined regularly, in light of growing digitalisation, in order to motivate the learner, and greater use must be made of informal sources of learning. Development of software for schools should be promoted, in order to help teachers identify new approaches to improving literacy.

The technologies must be incorporated into the day-to-day learning environment, so that their presence is accepted and it becomes natural to use them. In Italy, new technologies in educational contexts are often still located in dedicated environments – specifically, computer labs – without any transformation of spaces, schedules or roles.

It is therefore important that educators (and schools, first and foremost) review their role in relation to Media Education, to facilitate the development of "a new media ecology" within which young people can create a new form of citizenship, within a public space transformed by new media. As such, technologies should be viewed as an "intergenerational bridge", rather than as a reason for separation.

Culture, changed by new media, has become more participative today, and has enabled new environments to be built in which young people learn through:

- affiliation: participation in different communities;

- creative expression: production from the bottom up of content that combines different languages;

- collaborative problem-solving: group cooperation, which is often asynchronous and always remote, which makes use of online tools;

- circulation: management of information according to its methods of dissemination and application.

In order for these transformations to translate into learning opportunities, young people must be able to develop the abilities necessary to use ICTs in a conscious and active way, through:

- Games: considered the basis for all learning, particularly in early childhood, games represent an opportunity to develop problem-solving skills, in an informal context that limits frustrations arising from lack of success and stimulates the desire to put oneself actively to the test;

 - Simulation: the opportunity to see knowledge represented in new and ever-changing forms stimulates interpretation and reading of phenomena from various perspectives. As with games, of which simulation is a component, progress is made through trial and error, in an approach to learning that is very closely linked to the concept of "discovery";

- Performance: the ability developed by assuming different identities, by creating an avatar or writing alternative biographies. Role play is an example of this: requiring people to take on new perspectives becomes an educational tool in and of itself, privileging processes more so than results;

- Appropriation: critical and aware acquisition of material already produced by others, for the purposes of a personal and creative reformulation of content (through original combinations and genre and language remixing);

- Multitasking: Pedagogical approaches that facilitate multitasking do not limit potential learning styles in favour solely of focused attention but, on the contrary, consider alternative learning methods;

- Distributed knowledge: the ability to use technological and social tools (archives, calculation devices, interconnected networks) and entrust part of the workload to them, in order to be able to channel attention into other tasks, which are sometimes more complex;

- Collective intelligence: the ability to expand your knowledge by interacting with the knowledge of others. From a pedagogical perspective, this translates into the need to

stimulate knowledge-building in a cooperative way, and to encourage the formation of learning communities, including remote communities;

- Transmedia navigation: consisting of being able to use and produce materials expressed in different languages and distributed across different media.

- Negotiation: faced with the availability of information from global sources, this consists of the ability to engage with different perspectives, which often contrast with one another.

"The mainstreaming of ICT also depends on teachers' learning and training opportunities as well as on the availability of a sufficient number of digital pedagogic resources. [...] Otherwise the ICT equipment may not be used"[13]. It therefore seems clear that the potential offered by ICTs goes beyond simply equipping classrooms with LIMs or other devices. The structural renewal plan must instead consider how to make teaching the main objective and ICT the tool that enables it. This process began in Italy with the *Piano Nazionale Scuola Digitale* [National Digital School Plan].

The priorities are to provide tools to support ICT integration into all curricula and to develop assessment systems for teachers in relation to the results achieved in terms of ICT skills. The main deficit in Italy consists of the fact that the skills associated with the ICT field are not integrated into educational courses in the individual subject areas. The curricula needs to be reformed in a way that aims to align the teachers' current teaching practices with ICT-based practices; a reform process that would certainly be capable of producing rapid results without the need for significant budget expenditure.

Integrating investments in digital infrastructure in schools, wiring, WiFi in classrooms, multimedia and scientific labs, is the main integrative measure for ICT-use, and is in line with the priority objectives specified by the OECD. At the same time, more teachers need to be able to train at the regional training centres. The Italian digital school scene is varied. There is no shortage of interesting projects and good practices, but these phenomena are not always coordinated. It is therefore fundamental that the Ministry works to coordinate the various networks of schools and teachers. Aligning technological resources with traditional teaching methodologies, with the objective of improving the quality of teaching/learning, is a measure that can serve to integrate ICT use if teachers succeed in effectively using the technology for the purposes of better pursuing the teaching/educational objectives[14].

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[13] See Avvisati, F. & Hennessy, S. & Kozma, R.B. & Vincent-Lacrin, S. (2013). *Review of the Italian Strategy for Digital Schools*.

[14] http://www.openeducationeuropa.eu/en/article/E-learning-Nordic-2006---Uncovering-the-Impact-of-ICT-on-Education-in-the-Nordic-Countries.

Best practices to promote reading and writing

Ireland

Title	Effective Interventions for Struggling Readers
URL	http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_resource_pack.pdf

Funding Agency	Duration
National Educational Psychological Service.	The synthesis of research findings reported are drawn from twelve studies all completed within the last 15 years.

Short Description (max. 200 words)

Effective Interventions for Struggling Readers (National Educational Psychological Service, 2012)**:**

This is a guide for teachers, learning support and resource teachers in special education settings. This guide has been developed by psychologists from NEPS and aims to help teachers in primary, post-primary and special schools, by sharing information about evidence-based approaches to teaching reading for students aged 6-18 years old. It encompasses all students with reading difficulties, dyslexia, as well as those who have poor progress in reading and may have general learning difficulties. Information can be applied to students from disadvantaged backgrounds, minority groups, students with reading difficulties and for those whom English is not a first language. The focus of the guide is reading skills, the ability to decode and understand text.

Objectives (General & Specific)

To assist teachers, learning support teachers, resource teachers and teachers in special education settings.

Give assistance to struggling readers.

Evidence-based approaches to teaching reading.

Focus on reading skills.

How to help students who struggle with reading.

Description of Main Activities and Methods

- The Good Practice Guide also comes with an accompanying resource pack. Throughout the Good Practice Guide there are links to relevant materials in the resource pack, linked to the relevant literature and guidance.

- The guide collates research evidence from a range of sources and suggests how this evidence can be applied to teaching practice.

- The guide shows that the following areas should be part of an effective programme of effective reading instruction:

  - Phonemic awareness and the teaching of phonics.

  - Decoding and word studies, including the learning of a sight vocabulary.

  - Language development, to include vocabulary development.

  - The explicit teaching of comprehension strategies.

  - Meaningful writing experiences

  - The development of fluent reading by reading and rereading familiar texts.

  - A wide-range of reading materials.

  - Opportunities for both guided and independent reading.

- The research refers to Brooks (2007) and his use of ratio gains as a method of measuring progress in reading and sets a standard by which literacy interventions for failing readers can be measured.

  - Ratio gain is the amount of progress a student makes in reading age, divided by the time spent between pre and post intervention.

  - The calculation of ration gains must be done by using a test that gives age equivalent scores.

  - Example: If a student makes one year's progress in word reading over the course of one year, then the ratio gain is 12 months (progress) divided by 12 months (time spent) giving a ratio gain of 1.

- Brooks (2007) suggests that we should be aiming for students to make ration gains of 2 and that we should be aiming for struggling readers to make two years progress in one year.

- The guide emphasizes the need for structured, explicit and systematic teaching and refers to 'structures specialized tuition' (p. 10). Programmes that are described as enhancing progress for struggling readers are the systematic teaching of phonics and teaching sight vocabulary. Also included is a specific guide and advice on Teaching Sight Vocabulary/ High Frequency Words and other specific websites that contain high frequency words and related activities.

- The guide recommends the use of small groups or 1:1 tuition for effective teaching of reading and that the teaching of reading in groups of more than 4 or 5, are less effective approaches for the teaching of reading.

- The guide also advises on the frequency and duration of intervention and that short, intensive interventions, with daily, targeted support are most likely to be effective.

- The guide advises on teaching to the point of automaticity as well as teaching students to read fluently.

- The guide gives detailed reference to several forms of assessment that can be used by teachers in assessing literacy skills.

Results

(p. 8 & 9) The guide gives examples of results from interventions that are well targeted and well delivered and how these can be effective with students from a range of backgrounds and with a range of abilities.

(p. 8) MacKay (2007) in relation to a ten year project in West Dunbartonshire to eradicate illiteracy with 60,000 students in Scotland claimed 'only three pupils remained with Neale Analysis cores below the 9y 6m level of functional literacy' '(p. 31).'

It also refers to results from Nugent (2010) who found that children from the Travelling Community made over a year's progress in reading skills over a three month intervention period, while Kennedy (2010) found students in schools with disadvantaged status made very significant progress when their teachers engaged in focuses professional development.

The raising of teacher expectation is also cited as being a feature of raising achievement

and success. (Eivers et al., 2004)

The guide refers to the need for small group and 1:1 tuition and refers to results that specify that 'the largest size of an effective teaching group, has been found to be three students' (Vaugh et al., 2000). Also referred to in the guide is that Shinn et al. (1997) found that an in-class model of support, was not effective in raising the achievement of failing readers.

The guide refers to the fact that regular assessment and on-going monitoring of student literacy achievement is associated with positive outcomes.

Co-operative Learning and Peer Support are referred to in the guide. There is also a specific guide to using Paired Reading and that is a highly effective intervention.

The guide gives five evidence-based interventions that has been collected in Ireland over four years of research by NEPS. These are interventions that have been proven to be effective in Irish schools.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

(p. 17)

The guide refers to computer assisted learning. The NRP (2000) noted that computer assisted learning has a lot of potential particularly in relation to word processing approached, as reading and writing activities can be integrated. It is mentioned that specifically targeted programmes especially those with speech-feedback can have a significant impact.

The guide gives specific advice and tips regarding motivating and engaging students which are relevant to the LiRe2.0 project of creating lifelong readers.

(p. 17) The following approaches are recommended:

- Make literacy experience relevant to student' interest, everyday life and to current environmental events.

- Provide a positive learning environment that promotes student autonomy in learning.

- Allow choice. Empower students to make decisions.

- Build strategies such as goal setting, self-directed learning and collaborative learning.

- Give feedback that is motivational but not controlling. The best type of feedback is

informational feedback that conveys realistic expectations and links performance to effort. It is better to praise students for effort rather than to praise for ability.

- Give the students opportunities to engage in meaningful reading and writing activities, including reading their own and peers' work.

- Offer students access to a wide range of high quality reading material.

The guide includes a guidance document on the use of positive declarations in the classroom. This could be used in the LiRe2.0 project as a tool for teachers to promote reading. Psychological research has shown that making bold positive declarations about future reading achievement can have a significant impact on both reading ability and attitude to reading (see McKay 2006).   The expectation is that each child will make a minimum of 3 positive declarations per day about future reading achievement and the enjoyment of books/ reading. Declarations can be general or specific and can be done individually, in groups or as a whole class group.

The guide emphasizes the need for effective reading instructors, teacher education and continuing professional development and how this is linked with attaining significantly higher student achievement. This correlates with the teacher training workshop output within the LiRe2.0. Reference is also made to non-teachers delivering programmes and tapping into the power of parents. This is also relevant to LiRe2.0 in creating lifelong readers and that many people play a role in supporting the development of literacy and reading skills of children. An awareness of supporting parents and non-teachers could also be acknowledged in the resource section and toolkit as part of the LiRe2.0 project.

Everything that is included in the guide can be included as recommendations to teachers to promote reading and create lifelong readers and be adapted to include the promotion of the use of ICT and web 2.0 technologies in reading promotion.

The inclusion of the effective usage of paired reading in the guide ties in with the use of Web 2.0 technologies in reading promotion and the ability of young people to engage, collaborate and react to what they read. All reference to pair reading in the guide can be adapted to be relevant to promoting reading through the use of ICT.

Title	Effective literacy and numeracy practices in DEIS schools
URL	https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_deis_effective_literacy_and_numeracy_09_pdf.pdf

Funding Agency	Duration
Department of Education and Science	

Short Description (max. 200 words)

In this publication (Department of Education and Science, 2009), inspectors from the department of education and science describe ways in which schools can help children to learn better in the areas of literacy and numeracy. The publication is intended to support the sharing of good practice among schools and teachers. It describes a range of approaches that schools and teachers have taken in the teaching of literacy and numeracy in eight schools designated as serving areas of considerable socio-economic disadvantage. The work of each of the eight schools is described in individual chapters. Chapters 2, 4, 6, 8 and 9 describe effective best practices in relation to literacy and reading promotion. Chapters 3, 5 and 7 focus on mathematics and numeracy.

Objectives (General & Specific)

It is hoped that other teachers and schools will be inspired by the success and progress of the eight schools mentioned and will use the best practices given to promote and literacy and numeracy within their own schools. Over several days with each of the schools the inspector reviewed relevant school documents and assessment data, observed teaching and learning in various settings, interacted with pupils, staff, management and parents. The report uses the findings of each school in order to offer best practice for other schools, teachers and parents. It is recommended that schools and teachers use the good practice of each school and adapt the recommendations to their own school.

Description of Main Activities and Methods

One particular school is discussed as showing best practice in maximising literacy achievement. Observations and recommendations that were made were:

- A systematic, whole-school approach to raising literacy standards.

- In school literacy team

- Targeting specific language needs

- Significant number of teachers have completed, or are currently pursuing, post-graduate studies.

- The school has prioritised the development of early-literacy skills.

- Carried out a whole-school literacy review.

- Willingness of staff to update their teaching skills

- Devised a co-teaching approach to literacy called 'literacy work station model.'

- Completed a pilot of the model.

- Production by the school of a training DVD for the literacy work station model for the staff.

Literacy Work Station Model: (p. 13-16).

- Participation is timetables for an hour each day.

- Each class displays the session's timetable.

- Throughout the hour, students must spend time at four out of the five different work stations.

- The stations are listening, guided reading, independent reading, writing, word-detective work.

- Each students spends twelve minutes at each station.

- The stations are then followed by a whole-class plenary session.

- The mainstream class teacher directs the guided reading station.

- The learning support teacher manages the word-detective station.

- All activities have clear learning objectives.

The Listening Station:

- The listening station is managed by the pupils themselves.

- A group led by a captain, listens to the recording of a story or a shared-reading session.

- The station is set up with headphones and a listening device.

The Guided Reading Station:

- This is compulsory in every literacy session.

- The teacher teaches reading skills and strategies using texts that provide an appropriate level of challenge.

- The choice of texts is monitored closely.

- This session includes re-reading of texts, reviewing difficult words, new words and new books.

- The teacher uses encouraging prompts and questioning techniques to encourage new words.

- The teacher records students reading in a reading log.

Library Station:

- The aim of the library station is to enable students to read independently.

- This station has cushions, rugs, posters, large-format books and displays of students work.

- Reading material is presented in four browsing baskets.

- There is a reference book basket, a comic/newspaper/ periodicals basket, a poetry basket, and a basket for the pupils' own anthologies and word-detective books.

- The reading material varies depending on reading abilities.

- The group captain logs the reading texts.

- Students select and read themselves.

The Writing Station:

- Students are offered a variety of writing tools such as coloured pencils, pens, and crayons as well as various types of paper.

- The teacher provides a number of writing activities.

- These can include: fact files, menus, letters and reports.

- Students are encouraged to brainstorm and plan what they will write.

- Also included are interactive word walls, word families, posters with grammar and punctuation conventions.

- The students select their best effort to be placed on display in the writing corner.

The Word Detective Station:

- This is the most highly structured session.

- Involves direct, systematic teaching of phonics, new vocabulary and sentence construction.

- Teachers use flashcards, charts, posters and word walls as part of this station.

- This session also includes a kinaesthetic approach to learning punctuation.

Plenary Session:

- Each literacy lesson concludes with an eight minute plenary session called 'Newstalk'.

- This is when students give feedback about the last activity that they completed and what they found helpful in completing the task.

The findings also include collaborative planning and co-teaching of phonological awareness are pivotal in raising literacy standards. In relation to leading success in reading, a whole-school phonic programme is included as being a best practice programme within one particular school. Included in this programme is teaching manuals, teaching materials, charts, photo-copiable books, flashcards and a tutorial video.

Whole-school approach to the teaching of reading is also mentioned in the report as being a key feature of best practice within one particular school. This includes a policy on integrating reading, targets that students must meet and are expected to achieve as well as resources, materials and methodologies. Activities such as DEAR- Drop Everything And Read are also considered to be best practice in reading and literacy promotion.

Results

The Literacy Work Station Model is described has having many beneficial results. Evidence is reported as being seen in how adept the students are at describing what they are learning and how they are learning. Teachers report students being able to read with much greater fluency and expression. The results of standardized assessment have also increased with students becoming more independent as learners and move confidently through the

stations choosing books to read and selecting topics for writing. Teachers also spoke about the confidence that they have gained from the literacy work station model.

Teachers are referred to having great success in standardized tests due to the implementation of the phonics programme in every classroom.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Each area identified in each of the schools as being beneficial in reading and literacy promotion and can be recommended to other schools and teachers as a guide of what programmes or activities can be included. These recommendations can be included as part of the LiRe2.0 resource collection on the website or as part of the toolkit.

Title	The Reading Process- A Guide to the Teaching and Learning of Reading. Dublin, 2014.
URL	http://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf

Funding Agency	Duration
PDST- Professional Development Service for Teachers Department of Education and Skills.	

Short Description (max. 200 words)

This manual has been compiled by members of the Professional Development Service for Teachers (Professional Development Service for Teachers Department of Education and Skills, 2014). Its sole purpose is to enhance teaching and learning in Irish primary schools and will be mediated to practising teachers in the professional development setting.

Objectives (General & Specific)

The booklet attempts to highlight the main components that should be considered in when teaching reading. Such as, varied and rich vocabulary, development of phonological processes, the need for relevant comprehension strategies, focus on reading fluency, and attitude and motivation. The booklet seeks to provide background knowledge on each of

these areas by outlining practical suggestions that can be applicable in the classroom. Recommendations are given for the planning and teaching of reading as well as a suggested 6 Step Approach to a Reading Lesson.

Description of Main Activities and Methods

Attitude and Motivation (p. 7-8): The booklet advises that teachers can promote excitement and motivation to read by providing students with:

- Interesting and rich texts

- Choice of text

- Authentic purposes for reading

- Opportunities to explore, interact and experiment with text.

Best Practice tips are also given as way of fostering enjoyment of reading and is recommended as being achieved in several ways such as:

- A print rich environment

- Choice and control

- Reading to students

- Optimal challenge

- Opportunities for collaboration and social interaction

Also included is a detailed explanation of ways of motivating students such as reading time, sharing, reading to students, using fads, films and TV, poetry, inventories and surveys, book discussion groups, class-created books, publicity campaigns, different audiences, reading timeline, read with a friend, this is your life, lonely texts, TV vs. Reading and Where in the World. There is also an inclusion of tips to work effectively with unmotivated students.

Reading Fluency:

The booklet describes a range of activities that can be used at home and at school to support the development of fluent reading such as guided reading, reading partners, peer tutoring, C.A.P.E.R, Readers Theatre and Shared Reading. Recommended websites are also given that would be useful for teachers looking for resources on reading fluency such as http://www.pdst.ie/node/294 http://www.aaronshep.com/rt/RTE.html http://www.thebestclass.org.rtscripts.html

http://www.teachingheart.net/readerstheater.htm

Comprehension Strategies: (p. 12-14)

The booklet suggests the importance of comprehension strategies that need to be taught in order to develop independent readers. It is mentioned that dividing instruction time into pre-reading, during reading and post-reading. This allows teachers to design activities around each area and provides an opportunity for teachers to demonstrate strategies that readers can use at each stage of the reading process. Examples of reading strategies given are predicting, connecting, comparing, inferring, synthesizing, creating images, self-questioning, skimming, scanning, determining importance, summarizing and paraphrasing.

Word Identification Strategies: (p. 15)

The concept of word attack is described as a way of tackling unfamiliar words. Word identification strategies need to be taught such as 'sounding out' 'chunking' 're-reading' 'reading on' 'using analogy' 'consulting a reference' and 'adjusting your reading rate.'

Vocabulary: (p. 16)

Activities to support vocabulary development are included in the booklet such as small words in big words, semantic gradient, compound words, multiple meanings, vocabulary deep processing activity, word wall, word taxonomy, valuing vocabulary, vetting vocabulary and word of the week.

Phonological Awareness and Phonics: (p. 22)

The booklet emphasizes the importance of phonics and how they are key to the reading process. Methodologies such as syllabic awareness, onset-rime awareness, rhyming games and phonic awareness. Other strategies for phonics that are included as best practice are making and breaking words and chunking.

The booklet gives evidence of assessment in reading that can be used to monitor a students reading development and the impact of reading initiatives.

Reading Assessment Continuum is included in the booklet with best practice assessment initiatives such as self-assessment, conferencing, portfolio assessment, concept mapping, questioning, teacher observation, teacher-designed tasks and tests, standardized testing and diagnostic tests.

Top Tips for Parents/ Guardians are also given for students in 5th and 6th class. (p. 41)

1. Encourage your child to visit the local library as often as possible.

2. Recognise and praise your child's effort in reading.

3. Ensure your child has access to a wide range of reading material- newspapers, magazines, guides etc.

4. Take an internet in different children's authors.

5. Discuss ideas and points of view proposed by newspaper articles etc.

6. Provide a well-lit study/reading area.

7. Ensure that you value and enjoy reading yourself.

8. Allow your child to choose his/her own reading material.

9. Encourage your child to read for information- timetables/ weather/ forecasts/ menus.

10. Encourage your child to try and guess unknown words.

Results
There are no specified results mentioned in the guide.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
All strategies, activities and methodologies in the manual can be used and adapted for the LiRe2.0 project. They can be used as part of the teaching training tutorials, as part of the Toolkit and online in the resource section. These areas are all relevant for teachers in their teaching of reading.

Cyprus

The following tables provide an overview of national best practices that aim at promoting reading and writing though the use of ICT. Therefore, we provide a description of the national programs that have been completed or are currently being implemented with the objective of promoting reading and writing through the use of ICT, or Web 2.0 tools, or some form of technology/digital material in general.

Title	Life Long Readers
URL	http://www.lifelongreaders.org/

Funding Agency	Duration
Lifelong Learning Programme	24 months

Short Description (max. 200 words)

Lifelong Readers (LiRe) Project aimed to provide school librarians, teachers, and administrators with guidance and tools for encouraging children of ages 6-12 to develop lifelong reading habits.

Objectives (General & Specific)

The Lifelong Readers (LiRe) project aimed:

- To convince stakeholders about the need to devote more time and effort to reading promotion and to place reading for pleasure at the centre of their policies, approaches and practices.
- To provide stakeholders with guidance, training, and an array of tools for reading promotion in the primary school.
- To initiate change by implementing reading promotion programmes in all participating countries.

Description of Main Activities and Methods

The LiRe project built a reading promotion framework which features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under such categories such as Reading Promotion through Play/ ICT/ Volunteerism/ Awards/ the Arts; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools.

In accordance to the above-stated aim, the general objective of the LiRe project was to create and disseminate a Lifelong Readers Framework, which strived to convince, guide and support reading promotion in European primary schools. The LiRe Framework gathered reading promotion experience and knowhow from across the EU and the globe, organised it into solid and accessible bits of information, and made it available to stakeholders. It provided both actual examples of successful reading promotion and general guidance regarding successful designing and implementation of such programmes.

More analytically, the completed LiRe framework features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under categories; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools. LiRe Training Modules have also been developed and implemented, which address the reading promotion training of teachers, school librarians, and administrators.

After developing the framework, the LiRe consortium proceeded to implement reading promotion action plans in several EU primary schools and published Implementation Reports (Case Studies); these case studies were presented to all stakeholders as examples of applied, whole-school, LiRe reading promotion programmes. Translated,

localized and condensed versions of the LiRe Framework have been published and disseminated. Partners presented and published about the Lifelong Readers project, in order to maximize its impact on European reading promotion.

Results/ What we learned

Reading promotion is rarely organised as a whole-school educational programme, or planned and encouraged on a nation-wide basis, let alone on a European basis. Through its Reading Promotion Framework and Training Modules, the Lifelong Readers project provides the first of its kind programme at a European level, encouraging educational authorities and schools to view reading promotion as something that has to be pursued in an organised, systematic and systemic manner.

LiRe engages and addresses the needs of all school staff members; it covers all facets of reading promotion, such as reaching disadvantaged pupils and families, involving parents, promoting reading to children, promoting reading through ICT; it also amasses a large body of successful reading promotion actions, providing schools with an assortment of choices.

Descriptions of successful reading promotion programmes (Framework Part A); this is a set of twenty four documents which summarize real cases of successful reading promotion programmes. In this manner, the framework provides stakeholders with solid information about how a successful reading promotion programme looks like.

Research report & Guiding Principles, Strategies and Approaches (Framework Part B), which communicates to stakeholders research results regarding reading promotion, as well as guidance through a series of Guiding Principles, Strategies and Approaches, to be used when designing and implementing a reading promotion programme.

The Assortment of Reading Promotion Actions (Framework Part C), which aims to compiles and assorts one hundred and two proposed reading promotion actions, from which a school may select and adjust the ones it finds most appropriate for its context and its own reading promotion programme.

Reading Promotion Sources & Resources (Framework Part D); an annotated catalogue of theoretical sources and educational resources which pertain to reading promotion. Through this product, primary school administrators, librarians and teachers have access to a large and multifaceted body of sources and resources that will help them in their efforts to build quality reading promotion programmes.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The whole approach of LiRE can be adjusted to match the needs of the current project. The LiRE framework that is based on a whole school program is very appropriate, along with the reading promotion actions and activities as they were designed and implemented for this project.

The adjustments we need to make in several of these activities are related to the target group. In this regard, we will use texts more relevant to children and engage tools such as comics, tablets, games that are connected to their experiences as well as Web 2.0 tools.

