

THE PROMOTION AND DEVELOPMENT OF ADOLESCENTS' LITERACY IN 5 EUROPEAN COUNTRIES

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GOALS OF THE PRESENTATION



1. To describe the research study: *Policies and practices of literacy education: Portugal and the European educational context*

- Procedures of data collection and analysis
- Results:
 - ✓ characterization of the 127 cases of European literacy initiatives

2. To discuss to what extent literacy policies and practices developed in the five countries meet European recommendations

THE CONTEXT



- ❑ The shared belief regarding the importance of literacy
- ❑ The “problem” of the population performance in international literacy assessments
- ❑ The ‘European literacy crisis’
- ❑ The institution (and constitution) of literacy as a policy target
- ❑ The creation of the High Level Group of Experts on Literacy (2012)



Defined 3 key-areas for policy intervention

HLG KEY AREAS FOR POLICY INTERVENTION



**Literacy
environments**

**Literacy
teaching and
learning**

**Participation
and inclusion**

POLICIES AND PRACTICES OF LITERACY EDUCATION: PORTUGAL AND THE EUROPEAN EDUCATIONAL CONTEXT



RESEARCH GOALS

- ❑ To characterize programmes, projects, initiatives and policy measures developed in the five countries, regarding:
 - Proponents and target group
 - Goals
 - Actors and contexts
 - Activities and resources

- ❑ To understand to what extent literacy programmes, projects, initiatives and policy measures developed in **Portugal** (PT), **Spain** (ES), **Greece** (GR), **Romania** (RO) and **Ireland** (IE) **meet the European recommendations**, particularly HLG ones.

PROCEDURES FOR DATA COLLECTION AND ANALYSIS



1. Selection of initiatives, programmes, project and policy measures for adolescents' literacy promotion
 - Inquiring researchers and experts of each country;
 - Desktop research: reports of international and national studies; websites of the institutions for reading and writing promotion

Criteria of selection

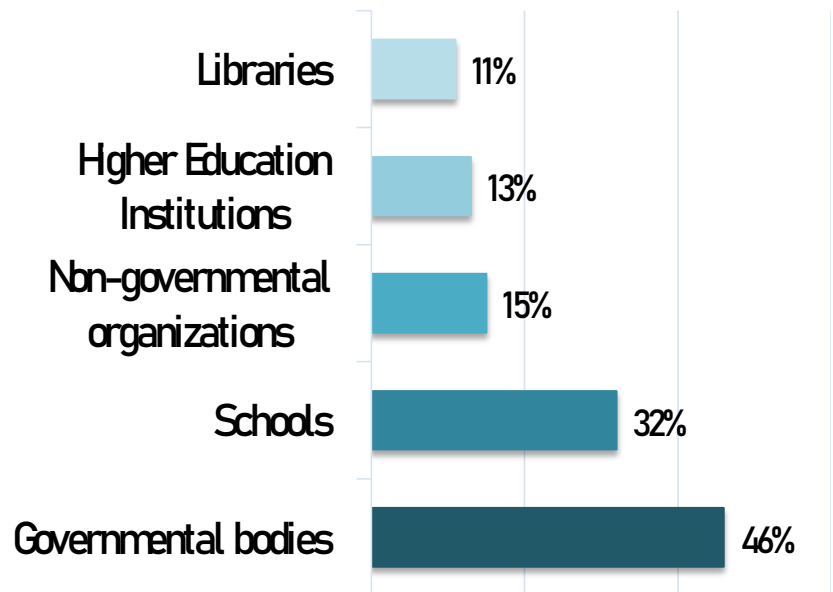
- Literacy development/promotion as a goal or an argument
 - Adolescents as target group
 - Developed since 2000
2. Database of documents for each identified initiative with: legislation, guidelines, working programmes, reports, research articles, other official and unofficial web-based documents
 3. Validation of the data by experts of each country
 4. Content analysis

