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Teaching Reading in Europe:
Contexts, Policies and Practices

European Commission

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Contexts, Policies and Practices

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FOREWORD

Throughout the last decade, the importance of reading literacy has been repeatedly acknowledged and it has featured strongly in European cooperation in the field of education. Improving reading literacy was one of the European objectives agreed under the 'Education and Training 2010' work programme in 2002 ([1]). In May 2003, the Council of Ministers adopted a target of reducing the percentage of low-achieving 15-year-olds in reading by at least 20 % by 2010 ([2]). This target was not achieved: levels of reading literacy did not in fact show significant improvement over the decade.

The latest results of the survey on reading skills carried out under the Programme for International Student Assessment (PISA) show that on average in European countries, no less than one in five 15-year-olds has very low reading skills. This is nothing less than a potential catastrophe for European societies: children who leave school unable to properly comprehend even basic written texts are not only at great risk of exclusion from the labour market, but are also effectively excluded from further learning. Communication in the mother tongue is one of the eight key competences identified by the Council and the European Parliament as essential for citizens living in a knowledge society ([3]).The European Council has urged Member States to reduce substantially the number of young people with insufficient reading skills (Council of the European Union, 2008) and, in November 2008, Member States were invited to focus cooperation on increasing levels of literacy ([4]).

With regard to the coming decade, in May 2009 the Council agreed a new Strategic Framework for European Cooperation in Education and Training which extends to 2020. It includes new targets in reading, maths and science, whereby the proportion of low achievers is to be reduced to below 15 % by 2020 ([5]). This will be a major challenge for the educations systems of our countries.

([1]) Information of the Council on the Detailed work programme on the follow-up of the objectives of Education and training systems in Europe, OJ C 142, 14.6.2002.

([2]) Outcome of proceedings of the Council on 5 and 6 May 2003. Council Conclusions on Reference Levels of European Average Performance in Education and Training (Benchmarks), EDUC 83, 8981/03, 2003.

([3]) Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December on key competences for lifelong learning, OJ L 394, 30.12.2006.

([4]) Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century: an agenda for European cooperation on schools, OJ C 319, 13.12.2008.

([5]) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'). OJ C 119, 28.5.2009.

The Commission will play its part in supporting Member States to achieve these targets. As part of the strategy to raise reading literacy levels, the European Commission recently set up a High level Group of 11 independent experts to analyse the evidence available in the field and to and evaluate what policies work best. It will present policy proposals to the Commission in mid-2012.

In the context of the European targets on reading literacy and to provide input to the work of the High level Group, the European Commission asked the Eurydice Network to carry out a comparative analysis of the most important factors impacting on the acquisition of reading skills. Taking into account a vast base of research results and quantitative data, this report explores policies and practices aimed at ensuring that pupils become proficient and engaged readers.

As such, I am convinced that this report offers a solid comparative basis for policy-makers and practitioners, as well as the wider public, to take concrete steps to raise reading ability and reading motivation in Europe.

Androulla Vassiliou
Commissioner responsible for
Education, Culture, Multilingualism and Youth

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GENERAL INTRODUCTION

The written word is present everywhere and therefore reading is a fundamental skill which is increasingly needed in almost every sphere of life. A wide range of reading skills, including digital reading, are essential for an individual's personal and social fulfilment, for taking an informed and active part in society and exercising full rights of citizenship. Furthermore, these skills are essential for entering and advancing in the labour market. Those with inadequate reading skills have their life chances limited in today's society. In essence, acquiring the ability to read well is a basic requirement for the social and economic demands of 21st century society.

Sound reading abilities are important for a young person to be able to pursue their personal goals when embarking on adult life. The successful acquisition of reading skills during childhood and adolescence is therefore fundamental. Furthermore, good literacy skills are the basis of a child's entire school career; without them academic success is unattainable. Proficiency in reading literacy is not only one of the principal goals of schooling, but is also one of the principal means of learning. The ability to read is thus a fundamental tool for exercising the right to education which is enshrined in the Declaration of Human Rights (article 26).

In light of the results obtained by European countries in international student reading assessment surveys during the last decade, the Council established the target of reducing the number of low achievers in reading to below 15 % by 2020 ([1]). This Eurydice study has been undertaken in the context of this target. It aims to identify some of the essential factors that impact on the acquisition of reading literacy skills and review where national policies stand in relationship to these factors. It will also highlight some of the successful practices and actions at national level which are being put in place to improve reading achievement.

Scope

For the purpose of this study, reading literacy is defined as the comprehensive aptitude to understand, use and reflect on written language forms in order to achieve personal and social fulfilment. It goes beyond the cognitive components of reading (i.e. decoding of words and text comprehension) to reach other aspects dealing with motivation for, and engagement in written materials. It is in line with the definition by Pierre (1992) who describes literacy as 'the relationship one develops with the written word'. The term 'reading literacy' encompasses a distinction between 'being able to read' and 'being a reader'. In a school context, students proficient in reading literacy have learned to read and are fluent in 'reading to learn'. From a teaching perspective, enabling pupils to become proficient in reading literacy involves different processes and activities taking place at different levels of development; it encompasses teaching pupils to learn how to read as well as enhancing their reading skills.

The study covers the different phases of teaching reading from the stage of emergent literacy to the stage where pupils use their reading abilities to learn other skills. In the school context, this teaching begins with reading instruction at pre-primary level (ISCED 0) and continues until the end of lower secondary education (ISCED 2) when pupils are aged between 14 and 16 years in the vast majority of countries. Reading literacy skills are then presumed to be firmly established.

([1]) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020), OJ C 119, 28.5.2009.