Title	Are you reading?
URL	http://www.cardet.org/diavazoume/

Funding Agency	Duration
Lifelong Learning Programme	24 months

Short Description (max. 200 words)

The project explored the reading motivation, attitudes, habits and behaviors of primary school students. At the same time, it aimed to develop and implement a pilot project to promote a love of reading. Specifically, the project explored why, how, when, and how children read in Cyprus and developed strategies and approaches that encouraged them to read.

Objectives (General & Specific)

In-depth scientific research into the causes behind the poor literacy levels in Cyprus, in order to detect one of the obstacles to be removed and the other incentives and additional positive factors that should be strengthened.
Proposal for a specific, comprehensive strategy and approach, which can be used directly as part of the Education Reform and the new Curriculum.
Support of schools, directors and teachers in implementing the new Curriculum for Literature and the pursuit of the central objective to foster a love of reading.

Description of Main Activities and Methods

The results are derived based on data collected from large-scale mixed research methodology (mixed methods), with the participation of students, parents and teachers in all grades of the elementary schools in all districts of Cyprus. Collected quantitative and qualitative data both through questionnaires and through interviews and investigative laboratories. Followed by processing and analyzing data.
Tools were designed based on the findings of the literature review and considering the Cyprus composed as to dimensions of reading attitudes of students $1^{st} - 6^{th}$ grades. After designing the six research tools, a pilot implementation was conducted.
Data collection included:
Focus groups for students $1^{st} - 3^{rd}$ grade at Primary school
Interviews with parents of students $1^{st} - 3^{rd}$ grade at Primary school
Focus groups with teachers who teach in $1^{st} - 3^{rd}$ grade at Primary school
Students Questionnaire $4^{th} - 6^{th}$ grade Primary School
Parents Questionnaire for students $4^{th} - 6^{th}$ grade Primary School
Interviews with teachers who teach in $4^{th} - 6^{th}$ grade at Primary school

Main deliverable for the project was Guide to Promote a love of reading and the sampling Reading program, which consists of the following parts:

Reading Book and motivation «reading engagement»
General Strategy: Parallel development of reading skills and reading motivation
Approach and techniques to promote a love of reading
Guiding principles for effectively promoting a love of reading
Libraries, schools and communities that support a love of reading successfully

Results/ What we learned

The project at the beginning, formed a complete and factual picture of the reading attitudes, habits and behaviors of students of Cypriot primary school, motivation and positive factors that can enhance or strengthen the engagement of children in the book, and barriers that restrict love reading in Cyprus. This was achieved through a large-scale study, the findings and recommendations of which were utilized to develop appropriate strategies and approaches to removing barriers and increasing incentives for reading books from primary school pupils.

The results of the project respond to the following questions:
What are the reading attitudes, habits and behaviors of primary school pupils?
What barriers and other factors operate negatives for reading books from primary school pupils in their spare time?
What incentives and other positive factors may enhance or strengthen the involvement of primary school pupils with the book?
What strategies and approaches could remove barriers and enhance incentives for reading books from primary school pupils?

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The cultivation of love for reading offers advantages that last for the entire life of children. The main ideas of this project can be adjusted to match the needs of the current project.
Cultivation of positive attitudes and perceptions towards reading books in his spare time
Incentives for students
Involvement of teachers and parents / guardians
Collaboration between school and parents / guardians
Support training of reading experts

Title	Science Fiction in Education (SciFiEd)
URL	http://www.scifieducation.org/

Funding Agency	Duration
Comenius LLP project	24 months

Short Description (max. 200 words)

The SciFiEd project, focuses on providing teachers with tools, training, and guidance that will assist them in enhancing their teaching, making science more attractive to students, connecting it with real-life issues such as the environment, and providing girls and other marginalised groups with access to science.

Objectives (General & Specific)

The general objective of the SciFiEd project is to create and disseminate a SciFi in Education Toolkit, which will strive to convince, guide, and support educators in introducing Science Fiction in education, gather and develop experience and knowhow in this field, organise it into solid and accessible bits of information, and make it available to stakeholders.

More specific the SciFiEd project aims to:

- Increase pupils' motivation and achievement in science and other subjects, through the introduction of Science Fiction in education.
- Enhance the quality of teaching Science and Technology, as well as an array of other subjects to children aged 9-15 and higher.
- Connect science education with real-life issues such as the environment.
- Provide girls and other marginalised groups with better access to science education.
- Contribute to the improvement of initial teacher education and in-service professional development of science teachers and to the exchange of innovative teaching practices.

Description of Main Activities and Methods

Research Report and Summary of Suggested Approaches and Methods (Part I of "SciFiEd Toolkit").

Introduction to Science Fiction and its Subgenres (Part II of "SciFiEd Toolkit")

Review of Significant SciFi Texts for Children and Young Adults

Guidelines and Ideas for Incorporating SciFi in Various Educational Areas (Part IV of "SciFi-Ed Toolkit")

Guide for Educators: How to Use Multimedia Technologies to Effectively Introduce Science Fiction in Education.

Sample Cross-Curricular SciFi Units

Results/ What we learned

Based on results of field research performed in partner countries, we may draw the following conclusions:

In some participating countries, like Poland and Romania, SF literature is well developed and popular among children and young people. In the rest of the participating countries science fiction for children and young adults is at a developing stage. In some countries, such as Cyprus, recent developments in the field show an emerging appreciation for and development of the SF genre. As far as translated SF is concerned, American science fiction seems to be popular in most participating countries.

In all countries, while there is not much reference to teaching scientific facts, concepts or processes through SF. This is not found in teacher-training either and a vast number of educators are not familiar with SF and its pedagogical potential. Nevertheless, a limited

number of practitioners do propose and employ interesting educational activities that utilize SF.

In all participating countries, the inclusion of SF in curricula is marginal and limited, if it exists at all. Additionally, when referred to, it is only included under Literature and never in relation to Science. Interdisciplinary approaches to SF are rare and only generally described. The pedagogical and educational valences of SF literature are not fully exploited in education, most of this issue being left to teachers' choice.

In all countries, there is the potential for SF to be introduced by teachers should they choose, and the majority of educators believe that SF could be of use in many areas such as Science, English & Communications, Maths, Social Studies, Environmental Education and History.

Teachers and experts recognize multiple educational benefits stemming from SF in education: increased student motivation; vocabulary and language skills; critical thinking; environmental and civic sensitivity; imagination and self-esteem; opportunities to explore visions of the future and critique of the present; students' cognitive awareness and critical awareness about science; students' realization of the interconnections between science, technology, culture, society, and the environment.

There are at least four types of activities for utilizing SF film and other media:

Use of comics or film as a stimulating introduction to a new subject/theme;

Interrogations of the scientific bearings of sci-fi scenes;

Peruse of sci-fi film and cartoons to study phenomena and even perform measurements (using technology);

Analysis of how science, technology and scientists are depicted in these media.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The use of the science fiction as a book genre can be a useful tool in order to engage children in reading as it is appealing to children and it fits to their interests.

Title	European Pictures Book Collection II (EPBC II)
URL	http://epbcii.eu/

Funding Agency	Duration
Comenius Multilateral LLP project	24 months

Short Description (max. 200 words)

EPBC II aimed to create a collection of picture books from all 27 member states with accompanying educational material using cutting edge ICT. It will benefit from the advancement of educational technology to build a comprehensive, interactive and user-friendly database which will make all of the project outputs available on-line.

This project is a continuation of the original European Picture Book Collection (EPBC) which

was created by European scholars and educators working in the field of children's literature and teacher education. Through reading the visual narratives of at least one picture book from each member state, the first EPBC was devised to help both teachers and children to learn more about their European neighbours' languages, literatures and cultures.

EPBC II project promoted a structured pedagogical use of picture books focusing on second language teaching and learning. The picture books appeared as flipping books (either the whole book or parts of it depending on copyright permissions) and will be accompanied by on-line interactive activities that will bring the e-books in dialogue with each other and engage students in creative literary, linguistic and cultural comparative processes.

Objectives (General & Specific)

The project aimed to build a European Picture Book Collection (EPBC) by European scholars and educators working in the field of children's literature and teacher education and purported to bring to children across Europe at least one picture book per country.

More specific, the project goals are the following:
Collect picture books from 27 EU states and ethnic, linguistic or religious groups within them
Make them available to children, educators, librarians, and scholars
Provide the means and support to educators in order to incorporate EPBC II in their teaching

Description of Main Activities and Methods

The main activities of this project are:
Bibliographic Catalogue: useful information regarding all 65 picture books of the EPBC II collection
Group of suggested activities that can be used in the classroom (Culture, Language, Literature translated in English, Estonian, German, Greek, Polish, Romanian)
Guide for Teachers: guidelines and suggestions on how to get started with the EPBC II, translated in English, Estonian, German, Greek, Polish, Romanian.
Training Modules for Teachers: these modules are a useful tool for teacher-trainers who wish to train teachers in the use of EPBC II or other European picture books.
Online Activities: short, interactive activities connected to specific books from the collection

Results/ What we learned

Exploiting picture Books, we learned that the read image is:
Required: the study of images as separate entities from the text
Image - text: different sources of information that contribute in different ways to the narrative of history
Pictures Books from Educational area (literature), students are:
Adopt a positive stance towards reading literature
Develop literacy awareness through metacognitive reflection
Appreciate and take pleasure in the aesthetic qualities of European pictures books

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

EPBC II is having a profound and multifaceted impact on educators and students and their

teaching/learning practices, by encouraging, enhancing and supporting:
Improvements in pedagogical approaches regarding
the teaching of European languages and literatures
The learning of modern foreign languages
The quality and European dimension of teacher training and student learning
The development of innovative ICT-based content and pedagogies

That impact can be transferred to the current project with some adjustments.

Title	Edu Comics Project

URL	http://www.educomics.org/

Funding Agency	Duration
Comenius LLP project	24 months

Short Description (max. 200 words)

EduComics show educators how online comics can be used in the classroom to enhance learning, engage and motivate students, and use technology in a practical and effective way. The project created training material for teachers and organized seminars for teachers in Greece, Cyprus, UK, Italy and Spain, in order to show strategies and lesson plans in their schools.

The potential for Web comics to be used in education offers educators a means of using multimedia (text, images, audio and video) with their students in most curricular areas. For example, within science, a student can navigate through a web comic book that shows different characters/actors arguing about a science topic. In languages, characters could be placed in a restaurant were they have to order a meal. A web comic can also allow audio in the languages.

Objectives (General & Specific)

The main goal of the project was to help children forge an alternative pathway to literacy by writing, designing, and publishing original web comic books.
More specific, Edu Comics goals were:
To show educators how online comics can be used in the classroom to enhance learning, engage and motivate students
To create training material for teachers and organize seminars about the educational use of comics for teachers in Greece, Cyprus, UK, Italy and Spain.

Description of Main Activities and Methods

Description of Pilot Studies:
Using digital comics to develop students' ability to distinguish between observation and interpretation (elementary school – Cyprus) (EN)
Pilot Use of Educational Digital Comics in teaching Modern Greek Language in a class of

Junior High school (Greece) (EN)

Educational Digital Comics in a class at Junior High School (Italy) (EN)

Educational Use of Digital Comics in a class at Primary School (Italy) (EN)

Incorporating Digital Comics in the Learning Of English as a Foreign Language for 3rd-Year Secondary School Students (Spain) (EN)

Pilot Implementation of Digital Comics in the English as a Foreign Language Classroom for 4th-Year Secondary School Students (Spain) (EN)

Enhancing Teaching and Learning at Primary School with Digital Resources in the Classroom: A case study using ComicLab (SPAIN) (EN)

Digital comics to develop students' independent active language learning - Secondary/Adult school (Czech Republic) (EN)

Use of Educational Digital Comics to support language learning in a group of UK students aged 12-13 (UK) (EN)

Pilot Uses of Educational Digital Comics in Classroom

Use of Educational Digital Comics with Students of Secondary Education on the subject: INTRA-SCHOOL VIOLENCE "Action-Reaction" (EN)

Pilot Use of Educational Digital Comics in teaching Modern Greek Language in A class of Junior High school (EN)

Multimedia Story Telling for Students of Primary Education

Web Comics nella didattica (IT)

Results/ What we learned

Comics from a pedagogical perspective:
- are a worldwide language understood
- challenges the senses
- transform the abstract into concrete
- boost the imagination of teenagers
- are motivating
- are visual

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The use of comics in education is based on the concept of creating engagement and motivation for students. It has been noted that the use of a narrative form such as a comic can foster pupils' interest in science and help students remember what they have learnt. It also provides a means of fostering discussion. So, in the current project that aims to make reading an integral part in the life children, who are currently unenthusiastic about books, we believe that comics will serve as a pleasant form of reading that students will worship.

Title	COMENIUS ALCUIN project (Active Literacy: Competence and Understanding, Internally Naturalised–From Decoding to Understanding)
URL	http://www.ea.gr/ep/comenius-study/outcomeDetail.asp?id=215

Funding Agency	Duration
Comenius project	26 months

Short Description (max. 200 words)

COMENIUS ALCUIN project aimed at the development of reading methods which would encourage children to develop their reading skills, transform them into competent readers and users of their mother tongue as well as English as a second language. This project also aimed to enable students to analyse and critically evaluate literary texts of various genres as well as European perspectives, and degrees of sophistication.

Objectives (General & Specific)

The main goals of the project were:
- develop efficient and concrete pedagogical method
- assist teachers to motivate students to develop their reading skills
- help students acquire the ability to analyze and critically evaluate, both in writing and speaking, literary texts of various genres as well as European perspectives, and degrees of sophistication
- develop methods of reading which will motivate them to address more demanding texts
- enable students to carry out reflective in-depth readings.

Description of Main Activities and Methods

Distribution of questionnaires regarding students' reading habits. After this process, the implementation of new modules took place. New didactic approaches were continuously tested in the classroom.
 After each testing period of new pedagogical methods, all teachers and two students from each partner school participated in a partner meeting, and discussed the results of the previous work period.
 Three academics from universities ensured the quality of all evaluation materials as they designed the questionnaires and related the results and analysis of all evaluations to current research. These academics collaborated with teachers and students in the designing of new pedagogical methods.
The procedure of the project was published and accessible on the forum, thus ensuring communication between all partners.
 Dissemination was continuously carried out by website, workshops at schools, libraries, teachers' training colleges and articles in local newspapers and professional journals.
Development of several useful and practical guidelines applicable to the classroom situation in the form of Teachers' Guidelines and a CD.
Development of the project website to ensure sustainability of the project.

Results/ What we learned

1. Establishment of students' reading habits in five European countries
2. Choice of different literary text types
3. Development and implementation of ten new pedagogical ideas, used with the different literary text types
4. Evaluation of the use of the different literary text types, and the implementation of the ten new pedagogical ideas
5. Establishment of a Forum for communication amongst all participants, exchange of ideas, experiences, cultural enrichment, work sharing, etc.
6. Cultural enrichment through meetings, country visits, and forum discussion.
7. Involvement of all stakeholders in curriculum decision making: students, teachers, and researchers.
8. Improvement of motivation of students through the implementation of the outcomes of the project so far.
9. Enrichment of teaching and learning methods aiming to motivate students to read literary texts.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

COMENIUS ALCUIN project had a profound and multifaceted impact on educators and students and their teaching/learning practices. Particularly it made a difference in the students' study of literature which contributed to a great extent to student motivation increase in reading literature.
This impact can be transferred to the current project with some adjustments to also include the use of with the use of ICT-based, open educational practices and resources to enhance all students' reading habits, reading commitment, and reading skills.

Portugal

The information described above is further detailed in the tables below that describe national programs that have been completed or are currently being implemented with the objective of promoting reading and writing through the use of ICT, or Web 2.0 tools, or some form of technology/digital material in general.

Title	Biblioteca de Livros Digitais (Digital Book Library)
URL	http://www.planonacionaldeleitura.gov.pt/bibliotecadigital/

Funding Agency		Duration
Ministry of Education		ongoing

Short Description (max. 200 words)

The Digital Book Library is a Web 2.0 initiative, structured by the aggregation of a number of shared individual projects, interwoven in a dynamic links and RSS web. The Library aims to create a community space on the Internet, that lies beyond the traditional concept of place of publication on the network, understood as a mere repository of work.

Objectives (General & Specific)

The Library is a place of sharing, exchange of experiences, gathering of all those who promote and enjoy the pleasure of reading and are interested to expand their cycle of friends and acquaintances.

Main objectives:

- Improve reading and writing skills;

- Share expertise and knowledge;

- Participate in initiatives integrated into multiple forms of reading and writing characteristics of the 21st century.

Description of Main Activities and Methods

Integrated in the multiple actions of the National Reading Plan, the Digital Books Library is a dynamic space for initiatives related to reading and writing, which is assumed as an aggregate of established authors of books and approved by the National Reading Plan and simultaneously as a repository of works done by people interested in creating other texts motivated by the book you just read.

Results

The digital books library is the first official initiative and properly regulated with quality assurance of the Ministry of Education of Portugal. Taking into account the fact that young people do appreciate reading in digital form, this repository is an excellent resource for teachers. This feature provided more opportunities leading to an increase in reading habits by young students.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

For Lire 2.0 project this repository is a feature already tested and known by teachers and students. which may facilitate its use for research purposes. Another added advantage

has to do with the fact that it is a repository certified by the Ministry of Education which gives it a quality assurance label.

Title	Novas Leituras
URL	http://www.planonacionaldeleitura.gov.pt/novasleituras/

Funding Agency	Duration
Porto Editora Publishing House and the Ministry of Education	2015-

Short Description (max. 200 words)

This site is designed to showcase more books and it has as main objective to make authors and illustrators known. The site contains three tabs: Highlights; authors; books. This site facilitates access to a biography of the author or illustrator in text and multimedia format. In the tab "highlights" users may publish online comments and questions directed at authors and illustrators. This creates conditions for a closer relationship between the reader (students) and the authors and illustrators.

Objectives (General & Specific)

The main goal is to bring readers (students) closer to authors and illustrators through digital interaction (digital mail). The web interface allows you to make comments and promote discussion between authors / illustrators and readers (students and teachers). Another objective is to disclose a brief biography of authors and illustrators.

Description of Main Activities and Methods

The site aims to be a place that creates conditions for a review and more reflective discussion of the available books. By providing an email form, it reduces the "distance" between readers (students and teachers) and authors / illustrators. This makes readers (students) feel closer to authors and creates greater empathy. This emotion may provide a greater willingness to read and thus increase the reading habits of the younger students.

Results

No actual immediate results. However, this is a process that needs time for readers

(students and teachers) to get used to including it in their routines. However, it should be highlighted that its impact has been positive due to its innovative character. It is the first time the Ministry of Education has allowed the rapprochement between readers and authors / illustrators.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

For Lire 2.0 Project this site is important because it will develop activities and data collection with authors and illustrators. The site lets you get closer to the authors and illustrators of books which will enable dialogue and deepen knowledge, answer questions and also establish partnerships and collaborations between contente creators (writers and illustrators) and students.

Title	Digital Storytelling (Project TALES)
URL	http://www.storiesforlearning.eu/?page_id=37&lang=en

Funding Agency	Duration
LLP - Comenius	2013-2015

Short Description (max. 200 words)

TALES (in which Portugal was a partner) investigates the educational impact of oral and digital storytelling in formal education. It includes state of the art about digital storytelling, documentation on examples of good practice and pilot studies, "stories" created by schools (age range 6-18) and, most importantly, a manual for teachers (November 2015).

Objectives (General & Specific)

To investigate the impact of oral and digital storytelling in formal education and to create a set of cognitive tools to empower teachers to introduce storytelling into their practice effectively.

To create an innovative educational approach to be introduced and applied Europe wide.

To develop new teaching methods and materials involving storytelling and include them as innovative approach and new content in initial and in-service teacher training courses.

Description of Main Activities and Methods

State of the art analysis. Investigation of the position of storytelling and storytelling techniques in school education, initial and in-service teacher training in the partners' countries.

Collection of good practice in Europe. 20 examples of good practices will be collected, assessed and described.

Creation of draft training material. The first steps will serve as the basis for a set of publications (manual, guidelines, teacher training modules) in English and in each partner language (+ French) to be used by teachers, trainers and teacher trainers.

Pilot storytelling projects. All partners will pilot a storytelling project in a school in their country.

Digital storytelling. An authoring tool for creation and publishing of digital stories will be used in the frame of a European contest, as well as during some of the pilots. All the digital stories will be gathered in an innovative exploratory portal (in this website).

National training days. Each partner will organise a national dissemination & training day in his/her country.

An international conference. At the end of the project, an international conference will be organized for dissemination (location to be defined)

Results

1. State of the Art Report

2. In order to allow students from all over Europe to create and share multimedia stories, an authoring tool, 1001voices, has been developed within the frame of the TALES project. The tool supports the creation of interactive multimedia (combining text, audio, images and video), multilingual stories.

3. The CREATING A MULTIMEDIA NARRATIVE WITH "1001Voices" USER MANUAL (downloadable from http://www.storiesforlearning.eu/assets/1001voices_ENG.pdf) is particularly useful for planning digital storytelling with children. It uses a free tool that can be gotten from the following mail through registration:
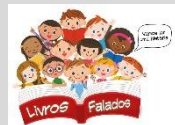
storiesforlearning@gmail.com

4. There is also a Good Practices Report which includes, for example, a chapter on "Making digital stories with MS PowerPoint or MS Movie Maker – KHLim – Belgium"; What does the teacher say? – KHLM – Belgium; Of Cuberdons, Belgian Waffles, Beer and meatballs from Liege – KHLim – Belgium; Is there a Moocy Way? – KHLim – Belgium; the project Under the same sky: my food is your food at http://www.1001storia.polimi.it/generate/INTERNATIONAL/1620/ by the Politecnico di Milano (Italy); Multi Lingual Digital Story telling – Peace School London - United Kingdom;

5. A manual aimed at teachers and teacher trainers on how to implement storytelling practices into formal education.

6. Training modules

http://www.storiesforlearning.eu/assets/TALES_training_modules.pdf

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
The parts that concern multimedia narratives done by children and the training of teachers. The state of the art report that concerns digital storytelling.

Title	Livros Falados / Spoken Books
URL	http://www.planonacionaldeleitura.gov.pt/escolas/projectos.php?idTipoProjecto=93 http://area.dge.mec.pt/pnllf/default.aspx

Funding Agency	Duration	
Ministry of Education /PNL / Visão Júnior (magazine)/ School Libraries Network (RBE)	Ongoing	

Short Description (max. 200 words)
The project aims at producing audiobooks through digital tools. The project is developed in two parts, one concern the audio and graphic record of readings performed by the students.

In addition to targeting the incentive to read through, the project aims to facilitate access to a wide range of texts to minority groups.

Objectives (General & Specific)

The project has two main objectives:

-To promote reading through diverse ways of reading;

-To encourage the production and dissemination of audiobooks by schools and by students.

Description of Main Activities and Methods

The proposed activities aim at training reading skills, promote ways of reading, such as reading aloud, re-telling and interpreting texts, as well as develop projects on creating audiobooks in two distinct thematic areas (in accordance with the objectives of the PNL and Curricula standards): Oral Health and Nutrition; and The Oceans.

Results

The project was a success in schools. The children-produced audiobooks were released online by the school libraries, Visão magazine and on the PNL website.

The project is still running; therefore it is early to assess itsreal impact, especially in terms of evaluation of its potential for WEB 2.0 educational technologies.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Fundamentally the idea of creation and dissemination of audiobooks through the web and other digital platforms by students for the promotion of reading; and the dissemination of these children's productions among other children with special educational needs. This peer to peer project and its involving children in the creation of content may be good starting points for LIRE 2.0.

Title	Caminho das Letras	
URL	http://www.planonacionaldeleitura.gov.pt/caminhodasletras/	
Funding Agency		Duration

Ministry of Education /PNL	2008/2010

Short Description (max. 200 words)

"O Caminho das Letras" is a pilot R&D project within the framework of reading to be used in the early stages of schooling. The project had as its main purpose the design of an interactive app to be made available online to the teaching of reading in schools. It promotes and sustains the autonomous reading of students through digital books, among other aims.

Objectives (General & Specific)

The project offers to students the possibility to explore an amazing universe of very appealing images, texts and sounds, which may awaken their curiosity for words and texts. The main objectives of the project are:

- to provide an interactive learning tool for reading and writing;

-to give students a digital online tool to stimulate autonomous reading and writing;

- to give students, teachers and families the opportunity to experiment with reading digital books.

Description of Main Activities and Methods

The interactive platform available on the WEB offers an integrated set of images, words and texts with which students interact to build their own reading pathways or be oriented in their reading.

The tool offers possibilities for the development of several reading competences: autonomous reading; reading with parents and the family; practice reading in the classroom.

Results

The WEB app was made available as an important support tool for teachers and learning supported by the National (Curricular) Plan for Teaching of Portuguese Mother Tongue (PNEP). It has been widely used in schools and in the family context of pupils for the practice of reading. Descriptions of teacher users show it be a motivating application for students that stimulates reading.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0

project?

In the perspective of the Lire 2.0 this project highlights the relationship between learning and the training processes of reading through games and digital books. The games and interactive texts proposed may be a reference to the project LIRE 2.0.

Title	Portal das Escolas
URL	https://www.portaldasescolas.pt/

Funding Agency	Duration
Ministry of Education	Ongoing

Short Description (max. 200 words)

The project Portal for Schools is an online platform of the General Direction of Education – Ministry of Education, through which the Resources and Educational Technology team ensures the management of digital educational resources created and made available by schools themselves (teachers and classes). It is a platform for sharing resources.

Objectives (General & Specific)

The main objectives of the portal are the sharing and use of digital educational resources teachers can create and make available on the Portal of educational resources.

The integration of the repository of digital educational resources Portal with the European Bank of Digital educational resources guarantees the access of schools to thousands of educational digital resources.

Description of Main Activities and Methods

The Portal of the schools is the reference site for schools and is the largest collaborative online network of education in Portugal. The Portal is intended for schools, educational communities of Basic Education and Secondary Education, including teachers, students and families.