127 initiatives

CHARACTERIZATION OF THE 127 CASES



Proponents



Target groups

Level of schooling

- Basic education (2nd and 3rd cycles) (77%)
- Secondary education (65%)

37% indicate 'at risk' groups as target

- Learning/literacy difficulties (24%)
- Non-native students (15%)
- SEN (12%)
- Boys (2%)

Other particularities

Time limits

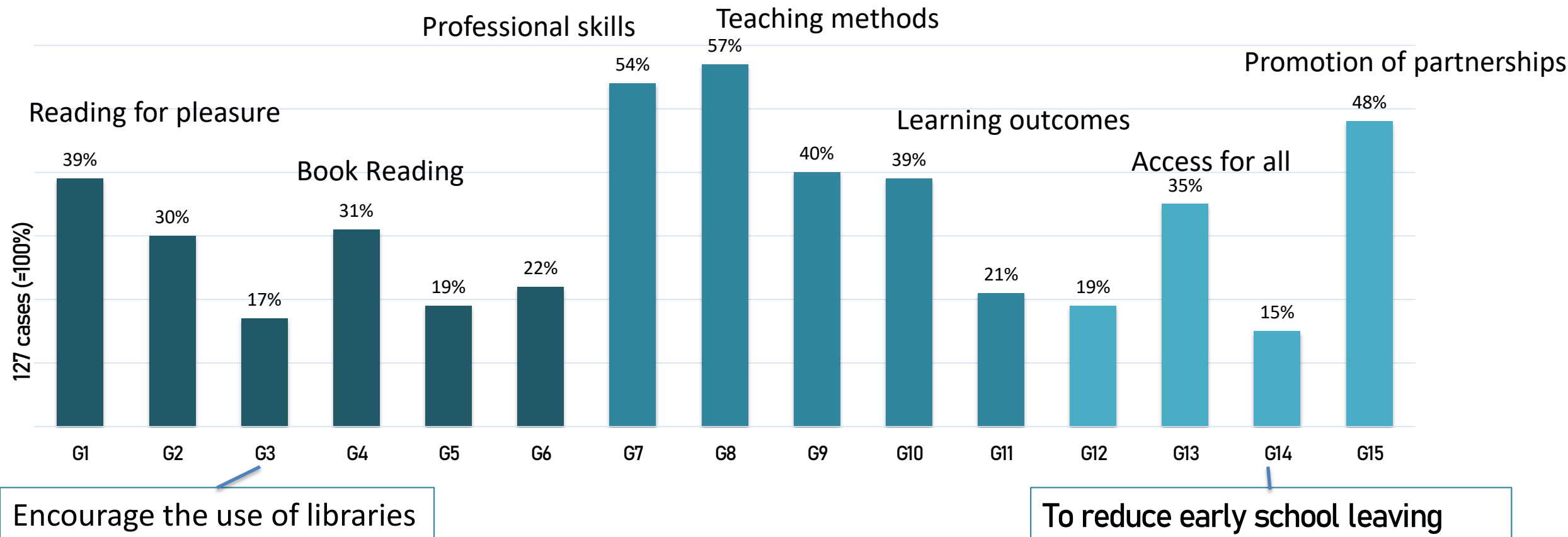
- Short-term (57%)
- Long-term (43%)

Geographical scope

- National (37%)
- Local (34%)
- Regional (16%)

GOVERNMENT CENTERED, TARGETING MAINLY SCHOOL POPULATION

MAIN GOALS



LITERACY DEVELOPMENT IS CENTERED IN SCHOOLS, BOOK ORIENTED AND TEACHERS AS THE MAIN RESPONSIBLE

LITERACY ENVIRONMENTS

- To stimulate reading for pleasure – 39%
- To promote digital literacy and the use of technologies – 30%
- To encourage the use of libraries – 17%
- To promote the engagement with books – 31%
- To engage parents/family in literacy activities – 19%
- To equip educational centres/libraries – 22%