The study is primarily based on the academic research, much advanced over the last decades, into the key elements which contribute to the success of reading instruction. A wide variety of factors play a role in children becoming proficient in reading literacy. In this study, the most important factors have been organised into three key topics which are inter-related:

- approaches to teaching reading (including measures to tackle reading difficulties);
- teachers' knowledge and skills for teaching reading;
- promotion of reading outside of school.

The reading of electronic material is increasing in significance in the modern world and is a theme which cuts across the three main topics. Indeed, the Internet and other forms of information technologies (instant messaging, blogs, podcast, e-mails, etc.) have widened the nature of reading literacy. Students' ability to read electronic texts involves a broader range of skills than those needed for printed texts (Coiro and Dobler, 2007). It is argued that critical skills become even more important when children encounter texts on the Internet (Leu, 2002).

The assessment of reading skills is also a key element of reading instruction since it allows teachers to determine where to focus their future teaching to help children grow as readers. It is investigated as part of the first two key topics (teaching approaches and teachers' knowledge and skills).

For many children across Europe the language of instruction is not their mother tongue. However, proficiency in the language of instruction is a vital condition for success at school (European Commission, 2008b). Numerous studies show that migrant pupils tend to perform less well in reading than children of the host country. How to teach reading skills to children whose mother tongue is not the language of instruction is, therefore, a crucial issue. However, because the circumstances surrounding this issue vary so much across Europe and even within countries ([2]), it is not one of the key topics in this study. Any issues associated with learning to read in a second or third language will be discussed in relation to the specific countries where they are of particular interest.

This review of the most important factors impacting on the acquisition of reading skills only briefly discusses the structural characteristics of education systems, such as grade retention and tracking policies (European Commission, 2008d) or participation in early childhood education ([3]). The influence of structural factors is briefly mentioned when considering the main results of the international student achievement studies.

Finally, specific aspects of reading instruction to support pupils with learning difficulties who require special educational provision, are beyond the scope of the study.

The present study takes the reference year 2009/10 and covers all the Eurydice Network countries.

Only public-sector schools are included, except in the case of Belgium, Ireland and the Netherlands, where the grant-aided private sector is also covered. The grant-aided private sector accounts for the majority of school enrolments in these countries and schools do not require the payment of fees by parents. Moreover, in Ireland the vast majority of schools are legally defined as privately-owned but, in fact, are fully state-funded. In the Netherlands, equal funding and treatment of private and public education is enshrined in the constitution.

([2]) See for instance the uneven distribution across schools of 15 year-old students who speak a language at home other than the language of instruction (EACEA/Eurydice, 2008).

([3]) For more information on these topics, see EACEA/Eurydice (2009b) and EACEA/Eurydice (2011).

Structure

This study investigates each key topic in the light of academic research results, secondary analysis of international survey data, and national policies and programmes.

It begins by highlighting the main findings from international surveys of student achievement in reading. Besides discussing the major trends in European countries, this brief overview also describes the conceptual framework of the international surveys, their main objectives and target populations. It also discusses some limitations in using and interpreting international survey results.

Chapter 1 provides an in-depth investigation of the processes and practices involved in teaching reading.

Section 1.1 gives an overview of educational research on effective teaching practices in relation to the main stages of reading development and the various components of reading instruction. It describes the research results on specific instructional concepts or programmes that enhance reading comprehension. It underlines the significance of formative and diagnostic assessment in supporting the development of pupils' reading skills. Finally, it pays particular attention to teaching methods and interventions which address the needs of pupils facing difficulties in reading.

Section 1.2 analyses whether national or central-level curricula and guidelines reflect recent international research results relating to the main stages of reading development and the most effective teaching practices. It highlights the main similarities and differences between countries in their policies on teaching reading. It also contains background and contextual information on national curricula in Europe and describes the recent reforms of reading literacy curricula.

Section 1.3 focuses on pupils who face difficulties in reading and common approaches used to support them. The analysis is largely based on the Progress in International Reading Literacy Study (PIRLS) 2006 data. It presents the percentages of weak readers among pupils in the fourth year of primary school in European countries, and describes the characteristics of these pupils. It then examines the support measures provided for weak readers, as reported by their teachers. The availability of additional staff is also discussed. On this basis, the section identifies several patterns in the main approaches to tackling reading difficulties across European education systems.

Section 1.4 begins with an analysis of national policies and practices related to the educational support staff who help teachers in their work with pupils with reading difficulties. It mentions in which countries teachers can access the assistance of staff specialised in reading literacy when their pupils face difficulties. Finally, it looks at concrete and successful initiatives carried out within education systems to help pupils with reading difficulties, such as remedial actions or the use of adapted teaching materials.

Chapter 2 discusses the knowledge and skills necessary for teaching reading and how teachers are prepared for this task.

Section 2.1 provides a literature review highlighting the most important factors in developing effective teachers of reading, and the main characteristics of successful continuing professional development. It examines the relationships found in several studies between teaching qualifications and student reading achievement, and explores the various skills needed by teachers to deliver effective reading lessons.

Section 2.2 discusses the initial education and continuing professional development of teachers teaching reading using data from PIRLS 2006 and also the 2008 OECD Teaching and Learning International Survey (TALIS). It starts with a brief description of the general level of education of teachers who teach reading to pupils in the fourth year at primary school. It further highlights links between effective teaching practices in reading instruction, established participation in professional development and the content of teacher education courses. The rest of the section describes the continuing professional development of reading teachers in terms of general participation rates, average number of days spent, types of activities attended and the perceived impact.