Results

The schools Portal was created within the technological plan of education and is used by schools and by teachers. It plays a key role in sharing WEB 2.0 resources created by teachers and students. Is the largest collaborative online network of educational digital resources in Portugal.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Within the framework of the Lire 2.0 Project, it is relevant to highlight this shared collaborative space that works as a repository of digital resources for use by schools, teachers, students and families, as well as explore how it may be further explored in the sense of purposeful networking that supports teachers and students in their learning and teaching.

Romania

Below there is a brief of two national best practices that aim at promoting reading and writing though the use of ICT.

Title	**Books which became movies**
URL	http://www.biblionet.ro/upload/documents/document/24718/attachement/172166/Ghid%20adolescenti%20-%20Cluj.pdf

Funding Agency	**Duration**
"Octavian Goga" Cluj County Library	October 2012 – march 2013

Short Description (max. 200 words)
The project *"Centres of excellence for facilities offered to teenagers and young people aged 14 to 25"* was conceived to help librarians to meet young people's needs and interest and, as a result, one of the outcomes of the project is a Good practices Guide for services and programmes dedicated to teenagers and young people. The guide includes a detailed description of the services and programmes dedicated to teenagers and young people which have been implemented by "Octavian Goga" Cluj County Library or other public libraries in Cluj County. One of these programs is "Books which became movies" which was offered to college students aged between 14 to18.

Objectives (General & Specific)

"Books which became movies" program aimed:

1. to present a series of films based on literary works;

2. to make the students discuss about those literary works;

3. to develop the students capacities of identifying in a movie details which are related to the techniques of production, such as image, light, sound, scenery, motion, costumes etc. in order to stimulate their critical perception, the communication ability and the pleasure of reading by this type of media education.

Description of Main Activities and Methods

"Books which became movies" program started from a very simple idea: developing the young people critical spirit regarding reading a literary text and also watching a movie.

This was the very reason why the organizers chose several movies based on novels in Romanian literature, which could be found among the obligatory texts in the Romanian literature curricula, considering these could also be possible items at the baccalaureate exam. While at Romanian literature classes the students learnt to analyze a literary text in a critical way, in several perspectives, they did the same with the movies so, through these movies, the organizers managed to develop certain debates novel vs. movie.

Preparations for the activities involved collaboration with college teachers and a student in Film and Television at University of Cluj. After choosing the movies, the most important parts in them were selected, considering the relevant parts in the movies from the novel perspective. The fragmentation of the movies was necessary in order to stress the most important elements which had to be pointed out.

The first effective activity in the program consisted in a visit to the library, which aimed to make the students familiar with the cinema techniques, so the participants learned about the beginnings of cinema, about types of movies. They also found out what is behind the screen, from the producer to sound engineers. At the end of the meeting the students were asked to form several teams and to make short movies on a subject they prefer.

The following three activities were similar and consisted in watching a set of sequences from a movie based on a novel, but they were asked to read the novel previously. Each sequence was discussed together a teacher and the discussion focused on the extent the

movie director's approach respects the novel, how the characters are presented in the movie vs. the novel etc. The students could come closer to the literary text by means of the movie.

The fifth activity represented a Movie maker workshop, coordinated by a librarian and the students learnt how to paste photos, to add text, music or comments to the image and other facilities the application offers. The result of their work, the short movie, participated in a competition which represented the final activity in the program.

At the end of the program the students were asked to express their opinions about the activities and they manifested their pleasure of taking part in other similar projects.

Results

"Books which became movies" program was complementary to the educational process in school and within family. The impact of such a program is greater as it uses audio-video resources which are carefully selected, in order to help young students to be more exigent in choosing the texts they read or the movies they watch.

Such a program can be used in other domains (history, sciences or ecology) by watching documentaries. The commentaries that follow watching the documentaries should be coordinated by a specialist.

This type of program helps school to move to the library and this is a way to encourage teenagers to read more. At the same time, this is an opportunity to show them that the library could be used as a place for socialization.

The cinema education stimulates critical learning and perception, the analyses and the debates on the emotions and topics triggered by watching a movie. The teenagers also learn how to use the movie as a support of their own creativity.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

This type of program which involves different materials and resources could be considered attractive by teenagers, as, in general, they are interested in new technologies such as the techniques involved in producing a movie, and they could associate reading novels with watching movies and discussing then about differences and specific features of the two art works.

The library involvement in the program may show teenage students that this is not only "a book storehouse", but also a modern place, where it could be "cool" to spend their

free time.

Title	**DIGIFOLIO**
URL	http://www.biblionet.ro/upload/documents/document/24719/attachement/172173/Ghid%20copii%20-%20Brasov.pdf

Funding Agency	Duration
„George Bariţiu" Braşov County Library	16 weeks

Short Description (max. 200 words)

DIGIFOLIO program addresses to 8-14 aged children and to their teachers and it aims to develop multimedia skills and to improve knowledge about the way electronic portfolios are made. The main advantage of this program is that it does not teach students about computers, but about the way it is used to learn.

The method is "learning by doing" and it uses a free platform dedicated to education which is easy to use, intuitive. DIGIFOLIO can be implementted with limited resources in county libraries or in school libraries and it has a major impact for children, as it ensures access to different technological devices, the necessary knowledge to use them effectively and, support and advice in making the electronic portfolios, the possibility of sharing their performances.

Objectives (General & Specific)

DIGIFOLIO aimed :

1. to develop knowledge related to the way the electronic portfolios are made;

2. to develop children's multimedia communication skills ;

3. to support developing and presenting the electronic portfolios made.

Description of Main Activities and Methods

1. Instructing children about the procedure of making the electronic portfolios. This activity may be organized as a quiz.

2. Opening the accounts on the administration system for electronic portfolios (Weebly). The

librarian creates an account on the platform for each group, then the username and password are given to each student. Each student accesses his/her own work space by introducing the username and password, then realizes a message for the page "about", using the *text* instrument.

3. Developing multimedia communication skills consists in: using the web 2.0 instruments for making the electronic portfolios - Voki; using the web 2.0 instruments for making the electronic portfolios – Prezi; using the video camera and digital recorder; using the photo camera and making a banner in Photoshop Elements; using the web 2.0 instruments for the electronic portfolios – Youtube; using the web 2.0 instruments for the electronic portfolios - Wikispace; using the scanner; using the graphic tablet.

4. Finalizing the electronic portfolio by integrating all the resulted objects within the project, saving and editing them in free access.

5. Making a presentation of the activities developed within the project by means of Glogster.

6. Making a video for promoting the program by means of an instrument called Animoto.

Results
The main features of the project are creativity and interactivity, so it had a major impact on every group involved in: students, librarians, teachers and even parents. Students became more and more eager to learn something new from the librarians at every meeting. The intense work, much information, many web 2.0 instruments presented, using and applying them the alert rhythm of work imposed by students became a real challenge for both librarians and teachers.
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
The approach used in this program can be used in Lire2.0 because it ensures: - students' access to different technological devices, the necessary knowledge for effectively using them, assistance in making the electronic portfolios, the possibility of valorization and sharing their performances; - teachers' digital skills improvement and developing new competences, assistance for implementing new technologies in class; - parents' opportunity to know and easily inform about their children's activity and performances.

Title   Imago 2010

URL

http://eacea.ec.europa.eu/llp/projects/public_parts/documents/comenius/acc_mes_final_report_2007/com_mp_142381_imago2010.pdf

Funding Agency

EU Comenius Project

Short Description (max. 200 words)

In the media age, children face reading literacy and visual literacy challenges even at pre-school and primary school age. The development of broad literacy skills, which go far beyond a purely text-based approach (e.g. critical and competent use of visual material, coding and decoding of pictures) would, therefore, appear necessary. However, school education has traditionally focused primarily on the acquisition of written language. The need for an "aesthetic literacy" remains mostly ignored. The early years are critical in the development of language and reading skills. Working with images is particularly appealing to children, promotes non-linear, lateral thinking and can motivate learning. Including (visual) literacy is particularly valuable in language learning programs for children from an immigrant background.

Objectives (General & Specific)

The main goal of this project was to develop and test a European-style curriculum for visual literacy for teachers and student teachers in pre-primary and primary schools. The purpose of this project was therefore to develop, test and evaluate new materials and curricula, where the use of symbols, images and texts can be practiced and shared. The materials aim to develop elementary visual skills, evoke interest in visual forms of expression, promote individual articulacy and help to advance verbal and non-verbal linguistic skills in the form of best-practice examples.

Description of Main Activities and Methods

Elementary and primary school teachers were given the necessary professional skills and trained in visual skills and level-of-learning diagnosis in training sequences and further training modules. The international comparison in the project gives some insight into

cultural differences and visual communication. The reference to three different scripts (Latin, Cyrillic and Greek alphabets) makes this a particularly exciting project.

Results	
The results of the project have been published for practicing teachers and it has been augmented by including publications for children. Articles intended for specialists and teacher trainers have also been published.	
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?	
The project addressed aesthetic literacy, which is important because the visual presentation of a given text is very important in determining whether it will be read by students in the target group and whether the reader will suggest it to a peer. This aspect also applies to reading using ICT materials.	

Title	Let's Introduce a Book – The Little Prince
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cf m?f=2&l=en&n=43099 http://new-twinspace.etwinning.net/web/p43099/welcome http://ourlittleprince.wikispaces.com/01.Home

Funding Agency	Duration
eTwinning	2010-2012

Short Description (max. 200 words)	
Three primary school classes worked together on turning a chosen book, 'The Little Prince' into a theatrical performances, slide presentations and comic books published on the Internet. To make the experience more real, pupils produced a Little Prince visit to their own country, presented it on stage and organized an exhibition about the project.	

Objectives (General & Specific)
The pupils were 10-12 years old. The aims of the project were to motivate pupils to love reading, to help them improve their foreign language skills, to make contact with peers from other countries and to improve their computer, theatre, drawing, writing and speaking skills.

Description of Main Activities and Methods
Pupils use various techniques to design/draw scenes from the book. Pupils' drawings were then scanned, exchanged between the classes and printed. As part of the finale, pupils organized an exhibition in their schools. The slide presentations made by pupils in all the classes were put together in order to create a joint presentation. Similarly, all the videos from the theatre performances were merged to create a joint movie.

Results
The final presentation and comic were published on the Internet. To make the experience more real, pupils also produced a Little Prince visit to their own country, presented it on stage and organized an exhibition about the project. It encouraged collaboration between the classes in all phases of the execution. There were a variety of teaching methods used which were stimulating for the pupils.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
The collaboration and the culmination in fun and stimulating activities, which included the active participation of the pupils. There were also several methods exploited, giving the range of pupils a choice to exploit their talents in the area where they felt most comfortable.

Title	Lifelong Readers: A European Reading Promotion Framework for Primary School Librarians, Educators and Administrators
URL	http://www.lifelongreaders.org/
Funding Agency	Duration

EU Comenius Multilateral project	2011-2013

Short Description (max. 200 words)

Lifelong Readers (LiRe) aimed to provide school librarians, teachers, and administrators with guidance and tools for encouraging children aged 6-12 to develop lifelong reading habits. Because low levels of young Europeans' literacy skills have been repeatedly documented, the EU emphasizes and encourages the need for lifelong learning. Lifelong reading goes hand-in-hand with lifelong learning.

Objectives (General & Specific)

LiRe collected, developed, and exchanged good practices for promoting the joy of reading, building reading communities, and sustaining reading cultures. As only a small number of EU member states have achieved good results in the field and have produced innovative reading promotion products and processes, the project, via pertinent and concrete European cooperation, aimed to benefit reading education and improve the training of school librarians, educators and administrators across the EU. Another aim was to initiate change by implementing reading promotion programmes in all participating countries.

Description of Main Activities and Methods

To achieve these aims, the LiRe project built a reading promotion framework which featured: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under such categories such as Reading Promotion through Play/ ICT/ Volunteerism/ Awards/ the Arts; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools.

Results

The LiRe Training Modules addressed the reading promotion training of teachers, school librarians, and administrators. The material was piloted, implemented and the results were disseminated by all partners.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

There are many parallels between the LiRe1.0 program and LiRe2.0. The initial program touched upon reading promotion through ICT skills and it addressed a target audience of approximately the same age range as the LiRe2.0 project, though it was more limited.

Title	**Bookraft**
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cf m?f=2&l=en&n=28256 http://new-twinspace.etwinning.net/web/p28256/welcome http://etwinningbookraft.blogspot.be/

Funding Agency	**Duration**
eTwinning	2010-2011

Short Description (max. 200 words)

In this project, school librarians cooperated with teachers in Poland, Cyprus and

Greece to enhance pupils' enjoyment of books through crafts and creative activities. The pupil age range was between 11-17 years of age.

Objectives (General & Specific)

The project aimed to encourage reading pleasure through a variety of creative activities and crafts, to teach library services and media education through e-Twinning, to apply peer education on the teacher level, as well as on a student level, to make the libraries more interesting and attractive and to make the pupils "library ambassadors."

Description of Main Activities and Methods

A number of subject areas, including cross-curricular areas, were considered in this project: Drama, History of Culture, Informatics / ICT, Language and Literature, Media Education and Music. The activities were conducted in Greek and English. Among the tools used were: audio conferencing, chat, e-mail, forums, mp3 recordings and other software (PowerPoint, video, pictures and drawings), Video conferencing, Virtual learning environments (communities, virtual classes) and web publishing.

Results

The result was the creation of a common blog with all the pupils' work. In addition, because of the display of the student's crafts related to the books, the libraries became more interesting and attractive. Pupils successfully collaborated across many subject areas

and learning platforms, thus broadening their educational experience.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Factors which LiRe2 can benefit from include the cooperation between schools, the engagement of pupils in cross-curricular subject areas and the use a variety of ICT tools to finalize and 'publish' their projects.

Title	Young Poets Society
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=en&n=35771 http://new-twinspace.etwinning.net/web/p35771/welcome

Funding Agency	Duration
eTwinning	2010-2011

Short Description (max. 200 words)

Poetry can motivate students and present a wide range of learning opportunities. Through the "Young Poets Society" project, students aged 12-15 from three different countries selected and exchanged poems by great poets of their countries, explored their characteristics. They then cooperated with each other in an effort to write their own poems using various structures and styles.

Objectives (General & Specific)

Therefore, the project aimed to introduce students to the world of poetry and to learn to

read many different styles of poetry. In addition, they were required to work collaboratively and communicate with each other, share ideas and concerns, and discover ways in which the pupils themselves share common characteristics with the students from other countries, using poetry as the means for self-expression and self-realization. Furthermore it aimed to motivate students to improve their use of the English language through reading and writing poetry and reinforce their grammar, vocabulary skills, creativity and development of their imagination.

Description of Main Activities and Methods

The 'Young Poets' wrote their own poems using various structures and styles (haiku,

cinquain, quatrain, sensory-emotion poems, couplets, diamonte poems, limericks,

shape poems, tanka, ballad, and free verse). All these poems were accompanied by illustrations made by the students themselves. Their combined work was incorporated into an e-book under the title "Young Poets Society: Collection of Poems". Students also use their poems creatively to make their own video or audio files, dramatize them or make them into songs. The resulting material was hosted in a blog specially designed for this project.

Results

The students successfully completed the project. In the process they became acquainted with the different types of poetry through the hands-on approach afforded them by the project, and rounded up the effort through digital means. A blog was also created. There was the added benefit of using a language that was not their native tongue, to communicate.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The collaboration with students from other schools and other countries is a main motivating factor as is using ICT tools. It is a good idea to have as a project finale an activity that the students select and which will necessitate the use of technology.

Italy

Title	XANADU. Persistent readers' community
URL	http://www.progettoxanadu.it
Funding Agency	**Duration**
Hamelin Cultural Association - Bologna Library 'Sala borsa' Kids	From 2004

University of Bologna -Facultyof Education Sciences	

Short Description (max. 200 words)

Xanadu is a reading promoting project dedicated to teenagers, which expands within a year in a already rooted and continuously growing network of schools and libraries. Its intention is to create an interactive community of teenagers who confront and interact to each other, starting from their own experience of reading and cultural consumption through a close dialogue among various parlances: books, films, comics, music, video games, the Internet and new technologies. It proposes a competition based on a bibliography on a specific topic.

Xanadu website becomes an active place of exchanges and debates. The winner of the competition is not a reader or a class but the book that kids loved the most, which is celebrated at the end of the year during a meeting with writers, musicians and experts.

Objectives (General &Specific)

- to create a project that promotes reading among teenagers;

- to supply new stimulus and means to help kids in their course of growth and individual identity development;

- to develop critical skill and personal opinion, to learn how to 'read' themselves and reality;

- to stimulate different cognitive capacities which give the opportunity to read and understand different parlances;

- to renovate the book property of the Italian libraries.

Description of Main Activities and Methods

The project creates two complementary routes, one for the kids and the other one for the librarians, teachers and educators.

Activity for kids:

- literature workshops;

- contests to determine the most loved stories;

- comparison through new media;

- multidisciplinary routes (novels, short stories, poems, music, comics, movies and virtual reality);

-meetings with authors;

- the ideal library (the 'permanent bookshelf' in the Internet with the books most voted by the kids).

Activity for teachers, librarians and educators:

- training courses;

- conferences and study days;

- independent work groups which interact online.

Results

11 editions

50.000 kid participants

Over 1,000 class participants

Over 700 titles among the most interesting classical and contemporary literature

3,778,521 visualizations of the site of Xanadu

Prize 2007 for the best book and literature promoting project of the Ministry of Cultural Assets and Activities – Book and Reading Centre

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0project?

Ideas and activities of the above project that can be used for the LiRe 2.0 project:

- creating a community of kids and literature promoters who confront and dialog with each other personally or online;

- creating a website that gathers the 'ideal library' with the books most voted by the kids, with close examination files;

- using the Xanadu training methods for reading promoters through courses and seminars, dialogues between school and library networks, by means of the ICT.

Title	Multimedia and reading
URL	http://www.trovarsinrete.org

Funding Agency	Duration
Public and Multimedia Libraries of SettimoTorinese	Since 2000

Short Description (max. 200 words)

The project involves kids and students of the local schools in routes that stretch among books and multimedia technologies, suggesting that the new tools are not a menace to books and reading, but they construct an enormous access opportunity to the informative and cultural resources; moreover, they allow the creation of a community sharing the same interests, as well as provide with a place to publish or promote personal ideas and researches.

Objectives (General & Specific)

- to promote Internet and multimedia access as the appropriation of a new culture;

- to encourage integration among the new media and the traditional communication tools;

- to detect the most appropriate multimedia forms in order to promote reading;

- to establish a connection between the multimedia and the rest of the expressive activities, exploiting creative potentiality;

- to develop learning methods and the use of new technologies in ludico-creative forms;

Description of Main Activities and Methods

- reading workshops in every school;

- multimedia workshops;

- experimental focus group, constructed by teachers, librarians, communication experts to organize the online learning community;

- web connection among all the schools involved in the project;

- establishment of a scholarship reserved for graduates in Communication Sciences **for**

the research on the transformations of reading and writing induced by multimedia technologies;

- cultural and technologic training for teachers;

- creation of a shared website, forums and onlines debates groups

- narrating and surfing: kids and adults gather the memories of the city;

- online game;

- blog (online journal)

Results
Promoting a multimedia and interdisciplinary approach to reading

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0project?
-creating reading and writing workshops in schools, provided with paper and digital narrative texts, updated annually; - creating a forum as a functional place for a group of readers which includes authors, readers, reading promoters; - developing reading, net surfing and writing projects about local stories to learn and transmit the memories of the territories of belonging.

Title	#ioleggoperché, April 23rd International Book Day
URL	http://www.ioleggoperche.it/it/home/

Funding Agency	Duration
AIE: ItalianEditors' Association	February, 9th 2015 - April 23rd2015

Short Description (max. 200 words)
240 thousand books will been trusted to thousands of zealous readers: the

Messengers, who, in their turns, will entrust the books to as many readers as they can reach. The Messengers will meet the people to whom entrust the books at schools, at universities, at workplaces, on local trains, in libraries and in bookshops.

Objectives (General & Specific)

A national campaign aimed to promote the act of reading as a viral one.

Description of Main Activities and Methods

250000 copies of printed books have been freely distributed by the reading messengers

Ioleggoperché website has become the means of encounters of all the activities connected with reading which have been organised by the messengers during the 3-months lasting campaign

Results

Interest raised on reading as a social activity.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0project?

- creating a web and social platform, through which sharing reading tools, events and activities, as well as create actual contacts among strong and either weak or reluctant readers.

Title	*Le parole tra noi leggere*[The light words between us], by Gargano Trifone
URL	http://forum.indire.it/repository/working/export/6554/index.html
Funding Agency	**Duration**
INDIRE - *Istituto Nazionale Documentazione Innovazione Ricerca Educativa* [Italian National Institute for Documentation, Innovation and Education Research]	From 2015 to the present

Short Description (max. 200 words)

Reflections on the new aspects of reading introduced by the various digital devices, and the differences between these and the traditional book-form

The teaching course introduces the teacher to the new forms of digital textuality and, therefore, to the tools andapps that the prosumer – producer and consumer student – finds and uses in a social and collaborative environment.

Online reading implies the existence of a reader who makes choices, within the context of "possibilities" for expansion, junctions and decisions prepared by the author.

Some web 2.0 software also encourages collaborative (or collective) writing experiences, as do the social network platforms.

Objectives (General &Specific)

The project includes two parallel and complementary paths, one aimed at teachers and the other at students.

Objectives for the teachers:

- Using ICTs, to help students engage in written and transmitted production, both in terms of communicative intentions and the characteristics of the text

Objectives for the students:

- To pay attention to the forms of video-writing and multimedia communication.

- To use ICTs to produced significant texts in both rigid and flexible form.

- To use ICTs in a cooperative and collaborative way.

Description of Main Activities and Methods

The activities use visual and multimedia communication tools in reference to the expressive strategies and technical tools of online communication.

- Phase 1 involves watching two videos, each just a few minutes long, on the innovations brought about by web 2.0 and on the need to protect one's own privacy/online security.

- Phases 2 and 3 offer workshop ideas to use in class.

Activities for the young people: - Read hypertextual/transmedia stories online - This will not only change their method of reading, but also the style (and quality) of their writing. - A series of reflections of traditional writing and hypertextual writing
Results
• The project was made available to more than 200 schools within the four *Convergence Objective Regions;* • The project was included in a rich INDIRE Repository of materials, andtrialled and validated for education and classroom-based work in relation to basic disciplines and teaching technologies
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
Ideas and activities that can be used for LiRe 2.0: • to create an interactive community of children and promoters of reading, who interact and engage in discussions in-person and online; • to increase levels of collaborative and collective reading and writing, with texts "deposited" online (cloud, wiki, blog)

Title	*Le scritture del mito: la figura di Ulisse nel tempo* [Writing the myth: the figure of Ulysses over time] by Donatella Vignola
URL	http://forum.indire.it/repository/working/export/6142/
Funding Agency	**Duration**
INDIRE - *Istituto Nazionale Documentazione Innovazione Ricerca Educativa* [Italian National Institute for Documentation, Innovation and	From 2015 to the present

Education Research]	

Short Description (max. 200 words)

A course on the persistence of the myth of Ulysses, from Homer to the present day, throughout Western literature, and in texts of various genres and with various codes (including in mixed form: words to music, words and images).

A series of activities ranging from webquest to cooperative learning to reading, and textual, individual and collective cooperation.

Objectives (General &Specific)

- To learn how to read and interrogate a text online

- To perform an analytic reading

- To perform an intratextual reading

Description of Main Activities and Methods

Through collaborative learning techniques, students are guided in "learning through doing" and reading a "text", including image-based texts, according to their various points of intersection and levels.

Readers experience the polysemy of the text and the role that each reader's experience has in their interpretation.

The end of the course includes individual genre and mixed code (video + text) productions, which take account of the various reading interpretations.

Results

- The project was made available to more than 500 teachers in more than 200 schools within the four *Convergence Objective Regions;*

- The project was included in the INDIRE Repository, which collects materials trialled and validated by selected tutors, and has been used for in-class education and work in relation to basic disciplines and teaching technologies

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Ideas and activities that can be used for LiRe 2.0 include:

- placing great emphasis on the centrality of the text in relation to the centrality of the reader

- turning a literary text into a powerful cognitive tool, capable of making sense of human actions and interactions, but also of negotiating the social role and identity of adolescents

Title	*"Non t'inganni l'apparenza delle scorciatoie": massime, aforismi, epigrammi, enigmi* ["Don't be fooled by the appearance of shortcuts": maxims, aphorisms, epigrams, enigmas] by Cristina Nesi
URL	http://forum.indire.it/repository/working/export/6617/

Funding Agency	Duration
INDIRE - *Istituto Nazionale Documentazione Innovazione Ricerca Educativa* [Italian National Institute for Documentation, Innovation and Education Research]	From 2015 to today

Short Description (max. 200 words)

Reflection on the mode of transmission of a message (from wax tablets to smartphones) as an essential element in the specificity of communication.

The course delves into the use of the short form, central to social, smart and, in general, web 2.0 communication.

Objectives (General &Specific)

The project includes two parallel and complementary paths, one aimed at teachers and the other at students.

General objectives

- Improve communicative skills through *short forms*

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

- Develop short form textual comprehension and production skills

Objectives for the teachers

- Introduce students to, and encourage them to use, the linguistic structures of *short forms* and present their evolution over time.

Objectives for the students

- Read and write ancient and modern types of *short forms.*

- Use all *short form* literary techniques to write more incisively and effectively from a communicative perspective, including on social networks and smartphones.

Description of Main Activities and Methods

- The activities use visual and multimedia communication tools with regard to the expressive strategies of the text.

- The introductory stages draw on the recurrent sections of text to explain the formal continuities that differentiate a maxim from an aphorism, an ancient aphorism from a modern one, and an epigram from an enigma.