LITERACY TEACHING AND LEARNING

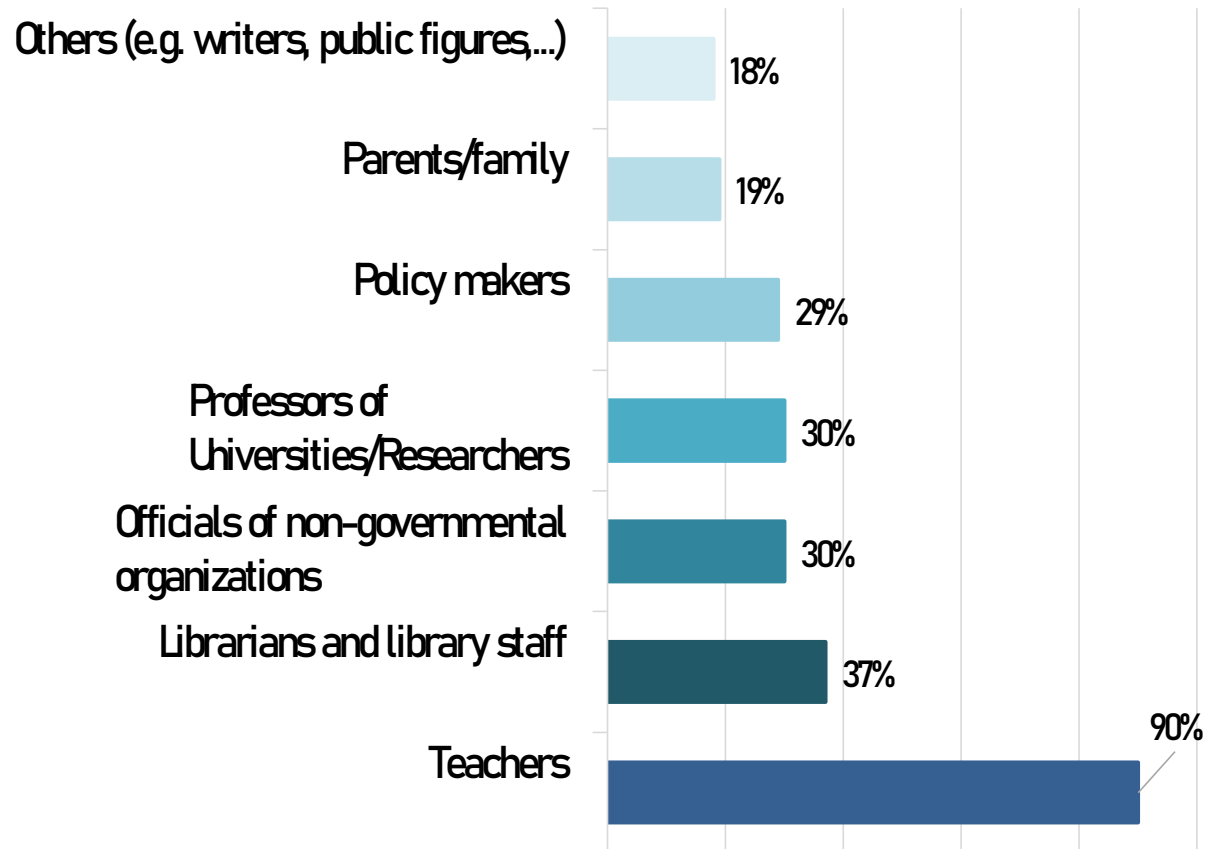
- To improve professional skills/qualifications of teachers and/or other educational professionals 54%
- To suggest and or use different strategies/methods of teaching and learning 57%
- To share experiences/practices/materials 40%
- To improve learning outcomes 39%
-
- To produce guidelines/recommendations 21%