Section 2.3 describes current policies in European countries for developing teachers' skills in teaching reading at primary and lower secondary levels. It discusses the content of initial teacher education programmes, the assessment of prospective teachers' own reading skills and additional specific qualifications in teaching reading literacy. Finally, it illustrates a wide range of continuing professional development programmes on teaching reading in Europe.

Chapter 3 widens the perspectives of the study by looking outside the education environment to examine the promotion of reading in wider society. Section 3.1 contains a literature review of out-of-school factors which influence reading achievement. It investigates, in particular, two of the most influential factors: leisure time reading and home environment. Section 3.2 presents findings from the major international student assessment surveys on how reading engagement and the home educational environment are linked to reading achievement. Section 3.3 aims to describe the centralised support structures for reading literacy which exist in European countries. It outlines current national strategies for reading promotion and explores the different types of national infrastructure to support reading. Section 3.4 describes examples of the large-scale state-funded programmes for promoting reading in society.

Extensive descriptions of the main features of national programmes for tackling reading difficulties, as well as those for promoting reading in society, are available in the annex.

Methodology

In order to define the scope of the study, a working meeting with the National Units of the Eurydice network was organised. In addition, academic experts in the field of literacy gave two internal seminars and provided thematic research reviews, on which the three academic literature reviews of the study are partly based.

This study relies on several data sources. Firstly, the comparative analysis of national policies is based on the information provided by the Eurydice National Units. This includes the responses to three questionnaires developed by the Eurydice Unit within the Education, Audiovisual and Culture Executive Agency (EACEA), in close consultation with the Eurydice Network. Each questionnaire dealt with one of the three main topics addressed by the study (see Scope above).

Secondly, an extensive analysis of national steering documents on reading instruction supplied by the Eurydice National Units was carried out using a matrix comprising nine key elements. The matrix was devised by a researcher specialising in reading instruction and is available on the Eurydice website (http://eacea.ec.europa.eu/education/eurydice).

Several educational experts analysed the steering documents on the basis of the matrix and the Eurydice Unit within EACEA carried out the comparative analysis.

Thirdly, the study complements the policy level information with a secondary analysis of relevant international surveys (PIRLS, PISA and TALIS).

The report was drafted by the Eurydice Unit within EACEA and it was checked by all National Units participating in the study ([4]). All contributors are acknowledged at the end of the document.

([4]) Luxemburg has not checked Section 1.2. Eurydice source data is missing for Luxemburg.

EXECUTIVE SUMMARY

International survey results

- The EU average score in reading for 15 year-olds and the proportion of struggling readers in this age group remained stable in PISA surveys carried out between 2000 and 2009. The spread of the results in reading (the gap between the highest and lowest scores) slightly decreased indicating a growth in equity of educational outcomes.
- In 2009, approximately one in five 15-year olds in the EU-27 countries had difficulties using reading for learning. In only Belgium (Flemish Community), Denmark, Estonia, Poland, Finland and Norway was the number of low achievers 15 % or less (the European target for 2020). The proportion of struggling readers was especially high in Bulgaria and Romania (ca. 40 %).
- The most important student-related factors which impact on reading achievement are gender and family background. Girls on average outperform boys in reading, and the gender gap increases with age. However, international survey results suggest that engagement in reading has the potential to balance the reading achievement differences between boys and girls or students from various social backgrounds.

Curriculum for teaching reading literacy

- Curricula and official guidelines issued by central education authorities are very diverse in terms of length and format. However, their content largely reflects the findings of recent research into the most effective ways of teaching reading skills.
- The foundations for learning to read need to be firmly established at an early age and all countries' central-level curricula for pre-primary education include teaching guidelines on the development of emergent literacy skills.
- Reading comprehension can be improved by teaching pupils to use specific cognitive strategies for extracting and creating meaning from written texts. Central curricula reveal different degrees of emphasis on strategies to improve reading comprehension and, in some countries, this emphasis is less at lower secondary than at primary level.
- The question of reading engagement is addressed in a variety of ways in central curricula. Teachers are always advised not to focus only on literary texts but to encourage pupils to read a wide range of materials. According to research results, text-based collaborative learning is an effective way to enhance pupil motivation for reading. Central curricula include guidelines for this type of learning in 26 countries or regions at primary level, and in 18 for lower secondary level.
- During recent years, reforms specifically focusing on reading literacy have largely targeted both the development of reading skills across the curriculum and early reading skills at pre-primary level. A small number of countries have increased the taught time spent on reading.

- Research suggests that teacher assessment is an important strand in the teaching of reading. However, although all central guidelines provide teachers with learning objectives to plan their own schemes of work, very few include tools, such as assessment scales, to monitor pupil progress and grade pupil performance in relation to the prescribed learning objectives.

Struggling readers

- Successful strategies and practices for tackling reading difficulties are rarely addressed in the curricula. It is usually up to the individual classroom teacher to decide whether and what type of support should be given to struggling readers.
- Individual or small-group intensive instruction by reading specialists is essential when tackling reading difficulties. Currently, such specialist reading teachers who can support colleagues in their classrooms exist only in Ireland, Malta, the United Kingdom and in the five Nordic countries.
- In-class support is very important. However, according to PIRLS 2006 data, additional support staff (reading specialists, teaching assistants or other adults) who work in the classroom together with a teacher were available at some time for only 44 % of pupils in the EU.
- In several countries, speech therapists or (educational) psychologists offer guidance and support for students with reading difficulties. Usually, this takes place outside of the classroom and the school.
- In most European countries, there are initiatives considered successful at national level for helping pupils with reading difficulties in primary and secondary schools. These initiatives mainly focus on remedial actions, early identification of problems, adapted teaching material or training for teachers.
- The administrative procedures for requesting and obtaining any additional support can be very lengthy so that pupils may not immediately receive the support needed. Consequently, pupils may fall behind in class not only in reading, but also in other school subjects where reading is a prerequisite.