- The aim is to entertain through reading and writing workshops on double meaning, word play games and creating enigmas

- The course also aims to encourage teachers to reflect on the reading of short forms through questionnaires, and asks them to present their reflections in the form of an epigram

- The activities aim to reveal the great richness of meaning of *short forms* (aphorisms, epigrams, enigmas), which relies, in part, on the reader's intuition and interpretation.

Results

- The project was made available to more than 200 schools within the four *Convergence Objective Regions;*

- The project was included in the INDIRE Repository of materials trialled and validated for in-class education and work in relation to basic disciplines and teaching technologies

- The project was included in the INDIRE Repository of materials selected for use in training newly-hired teachers

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Ideas and activities that can be used for LiRe 2.0 include:

- increasing the number of reading and writing workshops focusing on *short forms* such as maxims, aphorisms, epigrams, enigmas

- Creating a community of young people capable of interacting online, using epigrams, in particular, which Foscolo describes as "verses of conversation", making the students capable of using irony in an effective way.

Challenges involved in promoting reading through ICT

Ireland

During the school year 2005-2006, The Department of Education and Science completed an inspectorate evaluation on the infrastructure (Department of Education and Science, 2008), planning and use of ICT in teaching and learning in primary and post-primary schools in Ireland. The aim of the evaluation was to examine how ICT was being used in schools, to evaluate its impact, to get an understanding of the skills and views of students and teachers and to use the findings to make recommendations for policy development regarding ICT in schools. (2008, xiv).

The summary of findings show many implications that could both challenge and assist the promotion of reading through ICT in Irish schools. In relation to the infrastructure the student-computer ratio in Irish schools (at the time of the report-2005), is 9.1:1 at primary and 7:1 at post-primary. This is far below the SCR of 5:1 OECD average of countries that are leading the provision of ICT in school. This lower ratio should be aimed for by all Irish school and will in turn contribute to the effectiveness of promotion of reading through ICT due to the accessibility of computer devices for students. Another hindrance to the promotion of reading through ICT that is evident from the inspectorate report is the findings that there is an overwhelming lack of technical support and maintenance of ICT in schools as expressed by principals and teachers. This lack of support can challenge the teacher in their use of ICT in the classroom if equipment is not being kept up-to-date or well maintained. Another finding by the inspectorate was that access by students to computers was found to be far

greater when the computers were located within the classroom and not in a designated computer room. This finding shows that there is a need for ICT to be easily accessible to students if we are to create lifelong readers through the use of ICT. Findings also show that teachers were more likely to use high-quality and creative resources in class if they were in a school that had computer facilities available to them. This shows that in order for teachers to be able utilise the benefits of ICT for reading promotion, the facilities themselves must be available. (ibid, p. xv)

In relation to the planning of ICT within schools, 71% of primary school and only 46% post-primary schools surveyed had a written ICT plan. The majority of these plans tended to focus on the infrastructural issues of ICT. In order for schools to have a whole-school approach to the promotion of reading through ICT there is a need for ICT plans to include how ICT can enhance teaching and learning. It is necessary for this to be integrated into the ICT plan of schools in order for reading promotion through ICT to be efficiently implemented. Another huge challenge to the promotion of reading through ICT is the need for teachers to be competent in their ICT usage. In the inspectorate report findings showed that many school principals and teachers identified the need for continuous professional development in ICT as being strategically important for the development of ICT within their school. The report states that "only 30% of primary teachers and 25% of post-primary teachers rated their ability as either "intermediate" or "advanced" with regard to using teaching and learning methods that are facilitated by ICT." (ibid, p. xvi). In order for teachers to deliver lessons that promote reading through the use of ICT, they must be ICT proficient and take part in regular upskilling and professional development.

Interestingly, there is no mention of the use of ICT for reading promotion in the inspectorate report but there was reference to concern regarding the tasks being undertaken by students particularly in post-primary school were primarily word-processing and presentation tasks. This shows that there is a need for more creative and varied uses of ICT to promote learning and reading through Web 2.0 technologies. It is mentioned in the evaluation that ICT is predominantly used for the provision of special education by schools. This is often done by a designated special-education teacher rather than a mainstream class teacher. This use of ICT is mainly on the focus and support of building literacy.

Recommendations from the inspectorate based on their findings and evaluation show that Ireland should be working towards equipping all classrooms at both primary and post-primary level with the appropriate ratio of ICT devices. Recommendations also show that there is a strong need for ICT support and maintenance within schools as well as the need for training teachers and staff on the use of ICT both technically and creatively in order to create an emphasis on the importance of the application of ICT in teaching and learning of specific subjects, literacy and reading promotion.

Cyprus

Despite of increased efforts to utilise school and classroom libraries to promote the love for reading there is still a challenge regarding the use of the libraries in a way that motivates and encourages children in borrowing and reading books from these libraries. A research participant raised this issue by mentioning the following:

> School and classroom libraries should encompass a large number of books from different genres in order to give the opportunity to children to make choices according to their preferences and therefore captivate their interest. A connection should exist between students' interests and habits. (Teacher focus group, male)

This arguments is also supportred by Snowball (2005) who claimed that reluctant readers will engage themselves to reading practices when they will discover "the elusive reading material that provides interest" (p. 43).

Teachers who participated in the focus group named a number of strategies to support children's reading:

> I know that there is a website called www.mikrosanagnostis.gr where parents, teachers and students are able to choose a book in accordance with the criteria the users sets up (e.g age). Also, in this website, readers can look for public libraries as well as listening to storytelling by famous actors and learning about events regarding the books they are interested in. Additionally, students can write stories and participate into a contest. In addition, on the web there is a wide range of online magazines, e-books that children could relate to their interests etc. Also, there are many online book reviews that offer information for the choices and recommendations for young readers. (Teacher focus group, female).

> Teachers should foster a learning environment enriched by learning materials like story books and other reading documents which could capture the interest of the children. One strategy that could work is having parents as volunteers to read story books for students or setting up a mobile library traveling through the schools to create a lovely atmosphere to support students' reading motivation (Teacher focus group, female).

Another participant suggested the development of an online platform. As she stated:

> After the development of an online platform, students can create digital recorded stories (books and tales), they can play digital games and activities

related to their preferred book, as well as engage in digital meetings with the authors of the books they read. (Teacher focus group, female).

A male participant also addressed the importance of parents' engagement in supporting children's reading as well as the significance of peer reading relationships:

> Teachers should encourage parents to read to their children as well as serve as role models. It is more likely for children to engage in reading if they see their parents reading. Also, we need to give the opportunity to children to interact with their counterparts and exchange ideas about the books they are interested in. (Teacher focus group, male).

Indeed, there is a clear need for parents' participation and active involvement to support students' attitudes towards reading in general and cultivate their learning habits. As Merisuo-Storm, (2006) suggests, when home offers rich resources in terms of reading options or when parents read to their child at a frequent base it is more likely for a child to develop positive attitudes toward reading (Merisuo-Storm, 2006). In addition, the same researcher also stressed the influence of peer groups with respect to the cultivation of positive attitudes towards reading, by stating that it is more likely children to engage in reading practices when their counterparts hold positive beliefs about reading.

The importance of teacher's role in engaging students to the literacy process has also been highlighted by a participant who stated:

> Teachers' role is important in cultivating children's positive attitudes towards reading. Teachers should provide adequate time for children to interact and support group discussions about texts. The silent reading should stop. Instead, teachers should read aloud books which captivate the interest of their students (Teacher focus group, male).

This modelling reading as proposed by the teacher-participant is also depicted in the research literature. Specifically, when teachers act as models to illustrate how reading is being done, students are provided with clear and explicit guidelines thus making them feel more secure and free in terms of expressing their selves (Fisher & Frey, 2012).

Based on the aforementioned, there is an increased need for the development of a specific strategic plan for literacy which will involve all the stakeholders including parents, academics, policy makers, teachers, etc. The following strategies have been proposed by Michaelidou – Evripidou (2012):

- Development/use of specific diagnostic tools early on in the system – early identification

- Identification of factors associated with students 'at risk' (socioeconomic background, gender etc.) – research and prevention programmes within the school units. Improvement of the mechanisms of support both at the Ministry and the school level
- Flexible support schemes for students 'at risk'
- Systematic evaluation of the added value of support programmes
- Continuous professional development of teachers and leaders
- Systematic parental involvement
- Data banks and ongoing research promoting improvement

Portugal

The OECD Study Students Computers and learning (2015:3) highlights the following challenges:

1. Technology may distract from human engagement and effective learning requires good-quality intensive teacher-student interactions. 21st century pedagogies are needed that use technology well.

2. There may be overestimations of the digital skills of teachers and students.

3. There may be poor courseware.

4. Excessive use of the Internet has been associated (as cause, but also as symptom) to various problems among adolescents, such as poor academic performance, family and interpersonal problems, exclusion from school-based socialisation. It has also been often associated to online gaming and associated mental disorder (Internet Gaming Disorder) (OECD, 2015: 43).

5. The absence or difficulty of accessing ICT devices and connecting them to the Internet in school.

According to focus group 1, Limitations and constraints to this use were also referred in terms of:

6. Lack of time of teachers to experiment and use new technologies;

7. Obsolete equipment that does not allow for work with mobile or Web 2.0 technologies;

8. Lack of training of teachers and librarians in using web 2.0 technologies and in identifying their best uses for reading promotion;

9. Unwillingness of teachers to engage with technologies (technology phobia);

10. Restrictions to use of mobile equipment and web 2.0 tools by students inside classrooms and schools.

Romania

As the students develop in a context where the PC is present everywhere and the digital skills become fundamental, even rivaling the linguistic competences, the teenagers appreciate everything that fulfills their knowledge needs and reject everything that is out-of-date. So, the challenges which the literature teachers face are related to linking this teenagers' preference to the specific character of the subject they teach. (Ilie 2014, 161). A main problem which teachers faces when promoting reading through ICT is their own lack of information regarding this issue. Especially the teachers who are over 40 year aged are too little informed with respect to ICT tools and they are not enough aware of the multiple advantages which using the PC and the Internet could offer[15].

Since there are no policies for promoting reading at national level, this remains an optional activity at regional, local or school level and the teachers are not enough motivated to involve in such activities.

Another problem to be solved in many schools (especially schools in rural areas, with a poor financial situation) is that there is no access to ICT tools, as there are still great differences between urban and rural areas, as well as between different social categories. The costs of purchasing these ICT tools are pretty high compared to the average incomes in our country.

Most of the parents are not interested in their children reading habits or needs, mainly because of the poor financial and economic status of their families. Even when parents can offer to their children access to ICT tools, their main goal is for their children to get good scores at examinations, not to read for pleasure, because the parents/adults themselves do not read almost at all, or they read very little. The studies regarding the functional illiteracy in Romania and in Europe, in general, have pointed out this reality[16,17].

The main challenge that young students face when reading, especially when reading for fun, is their fellows' irony and scorn. Reading is not considered a 'cool' activity by most of the teenager students, but just the very using of 'cool' ICT tools for reading could be the

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[15] http://ccdmures.ro/cmsmadesimple/uploads/file/rev8sp/lbrom6.pdf
[16] http://www.alinaanghel.ro/articole/analfabetismul-functional-in-societatea-cunoasterii-si-implicatiile-sociale-ale-acestuia/
[17] http://europa.eu/rapid/press-release_IP-11-488_ro.htm?locale=fr

solution of the problem and the readers using new technologies could become interesting models for the others.

If we consider boys' preferences for technology and sciences rather than for literature, especially for poetry, then we could assert that girls face this kind of challenges more often than boys. But, considering the results of PISA 2009 related to literacy skills, which showed the gender gap growing and girls' better score, this boys' preference for using ICT tools should be best used to help them to improve their reading skills and even to become less reluctant readers.

There are no references to specific Web 2.0 tools and the challenges involved, so these tools are referred to together with ICT tools.

Greece

Tsironi (2014) cites the opinions of primary school teachers who clearly emphasize the importance of new technologies in the teaching of literature. However, as the teachers maintain, several challenges should be met. Not all schools are adequately equipped with technological infrastructure. The majority of Greek schools have a computer and a projector. Thus, in most cases, teachers use the technology in order to project photos, show material from YouTube sites or project PowerPoint presentations that they themselves have created. Moreover, not all students have a PC at home so teachers cannot assign homework where the use of computer will be needed. As for the use of e-Readers in the learning process, there are contradictory views with teachers who have never read on an e-Reader but still think of it as tiring and teachers who, though they recognize its significance in the learning process, find it inappropriate for the Greek classroom that lacks basic technological equipment. Finally, the cost of the educational technologies and problematic Internet connectivity add to the challenges that should be met.

In 2009, the Greek Pedagogical Institute conducted a national survey concerning the teaching of literature in secondary education. In the question referring to the use of technology in the teaching of literature, 90% of the teachers and 78% of the students responded positively. In the interviews that followed, almost all teachers stressed that for such a programme to be efficient and effective, teachers and head teachers need to be involved in the decision-making processes. They should be involved in the creation of appropriate software and they should also be trained on the use of new technologies in the teaching of literature.

According to the Greek teacher Focus Group conducted at Doukas School, a major challenge that they face in order to promote reading through the use of ICT is their

unwillingness to use e-Readers or e-Books. Teachers are unwilling to use e-Books and e-Readers as they do not possess these and, therefore, do not know anything about how to use them.

Italy

No approach to reading can succeed if it excludes the family dimension. The attitude of parents has a strong influence on their children and on their motivation to read, from early childhood to secondary school. For this, different reading promotion projects were launched, involving and supporting the role of parents as a key figure, since they have a major impact on improving the reading skills of their children. However, not always the parents are able to adequately support their children, they also need their own guidelines to follow. Children who grow up in homes with many books develop best knowledge, regardless of their background social origin. It is necessary for parents and teachers to involve children and students in reading activities in order to provide them with proper reference models. If it is essential to have the reading material at home, this must help poor families, that cannot afford to buy books.

From the initiatives taken into account, it is clear enough how every age needs a personalized approach, which takes into account its peculiarities. The groups of reference are:

- Early childhood: The reading and writing skills of a person are largely determined in the first years of life. Those who have had the fortune to be born and brought up in a house where there is love for reading and for storytelling, will have a better chance to become strong readers

- Children: Most of the programmes for the Reading promotion are aimed at school-age children: they are implemented at school but, also in this case, the family has a fundamental influence. Both teachers and parents must have access to appropriate tools to set attractive and effective activities.

- Teenagers: they need a reading promotion programme suitable for their needs. What is relevant, is both the role of the family and the peer-group influence. Many teenagers start secondary school without being able to read adequately, but with a specialized type of support they can improve and achieve excellent levels of reading and literacy.

- Adults: The learning of reading and writing does not only apply to children and young people: the reading ability can be also improved by adults. The adults that enhance

their literacy level also improve their standard of living, their independence, their self-esteem and the active participation in society.

The use of ICTs on the promotion of reading does impact some of the current trends in educational models at European and national level. These can be summarized as follows:

- the pedagogical "constructivist" and "socio-constructivist" models include ICT as "Instruments to enhance traditional teaching that emphasizes an active approach, that is based on open tasks that aim to reflect on the process and the personalization of learning paths";

- recognition of the weight of the teacher's role, which is configured as the "key point" in the processing of the learning process actions. In fact, the increasingly widespread and naturalized technologies will force the teacher developing and fielding new skills;

- as made evident by numerous experiences, constraints structural traditional school model can be overcome by the extension of the educational space with virtual learning environments (Virtual Learning Environment) and LMS content management systems (Learning Management System), to which are associated Web 2.0 tools for interpersonal relations, continuous dialogue and sharing;

- "spaces" for learning inside the school building, at the level of infrastructure, could probably remain unchanged; the differentiation of learning models will be geared mainly to the cooperation between students and customization of content and educational courses, for both traditional classroom model and for different models from this with the support of the ICTs (e.g. Common class);

- promise a gradual increase in the production of educational content user self-produced (as the teacher), which may soon establish itself as the most widespread trend should they be appropriate validation criteria that enabling reuse and are a guarantee of technological interoperability;

- the prevalence of Multimedia Interactive whiteboards and interactive surfaces, in general, as well as technological devices such as tablets, netbooks, eBooks, which will stimulate new teaching approaches and methods of study;

- the necessity to make a valuation of the moments of "informal learning" outside the school environment. In this direction, it is to deepen how to insert innovative experiences, such as, for example, the use of games or the use content / environments, in the context of new learning scenarios;

-   almost emerging from different experiences in Europe, teacher training, both technological and methodological, still needs the identification of appropriate models for continuous trainings that meet the different needs.

-   the widespread presence of new technologies, in the form of hardware and tools in both form of web 2.0 applications (wikis, blogs, e-content, etc.), allows you to enable evaluation processes of learning, allowing also to identify student preferences. The use of these tools will probably modify the formative evaluation, while the "summative evaluation" will keep an approach based on the measurement of learning, from tests objective evaluation (e.g. OECD-PISA and INVALSI).

Review of national curricula

Ireland

There are many specific reading promotion policies identified in the curricula on a national level within the state Junior and Leaving Certificate examinations. In particular, the Junior Certificate English Guidelines (An Roinn Oideachais) for Teachers issued by the Department of Education and Science give an excellent breakdown of what is to be taught in the first three years of post-primary secondary school (students aged 12-15). Also given are practical classroom approaches for talking, listening, reading, writing and drama within the curriculum. The guidelines refer to the need for "the teacher to ensure that the students repeatedly encounter all the literary genre (poetry, prose, noels, short stories and media material)" (An Roinn Oideachais, p. 9). Introduction to a variety of genre and texts allows young people to be exposed to a range of reading types which could allow for the promotion of reading for fun based on their experiences. As part of the English syllabus at Junior Cert level, students are taught concepts such as hero/heroine/villain, conflicts, characters, relationships, and realism. In relation to reading skills, the guidelines state that students should be encouraged to read their own written work for editing and drafting, read other students work for the purpose of commentary, read silently to gather facts and seek information, read newspapers and journals, read and respond to a range of literary genre and respond to cloze-testing and sequencing procedures (An Oideachais, p. 12). There are many specific novels, anthologies of short stories, poetry anthologies and dramas that are given as suggested reading for students. These could be considered both educational as well as fun based reading for young people as a wide range of recommended reading material are given.

It is interesting to note that these are all printed text and the inclusion of ICT tools are not included as part of the recommended list of resources. Also included in the guidelines are specific approaches to reading the novel within the Junior Certificate English syllabus. Strategies include the teaching reading out loud using voice tones, student group reading, silent reading, the use of response journals and language awareness procedures. These are all techniques that can be used by teachers to promote reading and encourage reading for fun. Remarkably, there is an obvious lack of ICT tools or Web2.0 technologies integrated into the curriculum and the strategies advised in the guidelines.

There are also guidelines for the senior level of post-primary secondary school Leaving Certificate examinations (Department of Education and Science) (students aged 15-18). Similar to the guide for the Junior Certificate, the guide offers suggested approaches for teaching English. In relation to reading, the guidelines specify recommended steps such as

Discuss and analyse as is appropriate to the class. It is important that teachers explicitly teach the comprehending skills itemised in the syllabus. Students need to be shown how to read texts for a variety of purposes. While context and contents have been stressed the teaching must emphasise ultimately the process of interpreting and making meaning. Students need to be introduced to a variety of 'text attack skills' which develop their ability to read in an advanced manner. (Department of Education and Science, p. 12).

While not specially promoting reading for fun, the skills built in the senior cycle English syllabus are skills that are relevant and required to equip young people with the ability to become lifelong readers and be capable of reading for pleasure. The use of ICT is referred to in relation to word-processing however it is not mentioned in relation to reading. The guidelines also give reference to specific literature, novels, poems and films that can be used as part of the curriculum. The syllabus includes a section on comparative studies whereby students must compare several texts of modes of film or literature. Exposure to a variety of texts allows young people to read various genres which in turn could lead to reading promotion for pleasure.

In 2006 The Department of Education and Science Inspectorate issued a report on their findings from inspections on the teaching and learning of English in Post-Primary Schools in Ireland (Department of Education and Science Inspectorate, 2006). A report on the findings aims to assist schools and subject departments, suggest areas for improvement as well as share good practice. The report refers to schools that exemplified best practice were those where that had books and dictionaries on display and in use, audio equipment available and used appropriately, a television, a video or DVD player. Also referred to as best practice is the inclusion of a library. Schools that had a successful and functioning library in the school had commitment to the library, designated staff members, updated stock, regular

maintenance, promotion of the library as a source of reading for pleasure, wide selection of books, wide range of subject areas, opportunity for access of books and a number of computers with internet access (ibid, p. 12). The report gives descriptions of good practice from selected schools such as (ibid, p. 15)

The school has an exceptional library which the English department uses to promote literacy and a love of reading amongst the student body. Student book reviews are currently displayed in the library, ensuring that peer evaluations of texts are widely available. First year students are inducted into the library and are made members. Other year groups are also give membership. The library is available for use by students all day.

Other evidence of best practice seen was close links with the local public library and collection of films on video and DVDs as well as audiotapes and audio-visual equipment within the school. It is also mentioned that a particular excellent school has "engaged with ICT as a useful tool in the teaching of English" in relation to word processing packages and web-based resources. Recommendations also compliment schools where teachers give their students a wide range of choice of texts within the Junior and Leaving Certificate syllabus. Emphasis is put on the importance of a diversity of texts and "it is strongly recommended that at least one appropriately challenging and stimulating novel be read in each junior-cycle year" (ibid, p. 24). It is also mentioned that "English departments are to be commended where they have moved away from the more familiar texts and made choices on the basis of what is likely to work best for their students." (ibid, p.24). In relation to the use of ICT, it is acknowledged that while ICT is used as part of the English syllabus, that it could be utilised a lot more effectively, "The practice of taking English classes to the computer room was observed in a few schools but is much less widespread than is desirable" (ibid, p.31).

The following are some suggested and prescribed reading material from the Junior Certificate English Guidelines for Teachers (An Roinn Oideachais, p. 14-16). These texts are used as part of the National State Examinations in Ireland for students in Junior Cycle of Post-Primary school aged 14-16.

Annex.

A. NOVELS

The Midnight Fox	B. Byars
The Eighteenth Emergency	B. Byars
The Iron Man	T. Hughes
The Boy Who Was Afraid	A. Sperry
The Shrinking of Treehorn	F. Heide
The Red Pony	J. Steinbeck
The Cay	T. Taylor
I am David	A. Holm
The Twelfth of July	J. Lingard
Kes	B. Hines
The Children of the Oregon Trail	R. Van der Loeff
The Summer of My German Soldier	B. Greene
Henry's Log	A. Pilling
The Eagle of the Ninth	R. Sutcliffe
The Ghost of Thomas Kempe	P. Lively
The Whispering Knights	P. Lively
In a Blue Velvet Dress	C. Sefton
The Machine Gunners	R. Westall

The Machine Gunners	R. Westall
The Machine Gunners	R. Westall
Under Goliath	P. Carter
The Nargun and the Stars	P. Wrightson
The Great Gilly Hopkins	K. Paterson
Jacob, Have I Loved	K. Paterson
Bridge to Terabithia	K. Paterson
Role of Thunder, Hear my Cry	M. Taylor
The Lion, the Witch and the Wardrobe	C.S. Lewis
Walkabout	J. V. Marshall
The Hobbit	J. R. Tolkien
The Hounds of the Morrigan	P. O'Shea
Danny, Champion of the World	R. Dahl
Goodnight, Mr. Tom	M. Magorian
The Runways	V. Canning
Flight of the Doves	W. Macken
Island of the Great Yellow Ox	W. Macken
Viking Princess	M. Mullen

B.   ANTHOLOGIES OF SHORT STORIES

Meetings and Partings	M. Marland (Longman Imprint)
Loves, Hopes and Fears	M. Marland (Longman Imprint)
The Goalkeeper's Revenge	Bill Naughton (Puffin)
The Lucky Bag	P. Donlon & p. Egan (O'Brien Press)
A Thief in the Night	James Berry (Puffin)
Exploring English 1	A. Martin (Gill & Macmillan)
The Shadow Cage	Phillipa Pearce (Puffin)
What the Neighbours Did	P. Pearce
The Fib and Other Stories	G. Layton (Longman)
The Balaclava Story and Other Stories	G. Layton (Longman)
I Like This Story (novel extracts)	K. Webb (Puffin)
Tales from the Edge of the World	M. Riley (BBC)
Story Plus Books 1 & 2	R. Jones (Heinemann Ed)
The Wild Ride and other Scottish Stories	G. Jarvie (Puffin)
The Genius and other Irish Stories	G. Jarvie (Puffin)
The Pedlar's Revenge and Other Stories	L. O'Flaherty

C.   POETRY ANTHOLOGIES

*	Golden Apples	Fiona Waters (Heinemann)
	I Like This Poem	Kay Webb (Puffin)
*	A Puffin Book of Verse	E. Graham (Puffin)
	The Puffin Book of Magic Verse	C. Causley (Puffin)
*	The Wolfhound Book of Irish Verse	Quinn & Cashmann (Wolfhound)
	Exploring English 3	A. Martin (Gill)
	I Like That Stuff	Ed. Morag Styles (Cambridge)
	You'll Love This Stuff	Ed. Morag Styles (Cambridge)

Poetry Anthologies contd.