PARTICIPATION AND INCLUSION

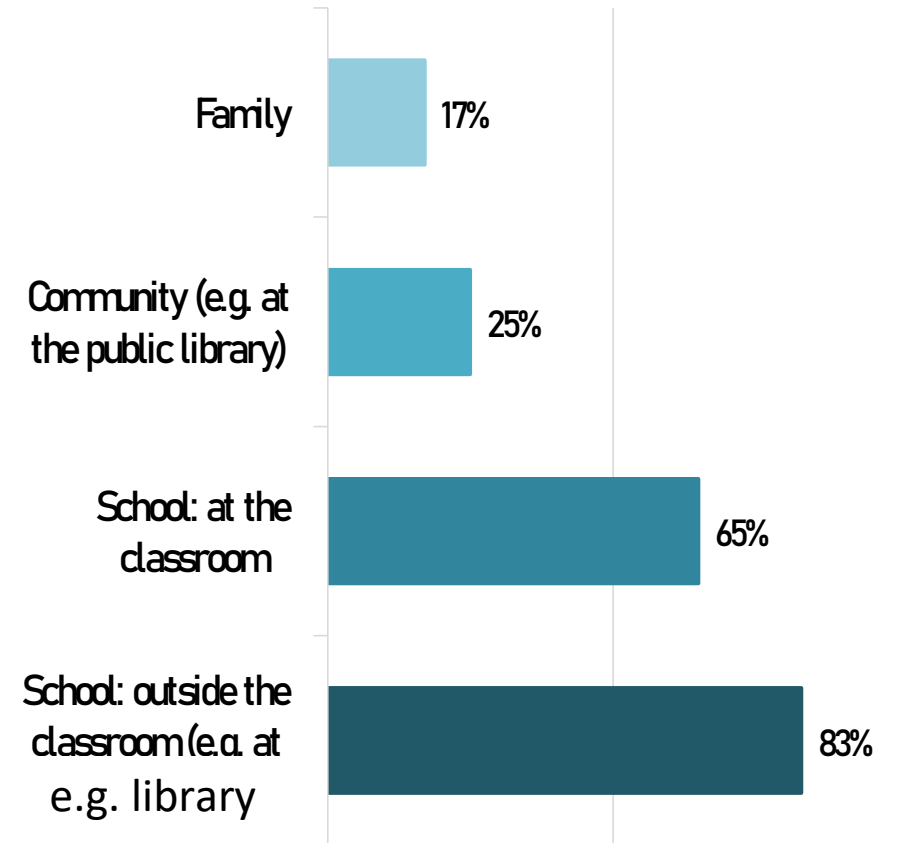
- To promote the bilingualism/plurilingualism/interculturality in education 19%
- To ensure equity and inclusion in the access to learning/knowledge/educational resources 35%
- To reduce the early school leaving 15%
- To encourage partnerships/cooperation/networks 48%



Actors/Facilitators



Contexts



LITERACY AWAY FROM FAMILY AND COMMUNITY LIFE

ACTIVITIES FOR STUDENTS



- Reading (57%)** - for pleasure, to participate in competitions, to acquire knowledge

Prevalence of a 'literary' or 'romantic' view of literacy (Barton, 1994; Macedo, 2000).

- Writing (23%)** - to assess what is learned/read;

- Orality (22%)** - to make students express themselves 'appropriately'

Resources

- Traditional (+++)**
 - books (+++)
 - Journals, newspapers, informative/'utilitarian' texts (- -)
- Digital/ Audio-visual (- -)**

'SCHOOLING' LITERACY PRACTICES: TRADITIONAL APPROACHES AND RESOURCES

ACTIVITIES FOR ACTORS/FACILITATORS



□ Professional development activities (61%)

- continuous professional development;
- in 'one-shot approaches' (ELINET, 2016).
(workshops, seminars, conferences, short courses)

Teachers seem to be “positioned as a technician, rather than as a professional, who is to be ‘upskilled’ through short, prescriptive training” (Hamilton & Tett, 2012, p. 46).