Knowledge and skills required for teaching reading

- The acquisition of a firm foundation in research and theory during initial teacher education is crucial to the development of excellence in the teaching of reading. Ideally, this should be strengthened later on through professional development involving a long-term perspective which provides opportunities for teachers to reflect on their own work from a research-oriented perspective.
- Other important features in programmes for preparing prospective teachers to teach reading include training in a range of teaching strategies and appropriate assessment techniques, the ability to use a variety of teaching materials, and a balanced and consistent approach to theoretical knowledge and practical experience.

- Progress in International Reading Literacy Study (PIRLS) 2006 data suggest that an emphasis on how to teach reading during initial education is related to effective practice in reading instruction and stronger participation in professional development.
- 18 countries have issued central guidelines directly related to preparing prospective teachers to teach reading. Some of these countries have guidelines relating to specific aspects of reading instruction (assessment, tackling reading difficulties, and reading the new media).
- According to OECD Teaching and Learning International Survey (TALIS) data, the most common form of professional development for teachers of reading, writing and literature are short, one-off courses, workshops or conferences. More fruitful long-term and ongoing forms of professional development, such as conducting research or networking, are far less common.

Promotion of reading in society

- As engagement in reading activities outside the formal learning environment of school is crucial for becoming a successful reader, most European countries have established national bodies to coordinate and fund activities to promote reading in society. Specific strategies for the promotion of reading have also been adopted.
- The majority of countries have large-scale state-funded programmes for promoting reading, often taking the form of literacy activities targeting the whole population or, more particularly, children and young people. However, activities specifically focusing on groups with low levels of literacy, for example children and adults from disadvantaged backgrounds or boys, are rare among the major reading promotion programmes in Europe.
- Many family literacy programmes in European countries provide advice and training for parents to read aloud to their children. However, research evidence indicates that this is not enough, and that effective literacy programmes should also help parents learn how to teach their children specific literacy skills.

READING ACHIEVEMENT: EVIDENCE FROM INTERNATIONAL SURVEYS

Pupil achievement is a fundamental indicator of the quality and effectiveness of education systems. Another important indicator is the spread of achievement, or the gap between high and low achieving students, which provides insights into the degree of equity in educational outcomes. For country specific purposes, these indicators can be monitored using various national tests. For valid comparisons between education systems, large-scale international student achievement surveys are used. Comparisons with other countries help to highlight the particular characteristics of individual education systems, their strengths, weaknesses and challenges they face. Moreover, cross-national research may help to explain the evident differences between and within countries as wells as identify any specific problems present in education systems.

International student assessment surveys are carried out under agreed conceptual and methodological frameworks with a view to providing policy-oriented indicators. The relative standing of countries' average test scores is the indicator that attracts the most public attention. Since the 1960s, a country's relative score has become an important influence on national education policies, generating pressure to borrow educational practices from top-performing countries (Steiner-Khamsi, 2003; Takayama, 2008). This section presents the average test scores and standard deviations in reading achievement for European countries according to major international surveys. The proportion of pupils lacking basic skills in reading literacy is also reported for each European country since European Union member states have a political commitment to reduce the proportion of low achievers. Basic information on the methodology of international surveys on reading achievement is also provided.

The indicators from international surveys should be used cautiously as there are many important differences between countries which influence educational achievement, but which are not related to education policies. The country level indicators have been criticised as presenting simplified indicators of the performance of an entire school system (Baker and LeTendre, 2005). When interpreting the results, it is also important to keep in mind that large-scale comparative studies face several methodological challenges: translations may generate different meanings; perceptions of some questions might be influenced by cultural bias; social desirability and pupil motivation may vary in different cultural contexts; even the political agenda of the organisations that conduct international assessments may influence the assessment content (Hopmann, Brinek and Retzl, 2007; Goldstein, 2008). However, a number of quality control procedures are implemented to minimize the impact of these methodological problems on the comparability of results.

Major surveys on reading literacy

Nowadays, reading literacy levels across countries are assessed by two large scale international surveys, namely PIRLS and PISA. The IEA Progress in International Reading Literacy Study (PIRLS) measures the reading achievement of pupils in the fourth grade of most participating countries. In almost all European education systems, these pupils are approximately 10 years old, but the average age varies from 9.7 in Italy to 11.4 in Luxembourg (Mullis et al. 2007, p. 31). PIRLS data are collected on a five-year cycle. Surveys were conducted in 2001 and 2006, while the next one takes place in 2011 ([1]).

([1]) For descriptions of the instrument development, data-collection procedures, and analytic methods used in PIRLS 2001, see Martin, Mullis and Kennedy (2003); for PIRLS 2006, see Martin, Mullis and Kennedy (2006).

The OECD's Programme for International Student Assessment (PISA) measures the knowledge and skills of 15 year-old students in reading, mathematics and science. In most countries, students of this age are approaching the end of compulsory education. While monitoring student performance in the three main subject areas, each PISA survey has a particular focus on one subject area. Reading was the main focus in 2000 and 2009, mathematics in 2003 and science in 2006 ([2]).

PIRLS uses grade-based sample and PISA uses age-based sample. In PIRLS all pupils have received a similar amount of schooling, e.g. they are in the fourth grade, but their ages differ across participating countries depending on the starting school age and grade retention practices (see more in EACEA/Eurydice, 2011). In PISA all respondents are 15 years-old, but the number of completed school years may differ, especially in those countries where grade retention is practiced. As PIRLS samples entire classes within schools, it gathers information on the teaching approaches used in the classroom (via a teacher questionnaire). Both PIRLS and PISA collect vast information on pupils' exposure to various kinds of print, attitudes towards reading and reading habits, as well as data on school characteristics.