*	Poems	M. Harrison & C. Stuart-Clarke (Oxford)
	Poem 2	M. Harrison & C. Stuart-Clarke (Oxford)
*	The New Dragon Book of Verse	C. Harrison & C. Stuart-Clarke (Oxford)
	The Rattle Bag	Heaney & Hughes (Faber)
	The Lore and Language of School Children	Iona & Peter Opie (Oxford University Press)
	The Poolbeg Book of Irish Verse	Sean Mac Mahon (Poolbeg)
	Touchstones Books 1, 2 & 3	M. Benton & P. Benton

* Suitable for class anthology if resources allow

Some Further Suggested Resources – Second Year

Carrie's War	Nina Bawden (Puffin)
The Fox in Winter	John Branfield (Puffin)
The First of Midnight	Marjorie Darke (Puffin)
The Village by the Sea	Anita Desai (Puffin)
The Granny Project	Anne Fine (Puffin)
The Slave Dancer	Paula Fox (Puffin)
A Mouse and his Child	Russell Hoban
A Wrinkle in Time	Madelene L'Engle (Puffin)
A Wizard of Earth Sea	Ursula Le Guin (Puffin)
The Changeover	Margaret Mahy (Magnet)
Z for Zachariah	Robert O'Brien (Armada)
Island of the Strangers	Catherine Sefton
Shane	Jack Schaefer (Puffin)
Josh	Ivan Southall (Puffin)
Ash Road	Ivan Southall (Puffin)
Song for a Dark Queen	Rosemary Sutcliffe (Knight)
Warrior Scarlet	Rosemary Sutcliffe (Puffin)
A Stitch in Time	Penelope Lively

Drama

The Tinker's Wedding	J. M. Synge
Riders to the Sea	J. M. Synge
The Shadow of a Gunman	S. O'Casey
On the Outside	T. Murphy
The Pot of Broth	W. B. Yeats
The Proposal	A. Chekov
Julius Caesar	W. Shakespeare
The Merchant of Venice	W. Shakespeare
Henry IV PI	W. Shakespeare
Romeo & Juliet	W. Shakespeare
The Royal Hunt of the Sun	Peter Schaefer

Some Further Suggested Resources -Third Year

Things Fall Apart	C. Achebe
Pride and Prejudice	J. Austen
Oliver Twist	C. Dickens
The Old Man and the Sea	E. Hemingway
How many miles to Babylon	J. Johnston
A Separate Peace	J. Knowles
To Kill a Mocking Bird	H. Lee
Lamb	B. McLaverty
Cal	B. McLaverty
The Country Girls	E. O'Brien
The Prime of Miss Jean Brodie	M. Spark
Of Mice and Men	J. Steinbeck
The Day of the Triffids	J. Wyndham
Fahrenheit 451	R. Bradbury
The Grapes of Wrath	J. Steinbeck
Cry, The Beloved Country	A. Paton

The following are prescribed texts for The Leaving Certificate English examination of 2017 as informed by The Department of Education and Skills as part of the National State (Department of Education and Skills, 2015) exam for senior cycle students in post-primary schools in Ireland.

List of prescribed texts for the Leaving Certificate English examination of 2017

As the syllabus indicates, students are required to study from this list:

1.   **One text** on its own from the following texts: -

AUSTEN, Jane	Emma (H/O)
BINCHY, Maeve	Circle of Friends (O)
FITZGERALD, F. Scott	The Great Gatsby (H/O)
IBSEN, Henrik	A Doll's House (H/O)
KEANE, John B.	Big Maggie (O)
McCABE, Eugene	Death and Nightingales (H/O)
O'CASEY, Sean	The Plough and the Stars (O)
RYAN, Donal	The Spinning Heart (O)
SHAKESPEARE, William	Hamlet (H/O)

- One of the texts marked with H/O may be studied on its own at Higher Level and at Ordinary Level.
- One of the texts marked with O may be studied on its own at Ordinary Level.

List of Texts prescribed for comparative study, for examination in the year 2017

AUSTEN, Jane	Emma
BENNETT, Alan	The Uncommon Reader
BINCHY, Maeve	Circle of Friends
BRONTË, Emily	Wuthering Heights
COLLINS, Ciarán	The Gamal
CHBOSKY, Stephen	The Perks of Being a Wallflower
CUARÓN, Alfonso (Dir.)	Children of Men (Film)
DICKENS, Charles	Great Expectations
FITZGERALD, F. Scott	The Great Gatsby
FITZGIBBON, Ian (Dir.)	Death of a Superhero (Film)
FRIEL, Brian	Translations
GAIMAN, Neil	The Ocean at the End of the Lane
GREEN, John	The Fault in Our Stars
HAZANAVICIUS, Michel (Dir.)	The Artist (Film)
HITCHCOCK, Alfred (Dir.)	Rear Window (Film)
HOOPER, Tom (Dir.)	The King's Speech (Film)
IBSEN, Henrik	A Doll's House
JOYCE, James	The Dead (in a dramatization by Frank McGuinness)
KEANE, John B.	Big Maggie
KEEGAN, Claire	Foster
KINGSOLVER, Barbara	Flight Behaviour
LEONARD, Hugh	Home Before Night
LONCRAINE, Richard (Dir.)	Richard III (Film)
McCABE, EUGENE	Death and Nightingales
McDONAGH, Martin	A Skull in Connemara
MARTEL, Yann	Life of Pi

MILLER, Arthur	All My Sons
MILLER, Madeline	The Song of Achilles
O'CASEY, Sean	The Plough and the Stars
ORWELL, George	1984
REITMAN, Jason (Dir.)	Juno (Film)
RYAN, Donal	The Spinning Heart
SHAKESPEARE, William	Hamlet
	Othello
SOPHOCLES	Oedipus the King
WATERS, Sarah	The Little Stranger
ZUSAK, Markus	The Book Thief

Poets prescribed for Higher Level

BISHOP, Elizabeth

The Fish
The Bight
At the Fishhouses
The Prodigal
Questions of Travel
The Armadillo
Sestina
First Death in Nova Scotia
Filling Station
In the Waiting Room

BOLAND, Eavan

The War Horse
Child of Our Time
The Famine Road
The Shadow Doll
White Hawthorn in the West of Ireland
Outside History
The Black Lace Fan my Mother Gave Me
This Moment
The Pomegranate
Love

DONNE, John

The Sunne Rising
Song: Go, and catch a falling star
The Anniversarie
Song: Sweetest love, I do not goe
The Dreame (Deare love, for nothing less than thee...)
A Valediction Forbidding Mourning
The Flea
Batter my heart
At the round earth's imagined corners
Thou hast made me

DURCAN, Paul

Nessa
The Girl with the Keys to Pearse's Cottage
The Difficulty that is Marriage
Wife Who Smashed Television Gets Jail
Parents
En Famille, 1979
Madman
"Windfall", 8 Parnell Hill, Cork
Six Nuns Die in Convent Inferno
Sport

KEATS, John

To one who has been long in city pent
Ode To A Nightingale
On First Looking into Chapman's Homer
Ode On A Grecian Urn
When I have fears that I may cease to be
La Belle Dame Sans Merci
To Autumn
Bright star, would I were steadfast as thou art

PLATH, Sylvia

Black Rook in Rainy Weather
The Times Are Tidy
Morning Song
Finisterre
Mirror
Pheasant

Poetry prescribed for Ordinary Level

BISHOP, Elizabeth   The Fish
                                     The Prodigal
                                     Filling Station

BOLAND, Eavan   Child of Our Time
                                     This Moment
                                     Love

BRYCE, Colette   Self-Portrait in the Dark (with Cigarette)

DONNE, John   The Flea
                                     Song: Go and catch a falling star

DURCAN, Paul   Wife Who Smashed Television Gets Jail
                                     Parents
                                     Sport

ELIOT, Thomas Stearns   Preludes
                                     Aunt Helen

GALLAGHER, Tess   The Hug

HARDIE, Kerry   Daniel's Duck

HOPKINS, Gerard Manley   Spring
                                     Inversnaid

Cyprus

In order to alter the current problematic situation, the Cyprus Education System (CES) has taken positive steps in order to support reading. Namely, in the development of the New Curricula in the Republic of Cyprus, reading is being regarded as a core objective for the CES. According to the new Curricula, at all educational levels (pre-primary, primary, and secondary education) internal motives are provided in order to encourage children to establish a constant relationship with reading literature in and outside the school environment (MOEC, 2010, p.35). According to Michaelidou – Evripidou (2012), in pre-primary education the teacher is responsible for identifying problems and reporting them to

the Ministry. In primary level, since 2007-08, there are tests that are being performed at two 'key stages' for identifying students 'at risk' for functional illiteracy. At the gymnasium level, there is a literacy programme running under the auspices of the Educational Psychology Service (scientific responsibility) and the Secondary Education Directory (administrative responsibility). At the end of lower secondary school (Gymnasium) and the first grade of upper secondary (Lyceum) students participate in the PISA programme. It should be noted that currently, Cyprus participates in the European Literacy Policy Network (ELINET), which was founded in 2014 and has 78 partner organisations in 28 European countries.

Portugal

The Portuguese curriculum has a national character and coverage and is organized into two levels of education - primary and secondary school education. Each of these levels of education is organized into cycles, according to the age of students: Primary Education - **1st Cycle** (Primary School - 6/9 year-olds) corresponds to years 1, 2, 3 and 4 of schooling; **2nd cycle** (10/12 year-olds) corresponds to years 5 and 6; **3rd cycle** (13/15 year-olds) corresponds to years 7, 8 and 9 of schooling; **Secondary Education** (One Cycle 16/18 year-olds) corresponds to years 10, 11 and 12. Compulsory education ends at the age of 18, with the completion of secondary education.

From the point of view of curriculum development, the Portuguese curriculum is structured in two directions: **Contents** and **Standards**, presented by cycle and school year.

The approach to **reading** has common features and differentiators throughout schooling. From the common and crosscutting aspects, the following may be highlighted:

- The approach to the development of literacy skills in reading is carried out in two dimensions: **reading** and **literary education**;

- In the context of literary education a number of **literary works of reference** per school year are presented, which are required reading for all students;

- There is a matrix for curriculum design based on: PROGRAMS - Domains - Contents - Objectives - Performance Descriptors - STANDARDS

The separation of reading literacy skills into two areas - Reading and Literary Education - has a marked didactic intention and aims to provide differentiated responses for the three major literacy development purposes in reading that the Portuguese curriculum features:

- To read in order to learn to read;

- To read for knowledge;

- Reading for pleasure and for self-development.

Although the three purposes are worked across the two domains, the domain of Reading primarily focuses on the purpose of reading to learn to read, while the Literary Education Domain is primarily focused on the practice of reading to acquire knowledge and develop reading skills for enjoyment and self-development.

The approach to the development of reading literacy skills shows differentiation aspects by level of teaching and study cycle, namely:

- in the 1st (Primary School) and 2nd cycles, the didactic fields for reading and writing appear integrated into a single domain (Domain of Reading and Writing), only appearing as autonomous (Domain of Reading and Domain of Writing) in the 3rd cycle (years 7, 8 and 9);

- the approach to literary education is carried out in the first two years of schooling under the designation 'Initiation to Literary Education', taking on the full designation of Literary Education in year 3;

- the technical and didactic approach to ways of learning and teaching reading in the first level of teaching (Basic Education) seeks to provide all students on equal terms access, in traditional and digital media, to a set of texts considered as literary and cultural heritage, while at the second level (Secondary Education) the proposed ways to approach the development of reading literacy skills is based on complex text Bauerlain methodology;

- in the curriculum the proposal is that for each level and course of study, forms of curriculum development are anchored in the development of national and school projects to promote effective initiatives for access to books and to promote literary and non-literary reading. The **National Reading Plan** mentioned above is highlighted among these.

For the literary education domain the Portuguese Curricula for Basic Education 2015 (PPEB / 2015), highlights "a selection of works and literary texts for annual reading, valid at a national level, ensuring that the school, in order to avoid external sociocultural differences, assumes a common minimum curriculum of literary reference"(p. 8). Annex 1 presents the full list of texts.

This is a strong ideology which uses a cross-curricular perspective, and which seeks to encourage reading by imposing set texts, while not necessarily disregarding or restricting the reading of other texts. This theoretical-didactic option to impose books and readings on all Portuguese students conditions, obviously, all the reading promotion policy throughout schoolyears. Many of the selected works are old editions, which in some way have conditioned access to texts in the new interactive platform for electronic reading. An effort has been made by the PNL and publishers to integrate these works into the digital library and digital textbooks, but we are still far from achieving an acceptable level of access.

Both in Basic Education and in Secondary Education the **selection of reading promotion strategies** is clearly based on three fundamental aspects:

- development of independent reading strategies, under the mediation of the teacher and / or librarian;

- contextualization of reading promotion projects in the reality of each school and the personal characteristics of the students that attend them;

- an integrated didactic approach to literary material in the cultural and social reality proposed for reading, as opposed to specialization of a literary approach.

The PPEB / 2015 (curricular guidelines) defines the aim as to lead students to "critically appreciate the aesthetic dimension of Portuguese and foreign literary texts, from their position in the cultural and social matrix of learning" (p. 5).

The strategic guidelines for the basic level of education is therefore based on the didactic principle of progression in reading literacy and predicated on the relationship between the literary material and the reader.

In secondary education, reading develops as a citizenship practice and an inclusive practice, while focusing on unravelling complex text, reading between the lines and genre.

In this sense, as stated in PPES / 2015 definition of reading strategies, training of readers and reading promotion should follow the principles set by Bauerlein, among which the following stand out:

- provide incentives for the willingness to try and understand;

- receptivity for further thought;

- Synchronous contextualization of selected texts to be addressed in the classroom context.

In what concerns the development of competences of interactivity through **digital reading**, references to electronic reading and diversification of reading media are scarce both in Basic Education programmes and in the Secondary Education programmes. The curricula chooses to approach media diversity through d a strong focus on developing the student's aesthetic dimension and self-expression of experiences and values rather than on experimenting with new media. It is through the PNL projects that teachers and students are referred to reading in an electronic format

In this sense, the new curricular guidelines for Basic and Secondary Education (PPEB / 2015 and PPES / 2014) represent a clear step backwards from the 2009 programme, in which practical strategies for electronic reading and use of new technologies to the development of literary reading skills were expressly referred to.

Among the initiatives proposed in the curricula for the production of contents for the development of digital competence and reading the following deserve mention:

- the development in collaboration with the National Reading Plan (PNL) and the National Portuguese Language Teaching Program (PNEP) of websites with integration of interactive programs to encourage reading skills in the early years of schooling– www.planonacionaldeleitura.gov.pt/caminhodasletras;

- the creation of a **library of digital books**, in order to make it easier for students to interactively have access to books www.planonacionaldeleitura.gov.pt/bibliotecadigital;

- Development of **Reading Club Project** - www.planonacionaldeleitura.gov.pt/clubedeleituras;

- Creation of the **Projeto Ler+ Escolas** - www.planonacionaldeleitura.gov.pt/escolas com o objetivo de promover a leitura interativa no espaço formal da sala de aula e da escola;

- The Project "**Livros falados – Ler em Voz Alta**", in order to promote among students of pre-school education, 1st and 2nd cycles training of reading skills, such as reading aloud, storytelling and interpretation skills as et in the Stantards (MCP/2015), by producing interactive content learning.

Table 1 - Portuguese Curriculum - list of texts for reading by level of education and school year

A - Primary Education

1st Cycle – Primary School

Year 1	Year 2	Year 3	Year 4
1-Alice Vieira "Corre, Corre, Cabacinha" in *O Menino da Lua* e *Corre, Corre, Cabacinha* **2** Alves Redol *A Flor Vai Ver o Mar* **3** António Torrado *O Coelhinho Branco* **OR** *Vamos Contar um Segredo e outra História* **4 Escolher 8 poemas das seguintes obras:** Eugénio de Andrade *Aquela Nuvem e outras* Matilde Rosa Araújo *O Livro da Tila* *As Cançõezinhas da Tila* **5 Escolher 8 rimas das seguintes obras:** Luísa Ducla Soares (rec. e sel.) *Destrava Línguas* *Mais Lengalengas* **6** Maria Alberta Menéres *Dez Dedos, Dez Segredos* **(escolher 3 contos)** **7** Beatrix Potter *A História do Pedrito Coelho* **OR** Elizabeth Shaw *A Ovelhinha Preta*	**1** Adolfo Coelho "História da Carochinha", "O rabo do Gato", "O Pinto Borrachudo", "O Príncipe com Orelhas de Burro" in *Contos Populares Portugueses* **(escolher 2 contos)** **2** Alves Redol *Uma Flor Chamada Maria* **OU** Papiniano Carlos *A Menina Gotinha de Água* **3** Luísa Dacosta *O Elefante Cor-de-rosa* **4** Manuel António Pina "A revolução das Letras", "O têpluquê", "Gigões e anantes" in *O Têpluquê* **5 Escolher 8 poemas das seguintes obras:** Sidónio Muralha *Bichos, Bichinhos e Bicharocos* *O Rouxinol e sua Namorada* Violeta Figueiredo *Fala Bicho* **6** Cecília Meireles *Ou isto ou aquilo* **(escolher 6 poemas)** **7** José Eduardo Agualusa *A Girafa que Comia Estrelas* **OR** *Estranhões e Bizarrocos* **(escolher 2 contos)**	**1** Alice Vieira *A Arca do Tesouro – Um Pequeno Conto Musical* **OR** Álvaro Magalhães *O Senhor do seu Nariz e outras Histórias* **2** António Torrado *O Mercador de Coisa Nenhuma* **OR** *Trinta por uma Linha* **(escolher 4 contos)** **3** Guerra Junqueiro "Boa sentença", "O fato novo do Sultão", "João Pateta" in *Contos para a Infância* **(escolher 2 contos)** **OR** Irene Lisboa "A Pata Rainha", "O Vento", "Os Príncipes Gémeos" in *Queres Ouvir? Eu Conto* **(escolher 2 contos)** **4** Luísa Dacosta *Robertices* **5 Escolher 8 poemas das seguintes obras:** Luísa Ducla Soares *Poemas da Mentira e da Verdade* Vergílio Alberto Vieira *A Cor das Vogais* **6** Matilde Rosa Araújo *As Fadas Verdes* **(escolher 6 poemas)** **7** Carlo Collodi *As Aventuras de Pinóquio* (trad. J. Colaço Barreiros) **OR** Perrault *Contos de Perrault* (trad. Maria Alberta Menéres)	**1** António Botto "O menino recompensado" in *Histórias do Arco da Velha* **OR** Hans Christian Andersen "A Princesa e a ervilha", "O Rouxinol", "Os Sapatos Vermelhos" in *Contos de Andersen* (preferencialmente na trad. Silva Duarte) **(escolher 2 contos)** **2** António Manuel Couto Viana *Versos de Cacaracá* **(escolher 6 poemas)** **3** António Torrado *Teatro às Três Pancadas* **(escolher 2 peças)** **4** Luísa Dacosta *História com Recadinho* **OR** José Saramago *A Maior Flor do Mundo* **5** Matilde Rosa Araújo *Mistérios* **(escolher 6 poemas)** **6** Mia Couto *O Beijo da Palavrinha* **OR** *O Gato e o Escuro* **7** Oscar Wilde *O Gigante Egoísta* **OU** *O Príncipe Feliz*

2nd Cycle

Year 5	Year 6
1 Escolher 6 poemas das seguintes obras: Álvaro Magalhães *O Limpa-Palavras e outros Poemas* Luísa Ducla Soares *A Cavalo no Tempo* **2** Alves Redol *A Vida Mágica da Sementinha* **3** Ilse Losa *O Príncipe Nabo* **4** Gentil Marques "A lenda do milagre das rosas", "A lenda	**1** Alice Vieira *Rosa, minha Irmã Rosa* **OR** *Chocolate à Chuva* **OR** António Mota *Pedro Alecrim* **2** Almeida Garrett "A Nau Catrineta"; "A Bela Infanta" in *Romanceiro*

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das três Mouras
encantadas", "A lenda da Batalha de Ourique", "A lenda da
Serra da Estrela", "A lenda da Senhora da Nazaré", "A lenda
das amendoeiras" **(escolher 3 lendas)**
OR
João Pedro Mésseder e Isabel Ramalhete (sel., adapt.,
reconto) *Contos e Lendas de Portugal*
e do Mundo **(escolher 3 contos ou lendas)**
5 Manuel António Pina *O Pássaro da Cabeça*
6 Sophia de M. B. Andresen *A Fada Oriana*
OR
O Rapaz de Bronze
7 La Fontaine "A Cigarra e a Formiga", "O Lobo e a Raposa",
"A Raposa e as
Uvas", "A Raposa e a Cegonha", "O Leão e o Rato", "O Velho,
o Rapaz e o Burro", "A Galinha dos Ovos de Oiro", "A Lebre e
a Tartaruga" in *Fábulas* **(escolher 4 fábulas)**
OR
Esopo *Fábulas de Esopo* **(escolher 4 fábulas)**
8 Virginia Woolf *A Viúva e o Papagaio*

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3 António Sérgio *Contos Gregos*
OR
Maria Alberta Menéres *Ulisses*
4 Manuel Alegre *As Naus de Verde Pinho. Viagem de Bartolomeu
Dias...*
5 Manuel António Pina *Os Piratas – Teatro*
6 Sophia de Mello Breyner Andresen (sel.) *Primeiro Livro de Poesia*
(escolher 6 poemas de autores
portugueses e 6 poemas de autores lusófonos)
7 Irmãos Grimm *Contos de Grimm* (trad. Graça Vilhena ou Maria José
Costa OR
Teresa Aica Bairos) **(escolher 2 contos)**
8 Escolher 4 textos1:
Daniel Defoe *Robinson Crusoé* (adapt. John Lang)
Ali Babá e os Quarenta Ladrões (adapt. António Pescada)

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3rd Cycle

Year 7	Year 8	Year 9
3 NARRATIVAS DE AUTORES PORTUGUESES Alexandre Herculano "O Castelo de Faria" in *Lendas e Narrativas* Raul Brandão "A pesca da baleia" in *As Ilhas Desconhecidas* Miguel Torga "Miura" **OU** "Ladino" in *Bichos* Manuel da Fonseca "Mestre Finezas" in *Aldeia Nova* Teolinda Gersão "Avó e neto contra vento e areia" in *A Mulher que Prendeu a Chuva e outras Histórias* Luísa Costa Gomes *A Pirata* **1 CONTO TRADICIONAL** Teófilo Braga *Contos Tradicionais do Povo Português* Trindade Coelho "As três maçãzinhas de oiro" **OU "**A parábola dos 7 vimes" in *Os meus Amores* **1 TEXTO DRAMÁTICO DE AUTOR PORTUGUÊS** Alice Vieira *Leandro, Rei da Helíria* Maria Alberta Menéres *À Beira do Lago dos Encantos* **TEXTOS**1: **1 TEXTO DE AUTOR DE PAÍS DE LÍNGUA OFICIAL PORTUGUESA** José Eduardo Agualusa *A Substância do Amor e outras Crónicas* **1 TEXTO DE AUTOR ESTRANGEIRO** Luís Sepúlveda *História de uma Gaivota e do Gato que a Ensinou a Voar* (trad. Pedro Tamen) Robert Louis Stevenson *A Ilha do Tesouro* (adapt. António Pescada) Michel Tournier *Sexta-Feira ou a Vida Selvagem* **1 TEXTO DE LITERATURA JUVENIL** Irene Lisboa *Uma Mão cheia de nada,*	**3 NARRATIVAS DE AUTORES PORTUGUESES** Alexandre Herculano "A abóbada" in *Lendas e Narrativas* José Gomes Ferreira "Parece impossível mas sou uma nuvem" in *O Mundo dos outros* Miguel Torga "Vicente" in *Bichos* **OU** "Natal" in *Novos Contos da Montanha* Jorge de Sena "Homenagem ao Papagaio Verde" in *Os Grão-capitães* Mário Dionísio "Assobiando à vontade" in *O Dia Cinzento e Outros Contos* Sophia de M. B. Andresen "Saga" in *Histórias da Terra e do Mar* Mário de Carvalho "A inaudita guerra da Av. Gago Coutinho" in *A Inaudita Guerra da Av. Gago Coutinho e outras Histórias* **1 TEXTO DRAMÁTICO DE AUTORES PORTUGUESES** António Gedeão *História Breve da Lua* Manuel António Pina *Aquilo que os Olhos Vêem ou o Adamastor* Luísa Costa Gomes *Vanessa Vai à Luta* Hélia Correia (adapt.) *A Ilha Encantada (A Tempestade,* de W. Shakespeare) **TEXTOS**1: **1 TEXTO DE AUTOR DE PAÍS DE LÍNGUA OFICIAL PORTUGUESA** Mia Couto *Mar me Quer* Mia Couto *Contos do Nascer da Terra* Jorge Amado *O Gato Malhado e a Andorinha Sinhá: uma história de amor* **1 TEXTO DE AUTOR ESTRANGEIRO** J. R. R. Tolkien *O Hobbit* Anne Frank *O Diário de Anne Frank* Roald Dahl *Contos do Imprevisto*	**PASSOS DE *OS LUSÍADAS*, DE LUÍS DE CAMÕES, COM INCIDÊNCIA NOS SEGUINTES EPISÓDIOS E ESTÂNCIAS** Canto I – estâncias 1-3, 19-41; Canto III – estâncias 118-135; Canto IV – estâncias 84-93; Canto V – estâncias 37-60; Canto VI – estâncias 70-94; Canto IX – estâncias 18-29 e 75-84; Canto X – estâncias 142-144, 145-146 e 154-156. **1 TEXTO DRAMÁTICO DE GIL VICENTE** *Farsa chamada Auto da Índia* *Auto da Barca do Inferno* **1 NARRATIVA DE AUTOR PORTUGUÊS** Pero Vaz de Caminha *Carta a El-Rei D. Manuel sobre o Achamento do Brasil* Eça de Queirós "A aia" **OU** "O suave milagre" **OU** "Civilização" in *Contos* Camilo Castelo Branco "Maria Moisés" in *Novelas do Minho* Vergílio Ferreira "A galinha" **OU** "A palavra mágica" in *Contos* **2 CRÓNICAS** Maria Judite de Carvalho "História sem palavras", "Os bárbaros", "Castanhas assadas", "As marchas" in *Este Tempo* António Lobo Antunes "Elogio do subúrbio", "A consequência dos semáforos" in *Livro de Crónicas*; "Subsídios para a biografia de António Lobo Antunes", "Um silêncio refulgente" in *Segundo Livro de Crónicas* **TEXTOS**1: **1 TEXTO DE AUTOR DE PAÍS DE LÍNGUA OFICIAL PORTUGUESA** Machado de Assis "História comum" **OU** "O alienista" Clarice Lispector "Felicidade clandestina" **1 TEXTO DE AUTOR ESTRANGEIRO**

outra de coisa nenhuma

1 Neste contexto, o termo "texto" refere-se a excertos que tenham unidade, algum tipo de autonomia temática e uma extensão de, pelo menos, duas páginas.