Topics:

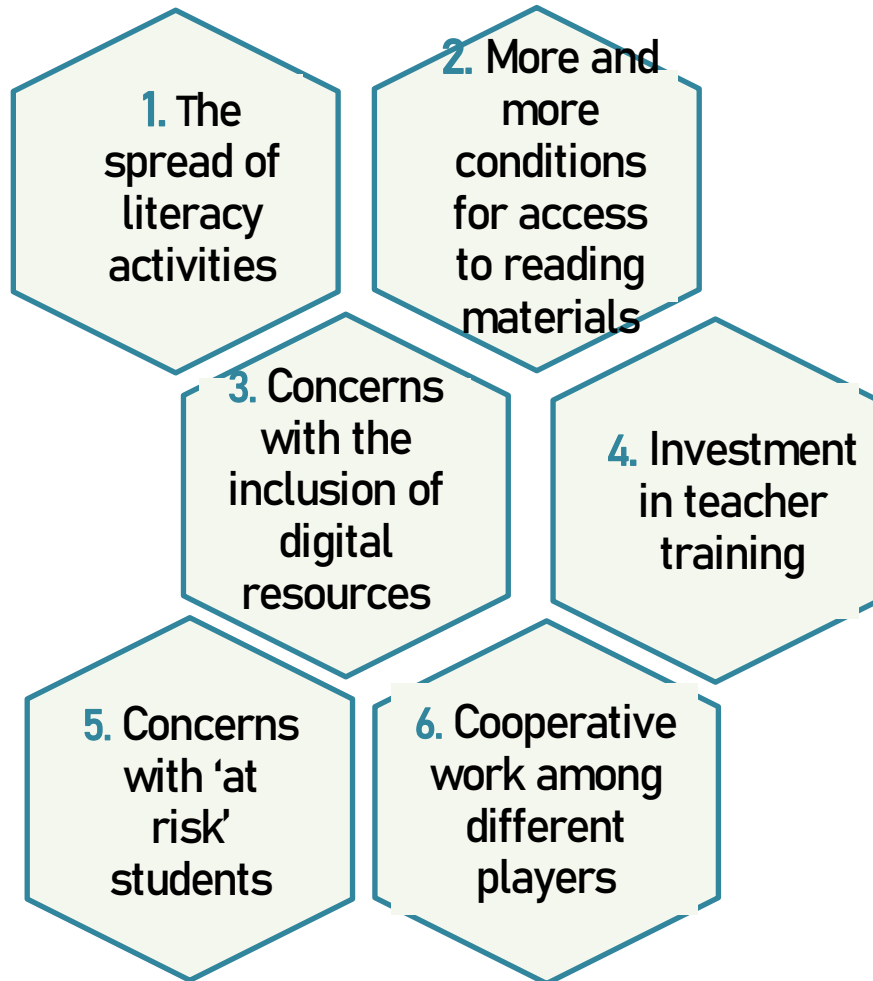
- reading animation/reading for pleasure (62%);
- use of digital devices in teaching and learning (38%);
- strategies for literacy development in the classroom; for diagnosis/remediation of students' literacy needs and difficulties (15%);
- others (e.g. problems of early school leaving and behaviour; improvement of academic results) (24%).

□ Production/application of new pedagogical materials/tools/resources

□ Participation/organization of international exchange experiences

TO WHAT EXTENT POLICIES AND PRACTICES MEET EUROPEAN RECOMMENDATIONS?

FACTS



BUT

1. ... limited to the school/classroom contexts and to book reading/animation.
2. ... focused on literary reading.
3. ... concerned with 'technical skills' rather than with development of confident, conscious and critical users/producers of digital texts.
4. ... short-term modalities of CPD, focused on reading mediation and the use of the technologies in teaching process.
5. ... considering activities and used materials, disregard of the social, cultural and linguistic diversity of students;
6. ... teachers and schools continue to be the most requested.

TO WHAT EXTENT POLICIES AND PRACTICES MEET EUROPEAN RECOMMENDATIONS?

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