The two surveys emphasise different stages of reading. PIRLS targets children of primary school age and assesses the reading skills needed to make the transition to ‘reading to learn’ (Mullis et al., 2006). PISA, on the other hand, aims to assess students’ acquisition of the knowledge and skills needed in adult life. It is concerned with students’ literacy skills as they make the transition from school to working life or to post-compulsory education, and examines reading literacy as an indicator of preparedness for civic life and employment (OECD, 2009b). However, both surveys are based on an expanded notion of reading, i.e. 'reading literacy' rather than simply 'reading'. This construct includes not only the processes and skills of reading comprehension, but also the uses of, and attitudes toward reading that characterise proficient readers. Both PIRLS and PISA view reading as an interactive, constructive process and emphasise the importance of students’ ability to reflect on reading and to use reading for different purposes (Mullis et al. 2006, p. 103).

PIRLS defines reading literacy for fourth grade students 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 in school and everyday life, and for enjoyment.’ (Mullis et al. 2006, p. 3).

PISA defines reading literacy of 15 year-olds as:

> ‘Understanding, using, and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.’ (OECD 2009b, p. 14).

The two surveys differ in the countries they cover. The latest round of PISA (2009) involved the majority of European countries, including all education systems in the Eurydice Network with the exceptions of Cyprus and Malta. PISA 2000, which also focused on reading, was not carried out either in these two countries nor in Estonia, Lithuania, Slovenia, Slovakia and Turkey. PIRLS 2006 covered 23 education systems in the Eurydice Network, while PIRLS 2001 was administered in 16. In order to establish a broader picture, this chapter looks first at reading literacy achievement in PISA and then examines the main findings of PIRLS.

([2]) For information on the test and sample design, methodologies used to analyse the data, technical features of the project and quality control mechanisms of PISA 2000, see Adams and Wu (2000). For PISA 2003 see OECD (2005c), and for PISA 2006, see OECD (2009a).

Reading achievement according to PISA findings

Results from PISA are reported using scales with an average score of 500 and a standard deviation of 100 set for students from all OECD countries participating in PISA ([3]). The PISA reading scale is also divided into proficiency levels, which differentiate and describe what a student can typically be expected to achieve by associating the tasks with levels of difficulty (OECD, 2009b).

Average achievement is the most common indicator when comparing the performance of education systems in international student assessment surveys. In the EU-27 in 2009, the average reading performance was 490.5 ([4]) (see Figure 1). As in previous assessment rounds, Finland outperformed all other EU-27 countries ([5]). The mean score in Finland (536) was about 45 points higher than the EU-27 average, or almost half of the international standard deviation. However, at the global level, Finnish students did less well than students in the top performing region of Shanghai-China (556), and performed at about the same level as students in Korea (539) and Hong Kong-China (533).

At the other end of the scale, students in Bulgaria and Romania had a considerably lower average achievement than their counterparts in all other participating EU-27 countries. The mean scores in these countries were about 60 points lower than the EU-27 average. These countries also had the lowest results in 2000 and their average scores remained approximately the same in 2009.

Only 11 % of the variation of student performance lies between countries ([6]). The remaining variation lies within countries, i.e. between education programmes, between schools, and between students within schools. The relative distribution of the scores within a country, or the gap between the highest and the lowest achieving students, serves as an indicator of the degree of equity in educational outcomes. In EU-27 in 2009, the standard deviation was 96.4 (see Figure 1), which means that approximately two-thirds of students in EU-27 scored between 394 and 587 points.

Countries with a similar level of average performance can have different ranges of student scores. Therefore, it is important to consider the average standing of a country amongst other countries together with the range of student scores. Figure 1 unites these two indicators, showing on the x axis countries' average results (proxy for effectiveness of education systems), and on the y axis the standard deviation (proxy for equity of education systems). Statistically significant differences from the EU average are marked in the table below Figure 1.