ESCOLHER 12 POEMAS DE, PELO MENOS, 8 AUTORES DIFERENTES

Florbela Espanca "Amar!", "Ser poeta" in *Sonetos*

José Régio "Cântico negro" in *Poemas de Deus e do Diabo*; "O Papão" in *As Encruzilhadas de Deus*; "Nossa Senhora" in *Mas Deus É Grande*

Vitorino Nemésio "A concha", *"Five o'clock tea"* in *O Bicho Harmonioso*; "Meu coração é como um peixe cego" in *Eu, Comovido a Oeste*

António Ramos Rosa "Não posso adiar o amor para outro século", "Para um amigo tenho sempre um relógio" in *Viagem através duma Nebulosa*

António Gedeão "Impressão digital", "Pedra filosofal", "Lágrima de preta", "Poema do fecho éclair" in *Obra Completa*

Miguel Torga "História antiga", "Ariane" in *Diário I*; "Segredo" in *Diário VIII*; "A espera" in *Poemas Ibéricos*

Manuel da Fonseca "O vagabundo do mar", "Maria Campaniça", "Mataram a tuna" in *Obra Poética*

Eugénio de Andrade "As palavras" in *Coração do Dia*; "Canção" in *Primeiros Poemas*; "Urgentemente" in *Até Amanhã*

Sebastião da Gama "O sonho" in *Pelo sonho é que vamos*; "O papagaio" in *Itinerário Paralelo*

Ruy Cinatti "Meninos tomaram coragem", "Quando eu partir, quando eu partir de novo" in *Nós não Somos deste Mundo*; "Linha de rumo" in *O Livro do Nómada Meu Amigo*; "Morte em Timor", "Análise" in *Uma Sequência Timorense*

Alexandre O'Neill "Amigo", "Gaivota", "Auto-retrato" in *Poesias Completas*

David Mourão-Ferreira "Barco negro", "Maria Lisboa", "Capital", "E por vezes" in *Obra Poética*

Percy B. Shelley "Correm as fontes ao rio [Love's Philosophy]" (trad. Luís Cardim) in *Horas de Fuga*

1 TEXTO DE LITERATURA JUVENIL

A Eneida de Virgílio Contada às Crianças e ao Povo (adapt. João de Barros)

Ilse Losa *O Mundo em que Vivi*

Álvaro Magalhães *O Último dos Grimm*

Vasco Graça Moura *Os Lusíadas para Gente Nova*

ESCOLHER 6 POEMAS

1 de Sá de Miranda Cantiga "Comigo me desavim", "O Sol é grande, caem co'a calma as aves" in *Obras Completas*

4 de Luís de Camões Redondilhas: "Endechas a Bárbara escrava", "Descalça vai para a fonte"; Esparsa: "Os bons vi sempre passar"; Sonetos: "Alma minha, gentil, que te partiste", "Amor é fogo que arde sem se ver", "Aquela triste e leda madrugada", "Busque amor novas artes, novo engenho", "Erros meus, má fortuna, amor ardente", "O céu, a terra, o vento sossegado", "Quando de minhas mágoas a comprida imaginação" in *Lírica*

1 de Almeida Garrett "As minhas asas" in *Flores sem Fruto*; "Barca Bela", "Seus olhos" in *Folhas Caídas*

ESCOLHER 6 POEMAS DE 4 AUTORES DIFERENTES

Cantiga "Estava eu na ermida de São Simeão", "Ergue-te amigo, que dormes nas manhãs frias", "Pelo souto de Crescente", "Os provençais que bem sabem trovar" in *Cantares dos Trovadores Galego-Portugueses* (versão de Natália Correia)

João Roiz de Castel Branco "Senhora partem tão tristes" in *Cancioneiro Geral* Nicolau Tolentino "Chaves na mão, melena desgrenhada", "De bolorentos livros rodeado" in *Obras Poéticas* Bocage "Magro, de olhos azuis, carão moreno", "O céu de opacas sombras abafado" in *Rimas*

João de Deus "Boas noites" in *Campo de Flores*

Antero de Quental "As fadas" in *Tesouro Poético da Infância*; "O palácio da ventura", "Na mão de Deus" in *Sonetos*

Guerra Junqueiro "A Moleirinha", "Regresso ao lar" in *Os Simples*

Cesário Verde "De tarde", "A débil" in *Cânticos do Realismo e outros Poemas/ O Livro de Cesário Verde*

António Nobre "Fala ao coração", "Menino e moço", "Na praia lá da Boa

Oscar Wilde "O Fantasma de Canterville"

Gabriel García Márquez "A sesta de 3.ª feira"

OU "Um dia destes" in *Contos Completos*

John Steinbeck *A Pérola*

1 TEXTO DE LITERATURA JUVENIL

Peregrinação de Fernão Mendes Pinto (adapt. Aquilino Ribeiro)

José Gomes Ferreira *Aventuras de João sem Medo*

José Mauro de Vasconcelos *Meu Pé de Laranja Lima*

ESCOLHER 12 POEMAS DE, PELO MENOS, 8 AUTORES DIFERENTES

Camilo Pessanha "Floriram por engano as rosas bravas", "Quando voltei encontrei meus passos" in *Clepsidra*

Fernando Pessoa "Ó sino da minha aldeia", "O menino da sua mãe", "Se estou só, quero não estar" in *Obra Poética*; "O Mostrengo", "Mar português" in *Mensagem*

Mário de Sá-Carneiro "Quasi" in *Dispersão*; "Recreio" in *Indícios de Oiro*

Irene Lisboa "Monotonia", "Escrever" in *Um Dia e outro Dia... Outono*

Havias de Vir Latente, Triste

Almada Negreiros "Luís, o poeta, salva a nado o poema" in *Obras Completas – Poesia*

José Gomes Ferreira "V (Nunca encontrei um pássaro morto na floresta)" in *Poeta Militante I*; "XXV (Aquela nuvem parece um cavalo...)" in *Poeta Militante II*; "III (O tempo parou)", "XIX (Errei as contas no quadro)" in *Poeta Militante III*

Jorge de Sena "Uma pequenina luz", "Camões dirige-se aos seus contemporâneos", "Carta a meus filhos sobre os fuzilamentos de Goya" in *Poesia II*

Sophia de M. B. Andresen "As pessoas sensíveis", "Meditação do Duque de Gandia sobre a morte de Isabel de Portugal", "Porque", "Camões e a tença" in *Obra Poética*

Carlos de Oliveira "Vilancete castelhano de Gil Vicente", "Quando a harmonia chega" in *Terra da Harmonia*

Ruy Belo "Os estivadores"; "E tudo era possível"; "Algumas proposições com pássaros e árvores..." in *Obra Poética*

Herberto Helder "Não sei como dizer-te que minha voz te procura" in *A Colher na Boca*

Gastão Cruz "Ode soneto à coragem" in *A Doença*; "A cotovia é", "Tinha deixado a torpe arte dos versos" in *Teoria da Fala*

Nuno Júdice "Escola", "Fragmentos" in *Meditação sobre Ruínas*; "O

	Nova, um dia"; "Aqui, sobre estas águas cor de azeite" in *Só* Petrarca "132 (Se amor não é, qual é meu sentimento?)" (trad. Vasco Graça Moura) in *As Rimas de Petrarca* Shakespeare "Soneto XCVIII (De ti me separei na Primavera)" (trad. Luís Cardim), in *Colóquio Letras n.º 168/169* (*Imagens da Poesia Europeia II*)	conceito de metáfora com citações de Camões e Florbela", "Contas" in *Rimas e Contas* Federico García Lorca "Romance sonâmbulo" (trad. José Bento) in *Obra Poética* Carlos Drummond de Andrade "Receita de Ano Novo" in *Discurso da Primavera e Algumas Sombras*

B- Secondary Education

Reading Project

The Reading Project, undertaken by each student should be completed within the three years of secondary education and presupposes the Reading of one or two works of Portuguese literature or translated into Portuguese per year, chosen from the list presented in this Programme.

This project aims at different forms of relationships with Literary Education, such as confrontation with contemporary authors of the study; choice of works that dialogue with the analysed; the existence of common themes to those indicated in the programme. Furthermore, various forms of relationship can be explored with the area of reading, namely the proposal of works belonging to some of the genera of study in this field (for example, journey/travel stories, diaries, memoirs). The articulation with the Oral and Writing is done through the implementation of activities related to these areas, depending on the year and according to what is established between teacher and students

Year 10		Year 11	Year 12
AA.VV.	*Antologia do Cancioneiro Geral* (poemas escolhidos)	*A., Ruben A Torre da Barbela* *AA.VV. Antologia da Poesia do Século XVIII* (poemas escolhidos)	*Agualusa, José Eduardo* *O Vendedor de Passados* *Almeida, Germano*
Alves, Adalberto	*O Meu Coração é Árabe* (poemas escolhidos)	*Alencar, José de* *Iracema* *Austen, Jane*	*Estórias de Dentro de Casa* *Anónimo* *As Mil e uma Noites* (excertos escolhidos)
Amado, Jorge	*Capitães da Areia*	*Orgulho e Preconceito*	*Andrade, Carlos Drummond de*
Anónimo	*Lazarilho de Tormes*	*Balzac, Honoré de*	*Antologia Poética* (poemas escolhidos)
Andresen, Sophia de Mello Breyner	*Navegações*	*Tio Goriot* *Baudelaire, Charles* *As Flores do Mal*	*Assis, Machado de* *Memórias Póstumas de Brás Cubas*
Brandão, Raul	*As Ilhas Desconhecidas*	*Bellow, Saul* *Jerusalém – Ida e Volta*	*Borges, Jorge Luís* *Ficções* *Cendrars, Blaise*
Calvino, Italo	*As Cidades Invisíveis*	*Bessa-Luís, Agustina*	*Poesias em Viagem* (poemas escolhidos)
Carey, Peter	*O Japão é um Lugar Estranho*	*Fanny Owen* *Bocage, Manuel M. Barbosa du*	*Dionísio, Mário* *O Dia Cinzento e Outros Contos*
Castro, Ferreira de	*A Selva*	*Antologia Poética* (poemas escolhidos) *Brontë, Emily*	*Ferreira, José Gomes* *Calçada do Sol: Diário Desgrenhado de*
Cervantes, Miguel	*D. Quixote de la Mancha* (excertos escolhidos)	*O Monte dos Vendavais* *Cardoso, Luís*	*um Qualquer Homem Nascido no Princípio do Século XX*
Chatwin, Bruce	*Na Patagónia*	*Crónica de uma Travessia* *Carvalho, Ruy Duarte de*	*García Lorca, Federico* *Antologia Poética* (poemas escolhidos)
Dante Alighieri	*A Divina Comédia* (excertos escolhidos)	*Como se o Mundo não tivesse Leste* *Cláudio, Mário*	*Garcia Márquez, Gabriel* *Cem Anos de Solidão*
Defoe, Daniel	*Robinson Crusoé*	*Guilhermina*	*Gersão, Teolinda*
Dinis, Júlio	*Serões da Província*	*Couto, Mia*	*A Árvore das Palavras*
Eco, Umberto	*O Nome da Rosa*	*A Confissão da Leoa*	*Gogol, Nikolai*
Énard, Mathias	*Fala-lhes de Batalhas, de Reis e de Elefantes*	*Craveirinha, José* *Antologia Poética* (poemas escolhidos)	*Contos de São Petersburgo* *Honwana, Luís Bernardo*
Faria, Almeida	*O Murmúrio do Mundo: A Índia Revisitada*	*Dickens, Charles* *Grandes Esperanças* *Dumas, Alexandre*	*Nós matámos o Cão Tinhoso* *32* *Kafka, Franz*
Ferreira, António	*Castro*	*Os Três Mosqueteiros* *Espanca, Florbela*	*Contos* *Kavafis, Konstandinos*
Gedeão,	*Poesia Completa*	*Sonetos*	*Poemas e Prosas* (poemas escolhidos)

António (poemas escolhidos)	Flaubert, Gustave	Knopfli, Rui
Homero *Odisseia* (excertos escolhidos)	*Madame Bovary*	*Obra Poética (poemas escolhidos)*
	31	*Levi, Primo*
Lispector, Clarice *Contos*	Fonseca, Branquinho da	*Se Isto é um Homem*
	O Barão	*Márai, Sándor*
Lopes, Baltazar *Chiquinho*	Garrett, Almeida	*As Velas ardem até ao Fim*
Zimler, Richard	*Folhas Caídas*	*Mourão-Ferreira, David*
O Último Cabalista de Lisboa	Goethe, Johann Wolfgang von	*Obra Poética (poemas escolhidos)*
	Fausto (excertos escolhidos)	*Murakami, Haruki*
	Góngora, Luís de	*Auto-retrato do Escritor enquanto*
	Antologia Poética (poemas escolhidos)	*Corredor de Fundo*
	Hugo, Victor	*Namora, Fernando*
	Nossa Senhora de Paris	*Retalhos da Vida de um Médico*
	Maupassant, Guy de	*Negreiros, Almada*
	Contos	*Nome de Guerra*
	Molière	*Neruda, Pablo*
	O Burguês Gentil-homem	*Vinte Poemas de Amor e uma Canção*
	Monteiro, Luís de Sttau	*Desesperada*
	Felizmente Há Luar!	*Orwell, George*
	Nobre, António	*1984*
	Só	*Pamuk, Ohran*
	Patraquim, Luís Carlos	*Istambul*
	Manual para Incendiários e outras Crónicas	*Patraquim, Luís Carlos*
	Pepetela	*O Osso Côncavo e Outros Poemas*
	Crónicas com Fundo de Guerra	*(poemas escolhidos)*
	Rilke, Rainer Maria	*Paz, Octavio*
	Cartas a um Jovem Poeta	*Antologia Poética (poemas escolhidos)*
	Scliar, Moacyr	*Pessanha, Camilo*
	O Centauro no Jardim	*Clepsydra*
	Shakespeare, William	*Pina, Manuel António*
	Romeu e Julieta	*Como se desenha uma Casa*
	Stendhal	*Pires, José Cardoso*
	O Vermelho e o Negro	*Balada da Praia dos Cães*
	Tchekov, Anton	*Proust, Marcel*
	Três Irmãs	*Em Busca do Tempo Perdido. Vol. I: Do*
	Tolstoi, Leão	*lado de Swann*
	Ana Karenina	*Régio, José*
	Torrente Ballester, Gonzalo	*Poemas de Deus e do Diabo*
	Crónica do Rei Pasmado	*Sá-Carneiro, Mário de*
	Tranströmer, Tomas	*Indícios de Oiro*
	50 Poemas	*Strindberg, August*
	Vieira, Luandino	*A Menina Júlia*
	Luuanda	*Tabucchi, Antonio*
	Voltaire	*O Tempo Envelhece Depressa*
	Cândido ou o Optimismo	*Tavares, Paula*
	Wilde, Oscar	*Como Veias Finas da Terra*
	O Retrato de Dorian Gray	*Vieira, Arménio*
		O Poema, a Viagem, o Sonho
		Whitman, Walt
		Folhas de Erva (poemas escolhidos)
		Woolf, Virginia
		A Casa Assombrada e Outros Contos
		Xingjian, Gao
		Uma Cana de Pesca para o meu Avô

Romania

The age groups taken into account for the overview of the national curricula in Romania are: 10, 11 to 14, 14 to 16, 16 to 18. We are speaking here of *primary* education (10), *secondary* education (11-14) and of *high-school* education (15-18).

According to the *Education Common Framework* (Education, 2013), Romanian Language and Literature is taught in the 4th grade (to pupils of 10 years old) 5 hours/week. The curriculum was designed according to the Common Framework for Developing Communication Skills in Mother Language. This framework takes into account:

- the Literary Framework for Teachers (LiFT-2, 2012) this document being used to design the necessary skills for reading;

- PIRLS Assessment Framework (PIRLS, 2011), involving the progress of the reading skills at the end of the primary education;

The curriculum includes 4 categories of information: general skills (oral and written comprehension, oral and written production of messages), specific skills (derived of the general skills), learning activities (non-compulsory tasks by which specific skills are developed), contents (speech acts, grammar, typologies of texts) and methodology suggestions (meant to guide the teacher to develop the students' skills).

Reading has to do with the written comprehension.

The curriculum for students from 11 to 14 years old[18] (the 5th, the 6th, the 7th, the 8th grades) takes into account the same 4 general skills as the previous curriculum. The texts are either literary or non-literary at this stage. Apart from other topics of interests, this curriculum mentions that it aims at developing skills for reading. The curriculum includes not only general skills, but also values and attitudes which should be developed in students, such as: arising the interest for and the pleasure of reading, as well as developing the autonomous reflexive thinking related to the written/oral messages.

The curricula for students from 15 to 18 years old (the IXth, the Xth, the XIth, the XIIth grades) involves partially different general skills: using Romanian in order to comprehend written or oral messages, using different types of analysis to comprehend literary/non-literary texts, expressing for/against opinions. The curriculum includes not only general skills, but also values and attitudes which should be developed in students, such as: arising the interest for and the pleasure of reading, as well as developing the autonomous reflexive, critical thinking related to the written/oral messages. The contents fall into two categories: (1)

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[18] Annex 1 to M.O. 5097/09.09.2009 (Anexa nr. 1 la ordinul ministrului educaţiei naţionale nr. 5097 /09.09.2009 MINISTERUL EDUCAŢIEI NAŢIONALE Programa şcolară pentru disciplina LIMBA ŞI LITERATURA ROMÂNĂ CLASELE a V-a – a VIII-a, 2009)

Literature; (2) *Language and Communication*. Romanian Language and Literature is taught in the 9th and the 10th grade (to pupils of 15, 16 years old) 3 hours/week.

The curricula for students from 16 to 18 years old[19] (the11th, the 12th grades) are unitary in point of general skills, of the values and attitudes which are promoted, as well as in the two categories of contents: (1) *Literature*; (2) *Language and Communication*. It emphasizes among other aspects: developing advanced reading skills (synthetizing features of a literary movement, of a literary period…). The approach is a chronological one.

Specific curricula and examples/activities from those curricula are presented below in order to highlight how reading is promoted:

For the 4th grade (students of 10 years old), the Romanian curriculum includes specific skills related to reading as well as learning activities, such as:

Specific Skills	Examples of activities
Expressing simple conclusions after reading	- pair activities consisting in mutual questions; - comparing and contrasting some elements in a text by a Venn diagram; - using a toy/tool after reading the instructions.
Associating elements in a text with the students' own experience	- designing projects, posters on the relations between the real and the imaginary worlds; - rephrasing messages from different points of view
Looking for specific information in a text to support an opinion	- mini-debates; - drawing lists about pertinent aspects of the text; - problem-solving.
Assessing text elements leading to a deep understanding of the text	- critical thinking;
Showing interest for literary and information reading	- projects involving information about extra-curricular activities (for example, trips, contests etc) - meetings with writers ; - contests related to reading

The texts to be used involve about 800 words and belong to different typologies: narrative, descriptive texts, short poetry, information and functional texts: tables, diagrams, maps, plans, postcards, invitations or, if possible SMS and e-mails.

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[19] Annex 2 to M.O. 5959/22.12.2006 (Anexa nr. 2 la Ordinul ministrului educaţiei şi cercetării nr. 5959/22.12.2006, PROGRAME ŞCOLARE CICLUL SUPERIOR AL LICEULUI, LIMBA ŞI LITERATURA ROMÂNĂ, CLASA A XII-A, Aprobat prin ordinul ministrului Nr. 3252 / 13.02.2006, 2006)

For the 5th up to the 8th grade (students from 11 to 14 years old), the Romanian curriculum includes specific skills related to reading as well as learning activities, such as:

Specific Skills	Examples of activities
Finding the main ideas after reading a text (5th grade) Identifying general and detailed organization elements in a text (6th grade) Identifying literary from non-literary texts (7th grade) Answering specific tasks in order to show the general and detailed comprehension of the text (8th grade)	Analytic activities: recognizing, grouping, motivating, describing;
Recognizing narration, description and dialogue in a text (5th grade) Finding literary procedures in a poem (6th grade) Finding the parts of an epic text or literary procedures in a lyrical text (7th grade) Identifying the expressive value of some morpho-syntactical categories, of means to enrich the vocabulary, of stylistic elements (8th grade)	Synthesis activities: changing, filling in, giving examples; Identifying the structure of an epic, lyrical, l text or of a play;
Finding new words or phrases in a text (5th grade) Recognizing the artistic value of words and phrases (6th grade) Recognizing the correctness and the expressiveness of grammatical elements (7th grade)	Identifying the differences between different species etc.;
Finding the elements related to grammar in the text: verbs, nouns, etc. (5th grade) finding the elements related to subordination, coordination in a sentence (6th grade)	
Using different reading strategies	
Expressing likes or dislikes, taking into account cultural or ethical values (8th grade)	

In point of contents, reading is seen from three points of view: *The Book as a Cultural Object*, *Elements of Literary Theory* (narration, description, dialogue), literary procedures (e.g. comparison), literary genres and species (partially), non-literary texts (the news, the train schedule, a show programme, the newspaper/magazine article, the advertisement text).

The texts to be used involve about 2 pages and 5-7 literary texts including excerpts from Romanian well-known writers (in the 5th grade), 6-8 literary texts including excerpts from Romanian well-known writers (in the 6th, the 7th and the 8th grades).

 The approach of the reading is different in the 9th grade: the texts are thematically grouped and there are 8-10 works to be studied, belonging to different literary genres, epochs, Romanian authors. They depend on the teacher's choice, but there is a list of suggested texts from different cultures.

As far as the skills are concerned, there is a grading from the 9th to the 12th grades; in the 9th grade, there are at least 13 literary texts belonging (at least half of them) to Romanian authors. As far as the literary texts are concerned, it is important to be an exchange among the students.

Specific Skills	Examples of activities
Using different techniques aiming at comprehending a literary/non-literary text (9th) (12th)	- debates - case-studies - text analysis
Identifying the topic of the text (9th)	
comparing and attitudes and ideas (9th)	
Analysing the structure and the form of the studied texts (9th) Identifying the main features of lyrical, epical texts and of plays (10th)	
Comparing the features of communication in literary/non-literary texts (9th)	
Comparing films and literary works (9th)	
Using different literary concepts in analysing texts (9th)	
Comprehending texts by means of the students' own experience (12th)	

There are no reading promotion policies identified in the curricula and there are no techniques identified in the curricula for promoting reading for fun; reading for fun is mentioned only as a social value to be indirectly acquired.

The inter-disciplinary guidelines for promoting reading are related to understanding literary works by comparing them with works coming from different artistic fields such as cinema or painting; this idea is mentioned only for the high-school curricula.

There are no differentiated guidelines for printed material and for digital material or for the integration of ICT in promoting reading. The only mention about ICT is in the newly revised curriculum for the 4th grade and it mentions that it is possible to study non-literary texts such as SMS and e-mails, if possible. There are no specific texts, ICT tools, or Web 2.0 tools incorporated in the curricula with the objective of promoting reading.

Greece

The Greek Pedagogical Institute is responsible for drafting and sending its proposals for the curriculum to the Ministry of Education. Since the 1998-99 academic year, the curricula for Primary and Secondary education have been formulated by applying the principles of the philosophy behind the curriculum to all levels of education. To this end, the Uniform Curriculum Framework for Primary and Secondary Education has been established. More

specifically, the curricula constitute complete guidelines for the educational task at hand and include many guidelines for clearly formulated objectives for every subject. These exist within the framework of both the general and specific objectives of the subject. The structure consists of individual units and subjects. Curricula are drawn up, tested experimentally, evaluated and reviewed constantly to reflect developments in the field of knowledge, social needs and the progress made in Education.

Regarding the approach of Reading/ Literature the following should be highlighted: Since 2012, the Greek Ministry of Education, Lifelong Learning and Religious Affairs has introduced the institution of 'Filanagnosia' (translated as 'reading' or 'reading for pleasure') in the primary schools. More specifically, the Ministry of Education in cooperation with the National Book Centre EKEBI started the implementation of the co-financed "Innovative Act to enhance Filanagnosia" in primary schools. The Act is part of the Operational Programme 'Education and Lifelong Learning 2007-2013' and is co-financed by the European Union (European Social Fund) and National Resources (edu.klimaka.gr). The national curriculum of the primary school in Grades 3-6 has been extended with one (1) hour devoted to Reading (filanagnosia). Moreover, the following are being implemented:

1. Continuous teacher-training seminars and workshops: over 40 workshops and 40 seminars across the country involving more than 1600 educators http://www.philanagnosia.gr/epimorfoseis/2011-09-01-15-13-10/1554-imerides;

2. A broad program of acquaintance of students with book authors and illustrators of books: more than 80 visits of writers and illustrators to public schools have been completed so far (http://www.chiourea.gr);

3. Reading Clubs at schools;

4. Skype meetings between students and writers. The author is hosted at the offices of the National Book Centre and via the use of new technologies the author appears online before an entire class of students, sets up the project in cooperation with the students, discusses needs and answers queries. The relevant video is uploaded to EKEBI's digital platform (www.philanagnosia.gr), so that students from all over Greece can have access to it. The online meetings work particularly well with schools in remote areas of the country;

5. Creation of digital folders for students and teachers on issues such as, but not limited to: Poetry, Family, Travel and subsequent posting on the digital platform http://www.philanagnosia.gr/psifiakoi-fakeloi/2011-09-16-11-59-28;

6. Production of digital recorded stories and books and subsequent posting on the digital platform http://www.mikrosanagnostis.gr/;

7. Organization of conferences and local workshops with the aim to inform the broader educational community, parents and local communities about the importance of reading.