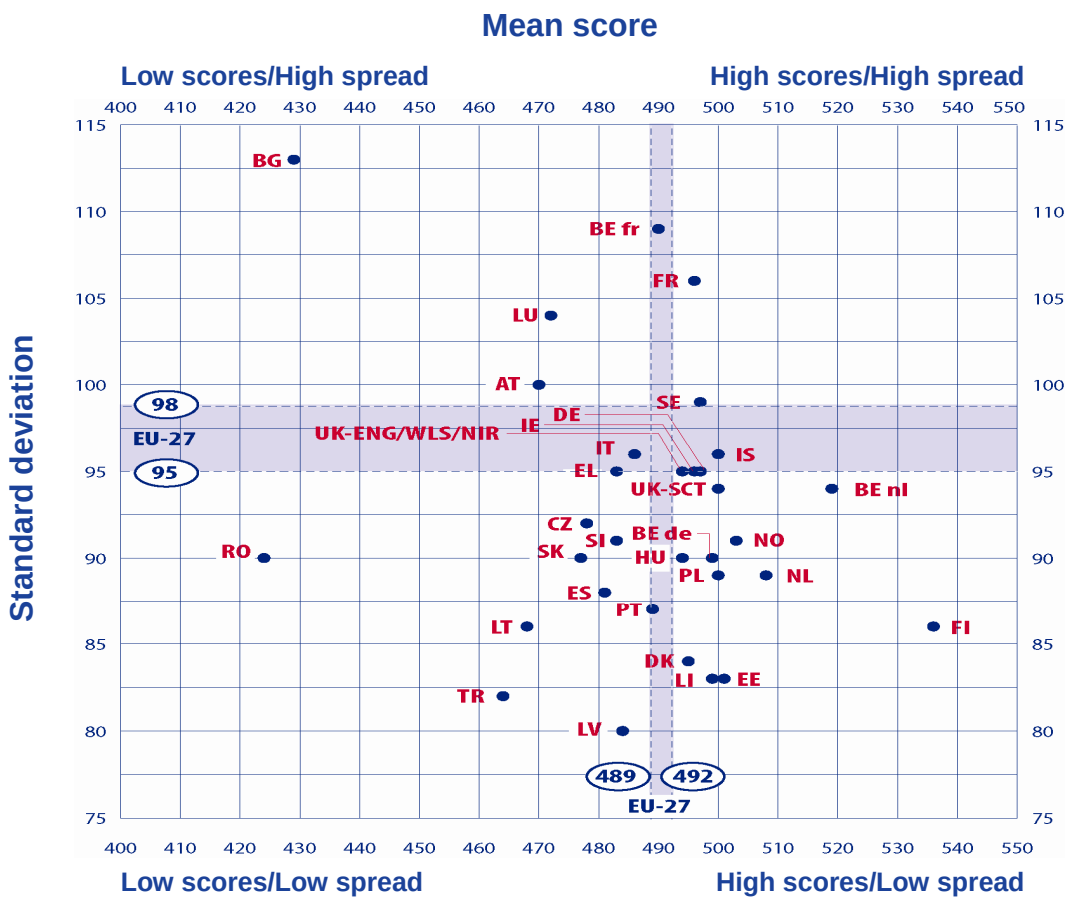
([3]) The metric of the scales was established originally with the PISA 2000 assessment. Each new assessment in reading reports the scores on the scales developed in PISA 2000 so that the scores are directly comparable. The value of 500, for example, has the same meaning as it did in PISA 2000 – that is, the mean score of the sampled students in the 27 OECD countries that participated in PISA 2000. Consequently, the OECD average in each new round of assessment might differ from the year 2000. Differences in subsequent cycles could arise from actual changes in achievement, the inclusion of new OECD countries in the survey, or some combination of these and other factors.

([4]) This is an average estimate taking into account the absolute size of the sampled population in each EU-27 country participating in PISA 2009. The EU-27 average score was constructed in the same way as the OECD total (i.e., the average across OECD countries, taking absolute sample size into account). The EU-27 average was similar to OECD total (491 points with a standard error 1.2).

([5]) This and further comparisons are based on statistical significance testing on $p<.05$ level. This means that the probability of making a false statement is set at less than 5 %.

([6]) As computed by a 3-level (country, school and student) multi-level model for participating EU-27 countries.

Figure 1: Mean score and standard deviation in reading for 15 year-old students, 2009



	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Mean score 2009	490	490	**499**	**519**	**429**	**478**	**495**	**497**	**501**	496	483	**481**	496	**486**	x	**484**	**468**	**472**
Difference from 2000	-2.4	14.5	x	**-13.7**	-1.3	**-13.4**	-2.0	**13.3**	x	**-31.0**	9.0	-11.5	-9.1	-1.4	x	**25.9**	x	m
Standard deviation 2009	96	**109**	**90**	94	**113**	**92**	**84**	95	**83**	95	95	**88**	**106**	96	x	**80**	**86**	**104**
Difference from 2000	**-4.5**	-2.1	x	-2.7	**11.6**	-4.0	**-14.5**	**-16.5**	x	1.6	-2.0	2.8	**13.8**	4.5	x	**-22.2**	x	m

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT		IS	LI	NO	TR
Mean score 2009	494	x	**508**	**470**	**500**	489	**424**	**483**	**477**	**536**	**497**	494	**500**		**500**	**499**	**503**	**464**
Difference from 2000	**14.2**	x	m	m	**21.4**	**19.2**	-3.5	x	x	-10.6	**-18.9**	m	m		-6.6	**16.7**	-2.1	x
Standard deviation 2009	**90**	x	**89**	100	**89**	**87**	**90**	**91**	**90**	**86**	99	95	94		96	**83**	**91**	**82**
Difference from 2000	-3.7	x	m	m	**-10.6**	**-10.3**	**-12.1**	x	x	-3.0	**6.5**	m	m		**3.6**	**-13.3**	**-12.5**	x

m Not comparable x Countries not participating in the study

Source: OECD, PISA 2000 and 2009 databases.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

The two shaded areas mark the EU-27 averages. These are interval indicators which take into account the standard errors. For readability country averages are shown as dots but it is important to keep in mind that they are also interval indicators. The dots that approach the EU average area may not differ significantly from the EU mean. Values that are statistically significantly (p<.05) different from the EU-27 mean (or from zero when considering differences) are indicated in bold in the table.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Countries that had significantly higher than average scores and significantly lower standard deviations than the EU-27 average, namely Belgium (German-speaking Community), Denmark, Estonia, the Netherlands, Poland, Finland, Liechtenstein and Norway, could be considered both efficient and equitable in educational outcomes (see Figure 1, low right quarter).

In Belgium (French Community), Bulgaria, France and Luxembourg, the gap between high and low achieving students was especially high in 2009 (see Figure 1, top half). Schools and teachers in these countries need to cope with a wide range of student abilities. Therefore, one way to increase the overall performance might be to concentrate on supporting struggling readers to develop ways to overcome reading difficulties (see Sections 1.3 and 1.4). This is especially important in Bulgaria and Luxembourg, the only two European countries that had problems in 2009 with both low average scores and large differences between low and high achievers.

Lastly, there are several European countries where the average performance in reading is lower than the EU average, although the spread of student achievement is not high. The Czech Republic, Spain, Latvia, Lithuania, Romania, Slovenia, Slovakia and Turkey thus need to address reading performance across a range of proficiency levels in order to increase the average performance.

Figure 2: Percentages of low-achieving 15 year-old students in reading, 2009

✗ Countries not participating in the study

	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	LV	LT	LU
2009	19.6	23.3	16.9	13.4	41.0	23.1	15.2	18.5	13.3	17.2	21.3	19.6	19.8	21.0	17.6	24.4	26.0
Δ	0.1	-4.9	x	1.7	0.7	**5.6**	**-2.7**	**-4.2**	x	**6.2**	-3.1	**3.3**	**4.6**	2.1	**-12.5**	x	m

	HU	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	TR
2009	17.6	14.3	27.6	15.0	17.6	40.4	21.2	22.2	8.1	17.4	18.6	16.3	16.8	15.7	15.0	24.5
Δ	**-5.1**	m	m	**-8.2**	**-8.6**	-0.9	x	x	1.2	**4.9**	m	m	**2.3**	**-6.4**	-2.5	x

Δ Difference from 2000 m Not comparable x Countries not participating in the study

Source: OECD, PISA 2000 and 2009 databases. UK (1) = UK-ENG/WLS/NIR

Explanatory note

Low achievers – students that did not achieve Level 2 (< 407.5).

Values that are statistically significantly (p <.05) different from zero are indicated in bold.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

The proportion of students who have not acquired the basic skills in reading provides another important indicator of educational quality and equity. Students not attaining Level 2 in PISA are considered low achievers by the Council of the European Union. According to OECD (2001, p. 48), students reaching Level 1 (335 to 407 points) are capable of completing only the simplest reading tasks, such as locating a single piece of information, identifying the main theme of a text or making a simple connection with everyday knowledge. Students performing below Level 1 have serious

difficulties in using their reading literacy skills as an effective tool to advance and extend their knowledge and skills in other areas. As Figure 2 shows, on average in the EU-27 in 2009, 19.6 % of students were low achievers in reading. This means that approximately one in five 15-year olds in the EU-27 had difficulties using reading as a tool for learning. As noted earlier (see General Introduction), EU member states have set a benchmark to reduce the number of 15-year olds with inadequate reading skills to less than 15 % by 2020 ([7]). Only one European country, namely Finland (8.1 %), reached this target in 2009 (i.e. the percentage of low achievers in reading is significantly lower than 15 %). The proportion of low achievers was approximately 15 % in Belgium (Flemish Community), Denmark, Estonia, Poland and Norway. The proportion of students lacking basic skills in reading was especially high in Bulgaria and Romania – about 40 % of students in these countries did not reach proficiency Level 2. These two countries are characterised by students' very low average performance and extremely disadvantaged backgrounds (OECD 2010c, p. 105).

Reducing the numbers of low achievers in reading and improving the effectiveness of a country's education system is not an easy process. Despite the policy focus on reducing the proportion of low achievers, the European average and the proportion of students lacking basic skills in reading did not change in 2009 compared with 2000 ([8]). However, it is encouraging that the spread of student results or the equity of education systems in EU-27 seems to be improving. The standard deviation decreased from 100.9 in 2000 to 96.4 in 2009 (the difference -4.5 with a standard error 0.9 is statistically significant) ([9]). In most countries where the spread of student results decreased, the proportion of low achievers also fell. These findings suggest that quality and equity are mutually reinforcing characteristics of education systems.

Although the EU-27 average and the proportion of low achievers remained quite stable, some countries experienced considerable changes. Germany, Latvia, Poland, Portugal and Liechtenstein had positive changes in average score, increases in equity and decreases in the proportion of low achievers since 2000. Due to these improvements, Germany, Poland and Liechtenstein currently perform better than the EU-27 average. The decline in average reading results was notable in Ireland (-31) and Sweden (-19). Despite these changes, these countries remain average or above average performers at European level.

([7]) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020), OJ C 119, 28.5.2009.