Tsironi (2014) refers to a number of activities that students and teachers are involved in during the reading process:

- ✓ Book reviews

- ✓ Book illustration

- ✓ Cover or back cover illustration

- ✓ Music selection that fits the book

- ✓ Visit by the author

- ✓ Visit to the library

- ✓ Book creation

- ✓ Mixing characters from different literary works and creating a new story

- ✓ Changing the plot

- ✓ Creating a short film

Almost all teachers, students and parents that are involved in the particular programme see it as being very beneficial as it helps students realize the importance of reading books (Tsironi, 2014).

In secondary education, the Greek National Curricula sees literature as 'a complex cultural phenomenon characterized by the historicity of the author of the text and its readers, teachers and students (http://digitalschool.minedu.gov.gr). Therefore, students should be able to fully identify and recognize the value and ideas presented in the literary texts, understand the cultural values related to space and time and familiarize themselves with the different genres as they respond to different goals and historic needs. More specifically, through literature students, are expected to acquire the following skills:

- ✓ Development of well-informed personal opinion;

- ✓ Identification of the different ways authors approach various arguments

✓ Familiarization of all reading types: private, co-reading, public, dramatized, reading through the use of social networks, etc.;

✓ Identification of the conventions and techniques of literary texts;

✓ Narration via the combined use of word and image

The Greek Ministry of Education proposes a variety of texts that the teachers can choose from, but it is ultimately the teacher and the students who make the final choice. The texts can be taken from a book or they can be from comics, movies, songs, basically whatever is of interest to the young audience (visual, media, computer literacy) (http://digitalschool.minedu.gov.gr). The teaching process is based on group work and project work as they are methods that can promote cooperation while at the same time ensure the participation of all students. The use of ICT is strongly recommended via the use of Web Quest, forums, blogs, wikis, e-Books or e-Libraries (if available), digital storytelling and Windows Media Player to make a short story. (http://digitalschool.minedu.gov.gr).

Italy

The National Plan for Digital School consists of an integrated set of actions that aim at different levels, to integrate Information and Communication Technologies in Italian classrooms, such as promoting the use of "innovation catalysts" to new teaching practices, new school organization models, new products and teaching quality support tools. The specific system actions that make up the plan are:

• LIM Plan: Action which aims to equip public schools of technological kit compounds from LIM with integrated projector and personal computer;

• Class 2.0: Action which aims to create learning environments characterized by a constant and widespread use of technologies in education daily;

• School 2.0: Action that aims to integrate new technologies in institutions school as a whole, not only within the educational process, but especially in the organizational processes;

• School Digital Publishing: Action that aims to capture 20 prototypes of "Digital editions school" permit in order to enable teachers to interact effectively with modern digital and multimedia technologies.

The most important programs dedicated on reading promotion using ICT are: *Compita* and *Le parole tra noi leggere* di Trifone-Gargone. The first is a pilot project aimed at promoting educational innovation in the last two years and in the last year of secondary school in

second grade (it is supported by the Ministry of Education Convention, Directorate General for the Ordinances and the Scholastic Autonomy, with the University of Bari leader, involving ten other universities and forty-five secondary schools). The second project aims to introduce and to try out new and different forms of paper and/or digital textuality, using the tools (tool) and resources (app) that digital platforms of "web 2.0" provide (including the most popular social networks: Facebook and Twitter) for those who want fast communication.

According to Ron Lubensky "(...) a Personal Learning Environment is a facility for an individual to access, aggregate, configure and manipulate digital artifacts of their ongoing learning experience". Stephen Downes (S. Downes, 2005) says: "(...) one node in a web of content, connected to other nodes and content creation services used by other students. It becomes, not an institutional or corporate application, but a personal learning center, where content is reused and remixed according to the student's own needs and interests. It becomes, indeed, not a single application, but a collection of interoperating applications—an environment rather than a system".

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Appendix 1

Semi-structured guide for focus group with students

<u>Note:</u> This is a semi-structured guide, to provide direction and guidance as to the topics that need to be covered during the focus group. The list of question is definitely not exhaustive; feel free to add questions as you see fit or as the conversation unfolds, as long as the thematic areas are covered.

1. How do you spend your free time? What is your favourite leisure activity? Do you like to read books in your free time?

2. What kinds of books do you like to read? What kinds of other texts do you to read?

3. What specific features do you look for in a text in order to buy or borrow it (specific heroes, animals, kids, images etc.)?

4. How many books do you read each year?

5. How often do you visit a bookshop or a library? Where do you prefer to buy or borrow books?

6. Do you have a library in your classroom/ school? If yes, how do you use it? If no, why? Would do you like to have one?

7. Do your teachers suggest books to read? If yes, are they part of the curriculum or not?

8. Do you discuss the books that you read with your classmates? Would you recommend the books that you read to others? Do your friends recommend books to you?

9. How do you choose a book from the bookstore or library (e.g. content, easy to read, illustrations, short or long stories etc.)?

10. Where do you like reading books (home, school, library, park etc.)?

11. Do you have books at home? What kinds of books? What genres? What other kinds of texts do you have at home?

12. Do your parents encourage you to read books? How?

13. Do you read printed or digital books? Why?

14. Are you interested in digital books or books enriched with audio and images? Yes / No and why? Do you use such books? If no, why? If yes, how/where/when/how often?

15. Do you use e-readers or e-books? If no, why? If yes, how/where/when/how often? Please provide specific examples.

16. Do you use any technology or any online tools in your reading? Do you use any social networks to find information about reading or to share information about reading? If no, why? If yes, how/where/when/how often? Please provide specific examples.

17. Do you encounter any difficulties that minimize how much you read?

18. Do you encounter any difficulties or challenges in using technology and Web 2.0 tools for reading? How do you resolve them?

Semi-structured guide for focus group with teachers

Note: This is a semi-structured guide, to provide direction and guidance as to the topics that need to be covered during the focus group. The list of question is definitely not exhaustive; feel free to add questions as you see fit or as the conversation unfolds, as long as the thematic areas are covered.

1. Based on your experience, how do young people spend their free time? Do they like to read for pleasure/fun?

2. Do you feel that some young people have difficulties in reading? If yes, who would that be? Why do they have such difficulties, in your opinion?

3. What types of texts do young people read? What genres (comics, action, drama, horror, novel, etc.)? Could you give a classification of categories that young people prefer?

4. As teachers, do you help the students choose reading material of their interest? Do you suggest to them specific texts to read? If yes, what criteria do you use to choose these texts? If no, why?

5. Is there a library in your classroom? If yes: What types of texts are included in the library (books, magazines, newspapers, only printed material, etc.)? Are you satisfied with the collection of books and other texts that it carries? How do you use the library in your classroom? Why do you use it as such? How do the students use the library in your classroom? How do the students feel about the classroom library? If no: Why? Would you like to have a library in your classroom? How would you envision it being used? What types of texts would it carry?

6. Is there a library at the school? If yes: What kind of books are there? Are there any other reading materials - hard copy or digital? Who is responsible for choosing the books and how? How do you use the school library? Why? How do your colleagues use the school library? How do the students use the school library and why? If no: Why isn't there a library at the school? Would you like to have a library at school? Why? How would you use the library? What kinds of texts would you choose?

7. Do you give students time in class to read for their own pleasure? If yes: How much time do they have? What kind of reading materials do they use (do they own these materials)? Do you use printed or digital material? What is your rationale behind offering this activity in class? If no: Why? Would you like to try this? What would you

need or what could be done to change this? How would your students react to this, in your opinion?

8. How could you encourage reading for pleasure?

9. In your opinion, which factors prevent young people from reading books or other reading materials? How could these be improved? What could be done to motivate young people to read more in their free time?

10. How does the Ministry of Education promote reading for young people? What could be done to improve this?

11. Do the national curricula include reading promotion? If yes, please provide specific examples. If no, how do you feel about that and what would you suggest?

12. Do you cooperate with other colleagues to promote reading? If yes, how? If no, why? Do you have a plan for promoting reading as a school?

13. How do you involve parents and the wider community in promoting reading? How could this be improved?

14. How do you get informed about modern reading promotion methods for young people?

15. Do you use ICT, or any technological tool, or any new technologies, or any Web 2.0 tools to promote reading? If yes: Why? How do you use these tools? Please provide specific examples of ICT or Web 2.0 tools and what you do with those. If no: Why? Would you be interested in trying that?

16. Do you use e-readers or e-books in your teaching? If yes, how? If no, why?

17. Are there any challenges in using ICT and Web 2.0 tools for reading, in your opinion? If yes, which are these? How could they be resolved?

18. Are there any further/additional comments?

Appendix 2

Focus group results: Romania
Focus Group with students

How do you spend your free time? What is your favourite leisure activity? Do you like to read books in your free time?

The answers given by the group showed different spare time activities such as: aerobics, playing basketball, (2 answers) swimming, running, dancing (2 answers). One of the students stated that he read especially at school and another one that she loved mathematics and the only read when being at the seaside or in a quiet place and felt like reading. Another one showed that she sometimes read when being outside. An answer included the fact that the student had no free time.

What kinds of books do you like to read? What kinds of other texts do you to read?

The answers show that students read detective stories (by Agatha Christie), science-fiction books, horror books, love stories, thrillers, adventure books; talking about other texts, they read articles on the internet, especially in English (about mobile phones, film reviews or about topics they need to find more for school projects or simply for themselves). Some of them read about anything else on the internet (from food to technology, articles related to school written by other students, contests or even online newspaper articles). They also read some magazines (e.g. biology journals). One student does not read too much from the internet.

What specific features do you look for in a text in order to buy or borrow it (specific heroes, animals, kids, images etc.)?

They mention that the features they look for in a text are: the novelty, new situations in which the characters should be placed ("not clichés"); the cover of the book seems to be a very important factor. Thus, one student explains that if she sees a cover which she likes, she opens the book and maybe she finds a quotation which "suits" her and which increases her interest in the book; it's like a ritual. For another one, what counts is the title; mystery or what is hidden as well as the veridic side are also points which students look for; one of them dislikes the fabulous.

How many books do you read each year?

One of the students mentions that she read 3 books (out of which 2 were read at the seaside, during the holidays). One of them mentions not reading any book the previous year because of the high-school entrance examination. All the others read between 3 and 7 (out of which some were compulsory for the curricula). One of the students mentions having read a personal development book.

How often do you visit a bookshop or a library? Where do you prefer to buy or borrow books?

When coming to visiting a bookshop, some buy from libraries, some buy on-line, one goes to a bookshop every day as there is also a tea saloon there and people may stay, take a book, read it even without buying it. Some are fans of ordering books on-line as the waiting time creates a kind of suspense and she thinks that the number of libraries will decrease in the next years. Another one states going to a bookshop pretty often. As far as the libraries are concerned, they frequently go to a library when they need books for school projects or when they want to prepare homework or to borrow books. An interesting reason for going to the school library is the fact that festive events are held there. One of the students says not going to the library as she usually buys books or she receives books bought by her mother.

Do you have a library in your classroom/ school? If yes, how do you use it? If no, why? Would do you like to have one?

Everybody agrees that there are libraries in all the schools. One of the students shows that the school library does not have appropriate books for their tastes, even if the librarian keeps trying to bring new books which might interest the teenagers: "the shelves are full of old books, but most of them are books which we do not use and we won't use too soon". Another agrees with the previous one, adding that some books cannot be borrowed which involves time to spend in the library and students do not have this time. The school library is seen as being appropriate for school projects research or for school books. A 11 year-old female participant shows that the library in her school is too small and has books mainly for the primary school students.

Do your teachers suggest books to read? If yes, are they part of the curriculum or not?

Students admit the fact that teachers suggest them to read either press articles or books related to topics they currently study; they are not necessarily included in the curricula, but they relate to them. One of the students explains that her teacher of sociology suggests the students reading books they may need for personal development.

Do you discuss the books that you read with your classmates? Would you recommend the books that you read to others? Do your friends recommend books to you?

During the Romanian classes, students exchange things related to the books they read, different questions they have about the books. A student mentions that she has 2 friends whom she talks about the books she read; they read the same book in the same time and exchange opinions about it. One of the students states that she does not talk about books with her mates and another one that if she has something interesting, she shares it with the others if they are interested in finding it out. They all agree that they recommend books they read to the others. One of them states that he usually recommends books of personal development. Everybody admits that friends recommend them books.

How do you choose a book from the bookstore or library (e.g. content, easy to read, illustrations, short or long stories etc.)?

The main criteria taken into account for choosing a book are: the student's circumstances and state of mind, the size of the font, the pictures, the author's language, the topic.

Where do you like reading books (home, school, library, park etc.)?

Most of them state they like reading books at home; they also read books in the park, outside, wherever there is a quiet place. One of them states she likes reading books when being alone, at home.

Do you have books at home? What kinds of books? What genres? What other kinds of texts do you have at home?

Everybody agrees having books at home. When mentioning the kinds of books they have at home, they include books of maths or physics problems and exercises, novels, newspapers, magazines, books on programming computers, personal development, science-fiction, law or economics, geography, history. One of the students mentions that each person in her family has his/her own library: from newspapers to stories.

Do your parents encourage you to read books? How?

Parents tell them that books enrich the vocabulary and help them understanding some life aspects better or urge them to read instead of spending time otherwise. Most of them read what is compulsory for school. Some students receive books as presents from their parents. In some cases, parents gave up inciting the students to read, but buy books if their children ask them, no matter the price. One student shows that her mother is aware of the fact that she does not like literature and brings her books on famous people which might motivate her.

Do you read printed or digital books? Why?

Most of them read books; they do not read e-books, they do not read from the phone as it is tiring. They like having the books in front of them. If they cannot find a book printed, they read it on-line. Reading real books helps people fancying the characters; they cannot read on the phone for instance, but some of them rarely do it and only when there is something urgent.

Are you interested in digital books or books enriched with audio and images? Yes / No and why? Do you use such books? If no, why? If yes, how/where/when/how often?

Some of the students are interested in books enriched with pictures as they can "see" the story better. One of the students explains that she prefers to imagine the characters than see them in pictures. As far as the audio books are concerned, they are useful only when the traditional books are not available. They say they have not good enough reasons to use audio books; this might be an option when they go to university, to download to books, to listen to them while walking in order to spare time. One student explains that she finds easier to have the book in front of her, in order to highlight the interesting things; another person tells that if she has time to read, she sees no reason to listen to a book.

Do you use e-readers or e-books? If no, why? If yes, how/where/when/how often? Please provide specific examples.

Most of them, in spite of having e-readers, do not use them; they think that it is easier to download a pdf file; another reason is that such tools have the same price like tablets. One of the students says that using an e-reader and a book does not give her the same feeling. Another one who uses an e-reader explains that it is useful especially because one may take it along.

Do you use any technology or any online tools in your reading? Do you use any social networks to find information about reading or to share information about reading? If no, why? If yes, how/where/when/how often? Please provide specific examples.

One of the students mentions having used the "highlighter" on the phone when reading e-texts. Three others do not use technology or any online tools in reading. As far as the importance of the social networks in finding/sharing information, students do not generally use them; however, they mention a "reading challenge" on the Facebook related to mentioning the ten best books one has ever read. One student explains that she looks for information on the internet when it comes to the author of a book or to other readers' opinions.

Do you encounter any difficulties that minimize how much you read?

The main difficulty lies in the many things that should be done, according to all the participants. They add factors like the state of mind, the spare time, the schedule.

Do you encounter any difficulties or challenges in using technology and Web 2.0 tools for reading? How do you resolve them?

Most of them do not have difficulties, they even try to use technology to help them reading, but there is always the chance that the internet should prevent them from the purpose they aim at; for instance, when reading on-line in English, not knowing some words may make them look up for the word in an-on-line dictionary and they move forward on and on, being farther and farther from the primary search. If they had difficulties, they would ask for someone's help or try to search on the internet.

The organizer closes the focus-group session wishing the participants to read more and thanking them for having taken part in the activity.

Focus Group with teachers

Based on your experience, how do young people spend their free time? Do they like to read for pleasure/fun?

The general opinion is that genuine readers have always been an „elite", regardless of the generation, a statement that holds true for older generations as well. If, in the past, the reading of some quality literary works was a pleasant way of spending time, nowadays students prefer reading summaries, prefaces to literary works, therefore they do not have direct contact with the work in question and this definitely alters the quality of reading. However, at the same time, there still are students who are interested in reading and appreciate the various reading activities suggested by the teacher.

Moreover, note should be taken of the fact that, at secondary-school level, reading must be imposed to the students by the teacher, there is no reading for fun/pleasure at this age.

Do you feel that some young people have difficulties in reading? If yes, who would that be? Why do they have such difficulties, in your opinion?

The participants agree that students encounter difficulties when reading a literary text as they are rather accustomed with neological lexical items and not with archaic or regional ones. In addition, it can be noticed that the students always hurry when reading, a fact that can be associated with their lack of patience. However, a better understanding of the text is noticeable if the teacher performs the reading of the text.

What types of texts do young people read? What genres (comics, action, drama, horror, novel, etc.)? Could you give a classification of categories that young people prefer?

According to the respondents, young people generally read short prose, classical novels (both Romanian and foreign). In broad lines, one can notice a preference for action novels.

As teachers, do you help the students choose reading material of their interest? Do you suggest to them specific texts to read? If yes, what criteria do you use to choose these texts? If no, why?

The general tendency is for the teacher to suggest work titles to students, to give them a list of authors and works out of which the latter may choose the preferred ones. There are cases, however, when the students themselves have ideas they share with the teacher. One of the teachers even mentions a case when the students came with a proposal for an optional reading course and he provided them with an exhaustive list of possible reading choices.

Is there a library in your classroom? If yes: What types of texts are included in the library (books, magazines, newspapers, only printed material, etc.)? Are you satisfied with the collection of books and other texts that it carries? How do you use the library in your classroom? Why do you use it as such? How do the students use the library in your classroom? How do the students feel about the classroom library? If no: Why? Would you like to have a library in your classroom? How would you envision it being used? What types of texts would it carry?

All the participants agree that there generally isn't a library in their classes, though this would be a very good idea as it would place students in the immediate vicinity of books. However, students generally like going to the school library to read there, it gives them a great feeling of satisfaction.

Is there a library at the school? If yes: What kind of books are there? Are there any other reading materials - hard copy or digital? Who is responsible for choosing the books and how? How do you use the school library? Why? How do your colleagues use the school library? How do the students use the school library and why? If no: Why isn't there a library at the school? Would you like to have a library at school? Why? How would you use the library? What kinds of texts would you choose?

The respondents answer that the school has a library where students can generally read hard copy materials selected on the basis of qualitative criteria. There is a close connection between teachers and the librarian when it comes to selecting books for reading purposes.

Do you give students time in class to read for their own pleasure? If yes: How much time do they have? What kind of reading materials do they use (do they own these materials)? Do you use printed or digital material? What is your rationale behind offering this activity in class? If no: Why? Would you like to try this? What would you need or what could be done to change this? How would your students react to this, in your opinion?

One of the participants answers that students are given the opportunity of reading classical literary texts, both Romanian and foreign. A second participant adds that in the 9th grade the curriculum includes an optional course, *Reading Diary*, which requires the students to write down their thoughts, ideas etc. triggered by the reading performed. In its case, the stress is not laid on the chronological presentation of the plot, but rather on the presentation of the reader's connection with the text. The diary is ultimately assessed by the teacher.

Students generally like using digital materials, the access to information is easier that way.

In your opinion, which factors prevent young people from reading books or other reading materials? How could these be improved? What could be done to motivate young people to read more in their free time?

The participants agree that the most important factor that prevents young people from reading books or other reading materials is the Internet, with all the implications it has. Moreover, the intrusion of smartphones in the students' lives from a very early age may also be held responsible for their choice not to read that much.

How does the Ministry of Education promote reading for young people? What could be done to improve this?

The curricula of the Ministry of Education are based on a thematic approach, not on a chronological one, this being an obstacle to the correct perception of literature, for example, where the literary leap between periods is not an effective way to promote the study of literary works.

Moreover, the tenth grade curriculum proves very little inspiration from this point of view. It must be reorganized.

Do the national curricula include reading promotion? If yes, please provide specific examples. If no, how do you feel about that and what would you suggest?

The curricula of the Ministry of Education are based on a thematic approach, not a chronological one, this being an obstacle to the correct perception of literature, for example, where the literary leap between periods is not an effective way to promote the

study of literary works. In addition, the smaller number of hours foreseen for literature classes, for instance, is a factor that does not promote reading.

Do you cooperate with other colleagues to promote reading? If yes, how? If no, why? Do you have a plan for promoting reading as a school?

Yes, there is collaboration with other colleagues within the school institution to promote reading. The collaboration occurs normally with colleagues in the field of Humanities (History, Philosophy). There are no specific actions at school to promote reading, but the school library organizes various events in this sense (e.g., year-end award of the most avid readers).

How do you involve parents and the wider community in promoting reading? How could this be improved?

The respondents agree that, nowadays, parents no longer have the same degree of involvement as in the past, they do not have the time they used to and this affects the children's preoccupation with reading.

Do you use ICT, or any technological tool, or any new technologies, or any Web 2.0 tools to promote reading? If yes: Why? How do you use these tools? Please provide specific examples of ICT or Web 2.0 tools and what you do with those. If no: Why? Would you be interested in trying that?

Due to the modern requirements in the field of teaching, modern means of teaching are used in the classroom (for instance, the projector and PowerPoint presentations delivered to students). However, there are cases when the presence of the teacher is more effective than any technological means. Therefore, the participants showed their preference for using the traditional methods of promoting reading.

Do you use e-readers or e-books in your teaching? If yes, how? If no, why?

Technology has always fascinated students and its impact on the form of reading materials has also provoked interest. Thus, students are interested in e-readers, and teachers encourage this attitude because e-readers reproduce in a successful manner the context of a book (there even is the ability to browse the book). Therefore, e-readers should be promoted, since one can store a variety of books that one can read at various times.

Are there any further/additional comments?

Participants in the focus group unanimously appreciate the quality and usefulness of the discussions.

Focus group results: Greece
Focus Group Findings: Students

The results were taken from questionnaires administered to children while in school, under teacher supervision to answer specific questions for the LiRe 2.0 Focus Group survey in early March, 2016. A total of **108** children aged 10-18 took part in the survey and **20** teachers spanning Grades 5-12.

Question 2: *Rate from 1-3 with 1 being the highest, your favourite free-time activities*.

Of the 6 activities given as a choice, three were barely mentioned (photography, dance and reading). The number 1 activity for all students was Sports. Listening to music came second and playing electronic games scored third. Interestingly, reading was the third activity mentioned for students aged 17-18.
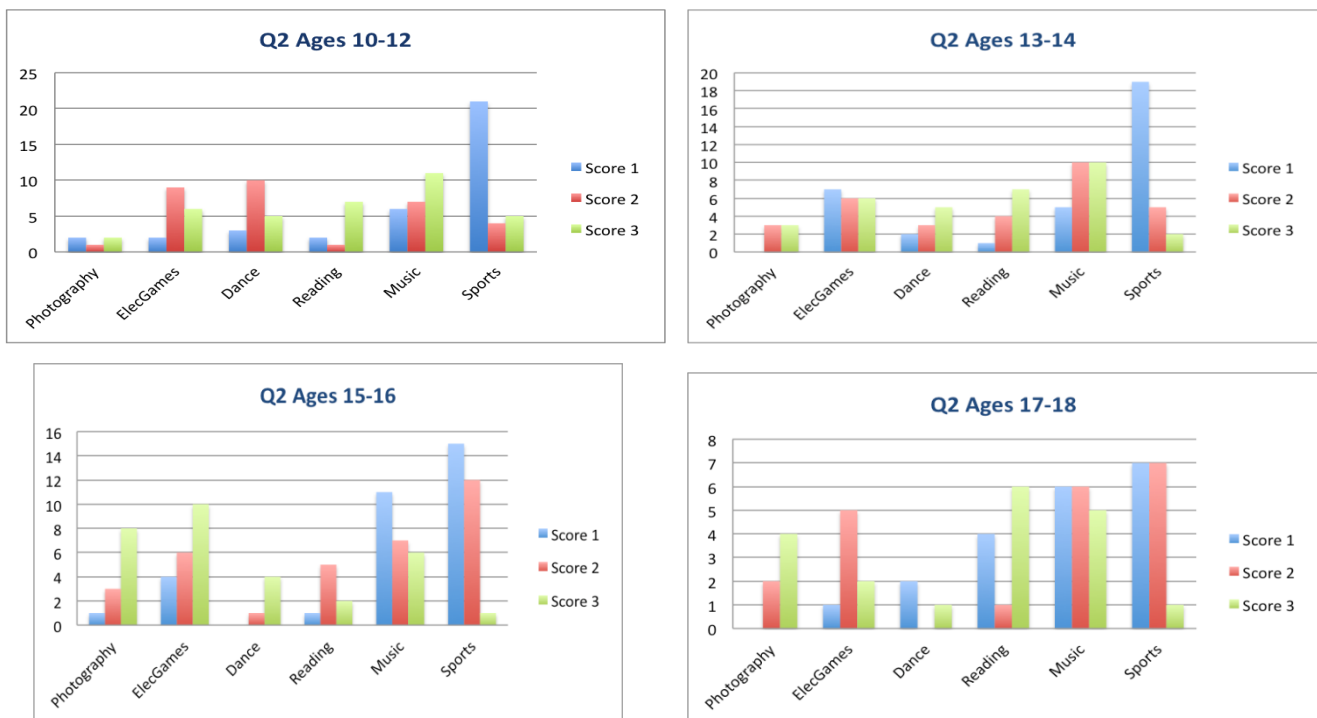
Question 3: *What type of texts aside from books do you prefer to read*?

The younger students aged 10-12 preferred reading sports. After the age of 15, the preference shifted to Facebook. The second choice varied from magazines to reading electronic texts. The third choice mentioned were blogs.

Q3 Ages 10-12

Q3 Ages 13-14

Q3 Ages 15-16

Q3 Ages 17-18
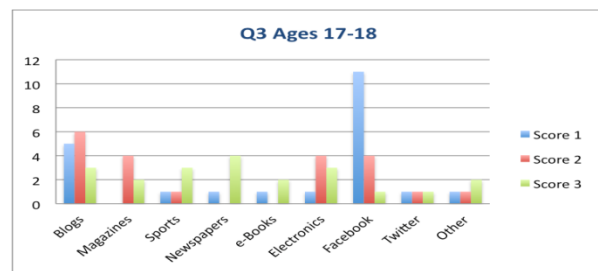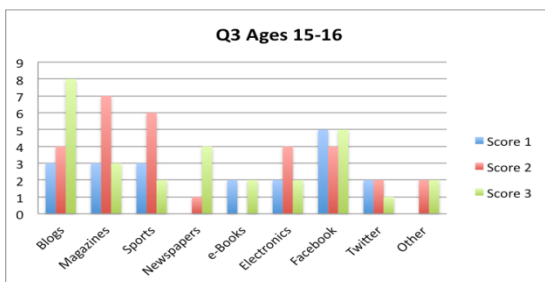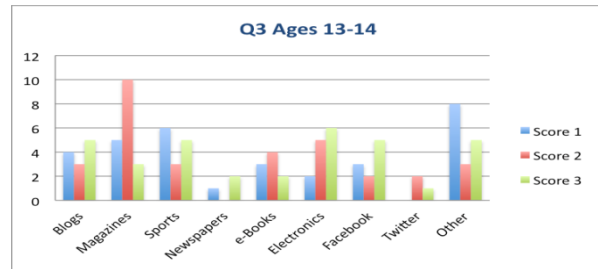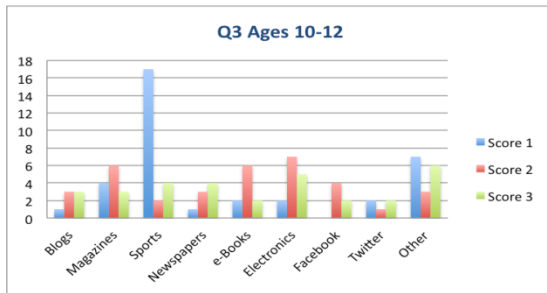
Question 4: *What characteristics do you look for in a text?*

Across the board for both boys and girls, the answer given was 'an interesting topic'. Having nice illustrations and graphics came in second, specific heroes and brief, to-the-point texts came in third.

Q4 Ages 10-12

Q4 Ages 13-14

Q4 Ages 15-16

Q4 Ages 17-18
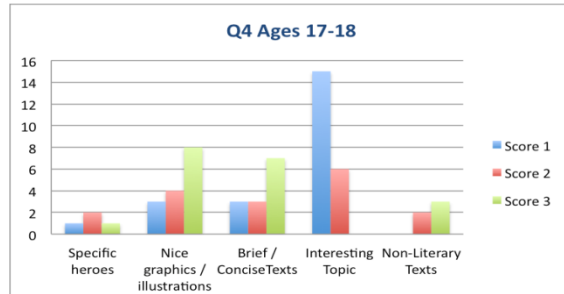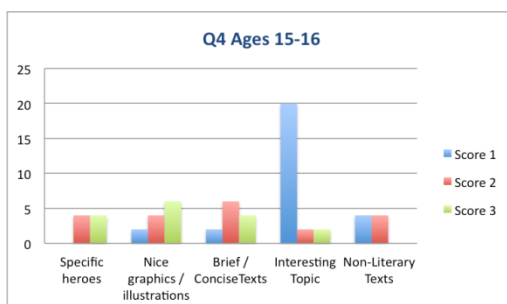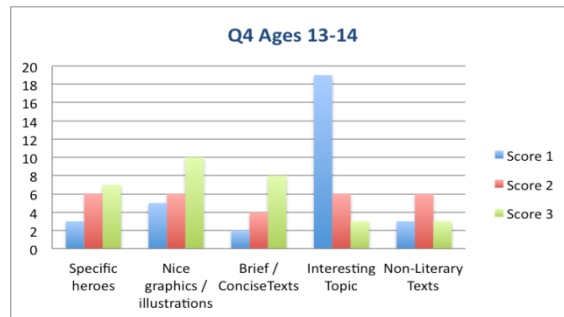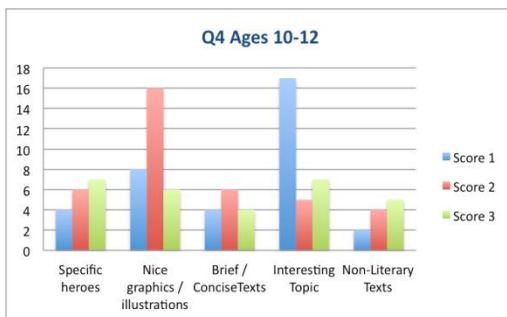
Question 5: *How many books do you read a year?*

Most students aged 10-14 read from 3 to 5 books per year but as students grow older (15-18) they read fewer than three books per year.

Question 6: *Do you prefer to buy the books or printed material that you read?*

The majority of students of all ages voted 'Yes' on that question.

Question 7: *Do you have a class library?*

Most of the children aged 10-16 said that they do have a class library. This is not the case with older students aged 17-18.

Question 8: *Do you use the school library?*

Of all the students who voted, only the 10-14 year olds seem to visit the Library. This declines dramatically as the students get older.

Question 9: *Would you like to use the library at your school?*

All age groups responded by saying they would *not* like to visit the Library.

Question 10: *Do your teachers recommend material to read?*

The children aged 10-16 all said that their teachers gave them recommendations for what to read. However, as they went into C' Lyceum (17-18 years old), the recommendations appear to have stopped.

Question 11: *Do you like your teacher's recommendations?*

Younger students like their teachers' recommendations but this changes as students get older.

Question 12: *Would you like to be able to choose what you read?*

The unanimous decision is that students from all age groups prefer to choose the material they read themselves.

Question 13: *Would you like the Librarian to recommend book titles to you?*

Only older students aged 17-18 agreed that it is helpful for the Librarian to recommend book titles.

**Question14:** *Do you discuss the books you read with your classmates?*

Answers vary according to the age group. A clear 'No' comes from ages 10-14, whereas things are different with no clear-cut answers for ages 15-18.

Question 15: *Do your friends recommend books to read?*

'No' is the dominant answer for ages 10-14. Things change in the 15-18 year bracket but again there is no definite answer.

Question 16: *How do you choose the books you read?*

The theme comes first for all students aged 10-16 while contents come second. The older students regard the content to be more important than the theme.
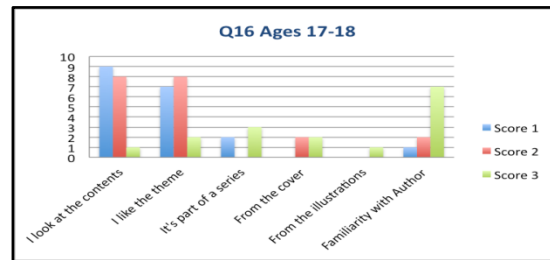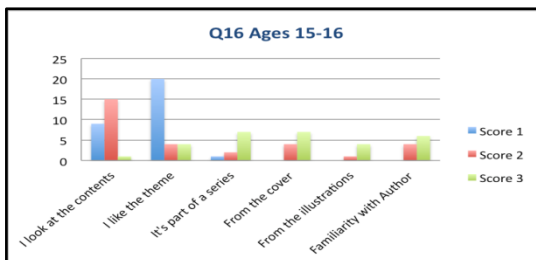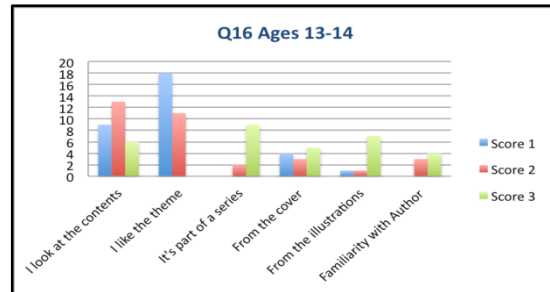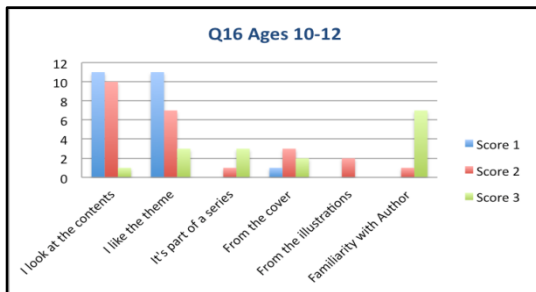
Question 17: *Do your parents encourage you to read books?*

All students from all age groups say that, Yes, parents encourage them to read books.

Question 18: *Have you ever read a digital book?*

Answers differ as younger students aged 10-14 have read digital books but the same does not apply for students in Lyceum (ages 16-18).

Question 19: *Are you interested in digital books enriched with audio and images?*

Students had a rather positive response to reading digital books enriched with audio and images.

Question 20: *What feature(s) do you like most about reading a digital book?*

Reading on their own device and the fact that it is portable are the most appealing features of digital books for students aged 10-14. For older students, (15-18) the most appealing element of a digital book is that they can purchase it online without going to a bookstore.
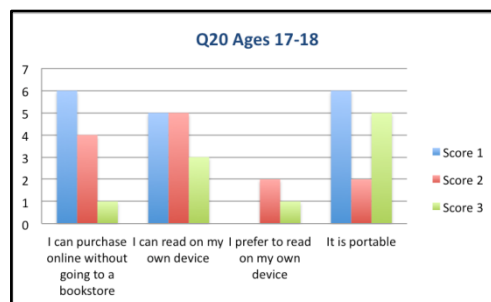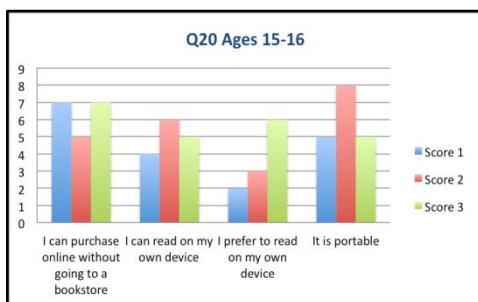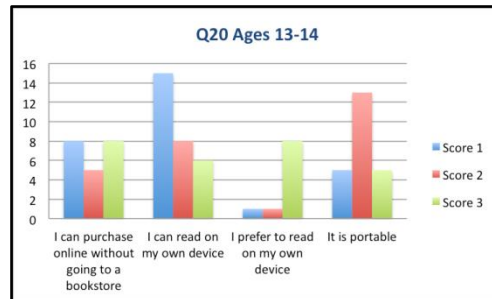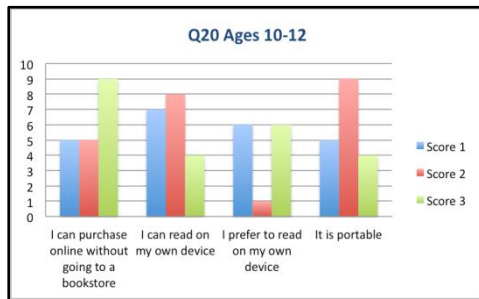
Question 21: *What would discourage you from reading from an e-Reader?*

All students agree that they prefer to read traditional books on paper. They find it discouraging to spend more time behind a screen. They also claimed not to know where to find e-Books. These factors add to their unwillingness to read on e-Readers.
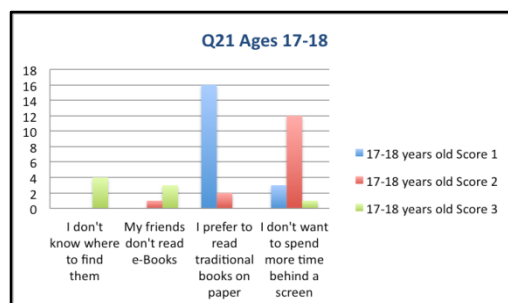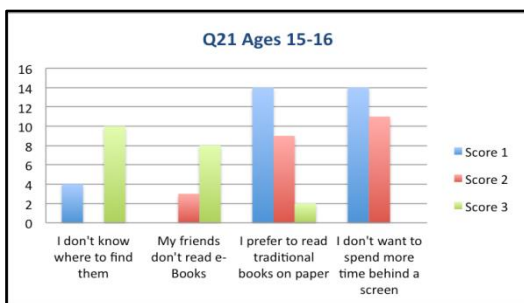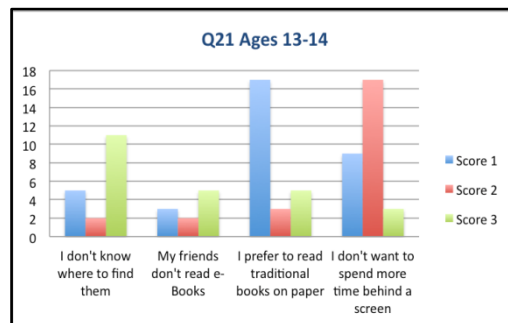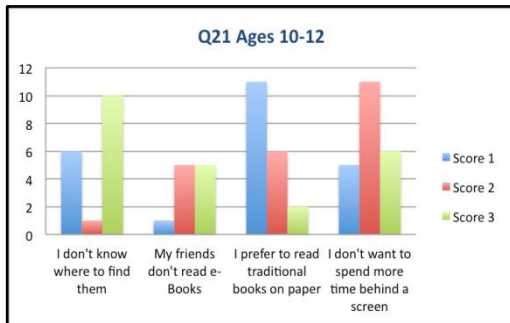
Question 22: *Do you encounter any difficulties or challenges in using technology for reading?*

Students unanimously agreed that they have no difficulty in using technology.

Focus Group Findings: Teachers

The majority of teachers help their students choose reading material based on what they believe the students will like, whether the reading material is of use to the lesson and if it relates to a current topic. According to teachers, students are interested mostly in fiction, with comics and non-fiction following. Teachers use the school library mainly to refer their students to do research and read. They also use it to borrow books themselves. A few of them use the library to organize or take part in literacy activities.

In the teachers' opinion, students go to the library mostly to borrow books they choose themselves. But a large number of teachers find that students rarely visit the library or only do so to research something.

Teachers find that their students clearly prefer digital material.

Almost all teachers said that they do not give class time for free reading. The reasons they give are the restrictions of the curriculum, the students' workload and the lack of digital material. The teachers who dedicate class time for free reading do so on the grounds that it is useful for the subject they teach. They make it a part of another activity and noted that it relaxes the students.

Students would read more if they weren't so immersed in the digital world, if they had less homework or if they had some form of motivation.

In order to promote reading, most teachers exchange opinions and information with colleagues. The second most popular answer, though, was that they do not collaborate with other teachers at all. A few teachers create activities together.

The main source of information about current methods of promoting reading for pleasure seems to be educational blogs, with information from colleagues coming second, and seminars and workshops, third.

Clearly, most teachers do not use IT tools to promote reading for pleasure. Fewer than half of the teachers asked mentioned blogs and wikis.

Another clear fact is that teachers do not use e-Books or e-Readers stating a clear preference for traditional books, followed by lack of an e-Reader and not knowing enough about either e-Books or e-Readers.

Focus group results: Italy

Focus Group with students aged 15-19

How do you spend your free time? What is your favourite leisure activity? Do you like to read books in your free time?

We have different ways of spending our free time. We all spend our free time with friends. Everyone spends it doing different things, however: some play sports, others volunteer, some watch films or cook, and others simply hang out in town. Everyone in the group likes to read before going to sleep and when they can't leave the house, and on holidays or at the beach.

What kinds of books do you like to read? What kinds of other texts do you to read?

We like different genres: fantastical fiction, adventure, science fiction, fantasy. We also read: comics, graphic novels, newspaper articles, journalism and religious texts.

What specific features do you look for in a text in order to buy or borrow it (specific heroes, animals, kids, images etc.)?

A nice cover, an engaging plot (which we research on the internet first), the flow of the first few pages, so that the story captures our attention.

How many books do you read each year?

Around 10 a year, half of which are school books. Actually, one member of the group, who has just arrived at this school, has only read two books in the last year.

How often do you visit a bookshop or a library? Where do you prefer to buy or borrow books?

Some of us visit a library once a week. The library is somewhere that we also go to study as a group. On average, we go to the library around ten times a year. If we go more often, it's to find books prescribed by the teacher.

Do you have a library in your classroom/ school?If yes, how do you use it?If no, why? Would do you like to have one?

Our school has a small library which we don't use very often because it's not very well-known. Sometimes we go there to study as a group between classes.

Do your teachers suggest books to read? If yes, are they part of the curriculum or not?

Each year, our teachers give us a list of books and each month we have to pick a book and read it. These books are all relevant to our curriculum, and once we've read them, we discuss them for around two hours with our Italian teacher.

Do you discuss the books that you read with your classmates? Would you recommend the books that you read to others? Do your friends recommend books to you?

Usually we always compare notes and we give each other advice on the next book to read, especially those on the school list

How do you choose a book from the bookstore or library (e.g. content, easy to read, illustrations, short or long stories etc.)?

To be able to recommend a book to someone, you have to assess their interest in reading and in different genres. When choosing a book, you have to think of a genre of book or an author you know and know you like, and start from there. It can also be useful to read the plot on the back cover.

Where do you like reading books (home, school, library, park etc.)?

We prefer to read: at home (often in bed) and on public transport when travelling between home and school. Sometimes we also read in the library.

Do you have books at home? What kinds of books? What genres? What other kinds of texts do you have at home?

We have books of all genres at home, including lots of comics.

Do your parents encourage you to read books? How?

Some of our parents encourage us to read, recommending books to us and discussing their plots, while others are indifferent

Do you read printed or digital books? Why?

Most of us prefer to read digital books, because it's cheaper and more practical. The books that the teachers assign us are also in digital format. Digital reading is more intuitive to us because we're used to using tablets for schoolwork. But a small number still prefer to read physical copies because they find it easier.

Are you interested in digital books or books enriched with audio and images? Yes / No and why? Do you use such books? If no, why? If yes, how/where/when/how often?

We are interested, because we find them more interesting and so we use them more often than physical books. A small number are not interested, because they find it harder to read.

Do you use e-readers or eBooks? If no, why? If yes, how/where/when/how often? Please provide specific examples.

We mainly use the tablet that we also use at school (iPad) and that we can carry with us when we travel. Even those of us who prefer printed books are used to using the tablet for schoolwork.

Do you use any technology or any online tools in your reading? Do you use any social networks to find information about reading or to share information about reading? If no, why? If yes, how/where/when/how often? Please provide specific examples.

We use whatever technology is to hand to look for information on books that interest us. We find different opinions on the books on social networks in particular (especially Facebook). Those who prefer printed books rarely use these forms of technology to aid their reading.

Do you encounter any difficulties that minimize how much you read?

Hobbies, sports practice and study means that we have very little time for reading.

Do you encounter any difficulties or challenges in using technology and Web 2.0 tools for reading? How do you resolve them?

We don't encounter any difficulties reading and studying on tablets or telephones, except that one person finds it easy to get distracted by games and various other diversions. There's a very easy solution to this problem: use physical books.

Focus Group with teachers of secondary education

Based on your experience, how do young people spend their free time? Do they like to read for pleasure/fun?

All teachers have experience with young people who primarily spend their free time outside the home, playing sports, spending time with friends and going out in the evenings. The percentage who read for pleasure (and not as part of their schoolwork), is small.

Do you feel that some young people have difficulties in reading? If yes, who would that be? Why do they have such difficulties, in your opinion?

This is different depending on the type of school: greater difficulties with reading (both aloud and silently) are identified in technical and vocational schools, whereas less difficulties are noted in secondary schools (*licei*). Families' social backgrounds definitely seems to be a factor linked with greater reading difficulty. Also, familiarity with reading impacts on reading and writing skills.

What types of texts do young people read? What genres (comics, action, drama, horror, novel, etc.)? Could you give a classification of categories that young people prefer?

Here is a brief classification of the categories read, in order of preference: Comics, Fantasy/Sci-Fi, Adventure/Action, Crime novels/Horror.

As teachers, do you help the students choose reading material of their interest? Do you suggest to them specific texts to read? If yes, what criteria do you use to choose these texts? If no, why?

All teachers help students to select reading materials, both class texts and recommendations for additional reading. Most suggest texts that are on the school curriculum and related to the programme. These are generally Italian and foreign classics, chosen from the canon. A small number of teachers, particularly in the two-year programme, select texts based on their literary value, and also develop a specific programme dedicated to the particular class.

Is there a library in your classroom? If yes: What types of texts are included in the library (books, magazines, newspapers, only printed material, etc.)? Are you satisfied with the collection of books and other texts that it carries? How do you use the library in your classroom? Why do you use it as such? How do the students use the library in your classroom? How do the students feel about the classroom library? If no: Why? Would you like to have a library in your classroom? How would you envision it being used? What types of texts would it carry?

Most classrooms do not have libraries. A small number of teachers put together their own class libraries, consisting of volumes brought in by students and/or teachers, which are returned to them at the end of the year. These independent libraries vary in terms of content, but are usually based on the students' preferences.

All teachers agree that they are not satisfied with this, and that they believe that having a physical library in the classroom is a useful tool in terms of teaching reading.

A small number of teachers have put together a virtual class library of eBooks in the virtual classroom. The library contains both prescribed reading and other recommendations. This experiment, though limited, has produced good results.

Is there a library at the school? If yes: What kind of books are there? Are there any other reading materials - hard copy or digital? Who is responsible for choosing the books and how? How do you use the school library? Why? How do your colleagues use the school library? How do the students use the school library and why? If no: Why isn't there a library at the school? Would you like to have a library at school? Why? How would you use the library? What kinds of texts would you choose?

In most cases there are school libraries, particularly physical ones. There are no digital school libraries. The role of school librarian does not exist in Italy, and so individual volunteers are tasked with organising, cataloguing and running the libraries. The library content also almost always relies on casual donations, non-structured purchasing and merging pre-existing collections, and as such it varies greatly from school to school.

This makes systematic use of the library difficult for both students and teachers.

All teachers agree that a collection of books that is varied and up-to-date, both in terms of genre and subject-matter, and also including ready reference and digital materials, would be useful.

Do you give students time in class to read for their own pleasure? If yes: How much time do they have? What kind of reading materials do they use (do they own these materials)? Do you use printed or digital material? What is your rationale behind offering this activity in class? If no: Why? Would you like to try this? What would you need or what could be done to change this? How would your students react to this, in your opinion?

Half of teachers use this method, with good results, giving the students around one hour per week for reading prescribed texts or texts of their choice.

The other half do not use this system; they offer the option of reading during break time, but no dedicated time.

In most cases students use physical books, but a small number use eBooks.

All agree that it is an activity that should be integrated more into the curriculum, and expect that it would produce good results.

How could you encourage reading for pleasure?

With the exception of a small number of teachers, reading for pleasure is supported, but not encouraged on a curricular level.

The small number who do include this activity in the curriculum use role-play techniques, informal education and group discussion of books they are all familiar with, with good results.

In your opinion, which factors prevent young people from reading books or other reading materials? How could these be improved? What could be done to motivate young people to read more in their free time?

The question of whether the book relates to the student's family background has a significant impact. In general, schools could organise a more structured programme of encouraging reading, including through use of 2.0 technology to make reading more appealing.

How does the Ministry of Education promote reading for young people? What could be done to improve this?

National curricula should be more practically focused on developing reading and writing skills, with less of an emphasis of oral presentation (predominant in Italian education) and also giving ample space to reading-rewriting activities, not only linked to the national canon.

Do the national curricula include reading promotion? If yes, please provide specific examples. If no, how do you feel about that and what would you suggest?

There are certain projects that promote reading (see the section on Best Practices in the report, and the specific section on curricula), but in general something more should be done, to include reading education in informal education.

Do you cooperate with other colleagues to promote reading? If yes, how? If no, why? Do you have a plan for promoting reading as a school?

All teachers work by collaborating with other colleagues both officially (scholastic coordination) and informally (identifying methods and strategies). All schools organise an activity each year to promote reading: reading texts, conferences, inviting authors to visit. Most activities centre around physical books.

How do you involve parents and the wider community in promoting reading? How could these be improved?

All teachers (with very few exceptions) agree that they do not work with the students' families, and that they have not yet identified stimulating strategies to get parents involved. The use of ICT could be instrumental in this regard.

How do you get informed about modern reading promotion methods for young people?

Through refresher courses, reading and informing ourselves personally.

Do you use ICT, or any technological tool, or any new technologies, or any Web 2.0 tools to promote reading? If yes: Why? How do you use these tools? Please provide specific examples of ICT or Web 2.0 tools and what you do with those. If no: Why? Would you be interested in trying that?

Half of teachers regularly use ICT in their teaching to promote reading, with good results, particularly with regard to the distribution of the text to the entire class and the possibility of providing more space for collective discussion of the texts read.

Half do not use ICT, although they would be interested in trying it.

Do you use e-readers or eBooks in your teaching? If yes, how? If no, why?

Half of teachers do, because they consider it to be a simple and engaging method. The other half don't, because they themselves are not used to using them.

Are there any challenges in using ICT and Web 2.0 tools for reading, in your opinion? If yes, which are these? How could they be resolved?

All parties agree that it is an open area, with excellent potential for use to help promote reading skills. The challenge is balancing digital natives' strong technological inclination, which however often does not involve great levels of awareness, with a greater focus on the nature and purpose of new technologies. Technologies must be presented in an intelligent and everyday way in schools, without needing to be the focus of a dedicated period, but at the same time they must represent a means to promote, rather than preclude, reading.