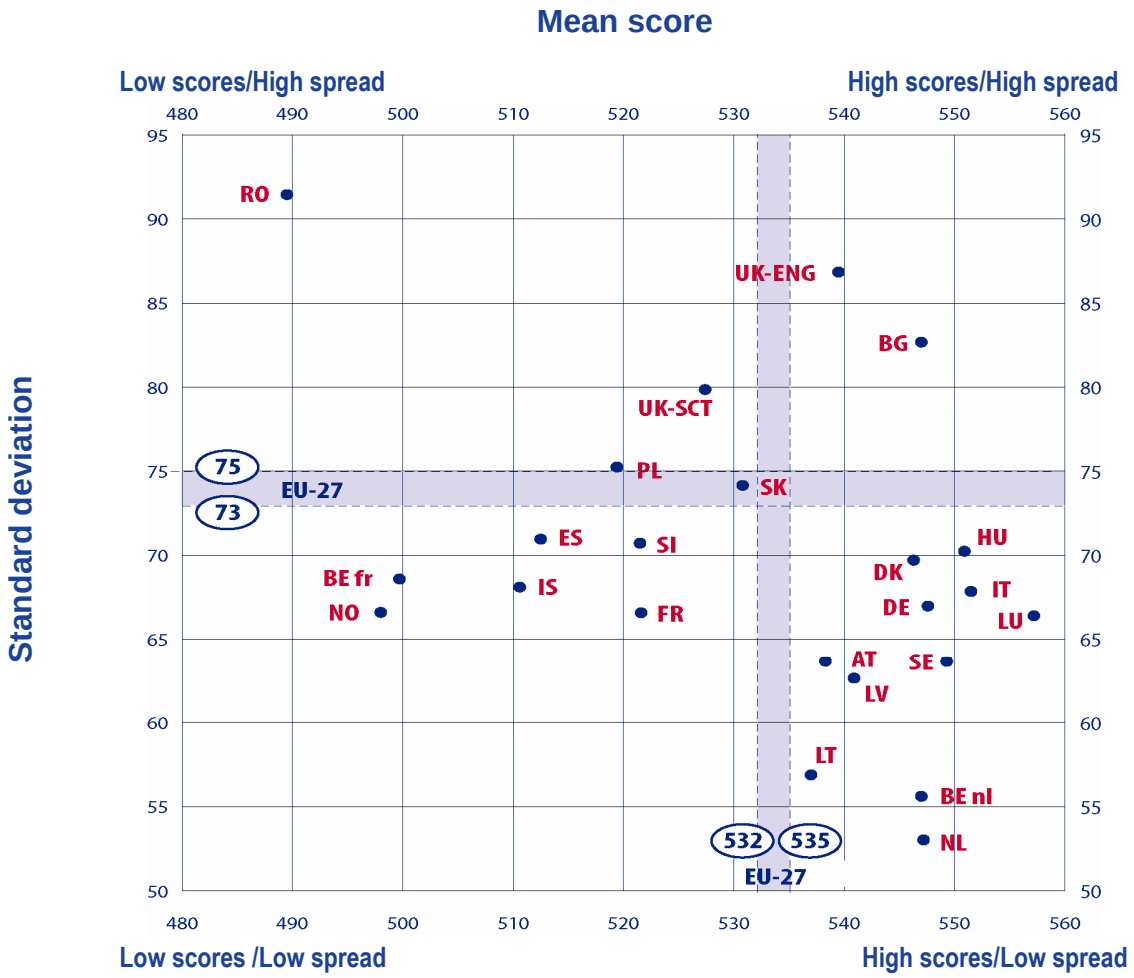
([8]) However, methodologically it is more appropriate to compare only those countries that participated in PISA 2000 and those that have comparable results in both assessments (i.e. excluding Belgium (German-speaking Community), Estonia, Lithuania, Luxembourg, the Netherlands, Austria, Slovenia, Slovakia and the United Kingdom). Comparing only these countries, the difference in average scores was not significant (5.4 points, standard error of the difference 5.12). Yet, the average proportion of students performing below proficiency Level 2 has declined statistically significantly in 2009 compared with 2000 (difference 1.9 %, the standard error of the difference 0.72). For the methodological reasons for exclusion in comparisons see OECD (2010f, p. 26).

([9]) This holds true also when comparing only those countries that participated in PISA 2000 and those that have comparable results in both assessments. The standard deviation in reading results in 2009 in those countries was 95.9 (standard error 0.79). The difference from year 2000 was significant (-4.4 points, standard error 1.09).

Reading achievement according to PIRLS findings

As Figure 3 shows, pupils in the fourth year of schooling in the EU-27 scored on average 533.3 points in PIRLS, which is higher than the international average (set at 500) ([10]). There were no clear leaders or countries whose performance outstripped the others.

Figure 3: Mean score and standard deviation in reading for pupils in the fourth grade, 2006



	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Mean score	533	500	x	547	547	x	546	548	x	x	x	513	522	552	x	541	537	557
Standard deviation	73.8	68.6	x	55.6	82.7	x	69.7	67.0	x	x	x	71.0	66.6	67.9	x	62.6	56.9	66.4

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK (*)	UK-SCT	IS	LI	NO	TR
Mean score	551	x	547	538	519	x	490	522	531	x	549	540	x	527	511	x	498	x
Standard deviation	70.2	x	53.0	63.7	75.3	x	91.5	70.7	74.2	x	63.6	86.9	x	79.9	68.1	x	66.6	x

x Countries not participating in the study

Source: IEA, PIRLS 2006 database.

UK (*): UK-WLS/NIR

([10]) PIRLS international averages are based on all participants, including middle-income and developing nations from around the world. This cannot be directly compared with PISA international averages, which are based on OECD countries.

Explanatory note

The two shaded areas mark the EU-27 averages. These are interval indicators which take into account the standard errors. For readability country averages are shown as dots but it is important to keep in mind that they are also interval indicators. The dots that approach the EU average area may not differ significantly from the EU mean. Values that are statistically significantly (p<.05) different from the EU-27 mean are indicated in bold in the table.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

As noted earlier, it is important to consider the relative country results for the average student scores together with the spread of performance, i.e. the efficiency of educational systems together with their equity. Figure 3 presents these two indicators in comparison with the average of participating EU-27 countries. Two dividing areas mark the EU-27 averages on these indicators (see explanatory note to Figure 3). Countries that have significantly higher than average scores and significantly lower standard deviations than the EU-27 averages can be considered to have efficient and equitable educational outcomes (see Figure 3, lower right quarter). These countries/regions include Belgium (Flemish Community), Denmark, Germany, Italy, Latvia, Lithuania, Luxembourg, Hungary, Austria and Sweden.

As with the PISA findings, there were only a few education systems which had a significantly wider spread in the student reading scores than the EU average for participating countries, namely Bulgaria, Romania and the United Kingdom (see Figure 3, top half). Romania's average score was especially low, with the proportion of struggling readers much higher than in other educational systems (see Figure 4).

Lastly, in Belgium (French Community), France, Slovenia, Iceland and Norway, the average results were lower than the EU-27 average, but their spread was not high. This indicates that, in these countries, most students in their fourth year of formal schooling have similarly low results. Therefore, efforts to raise achievement should target the wider school population.

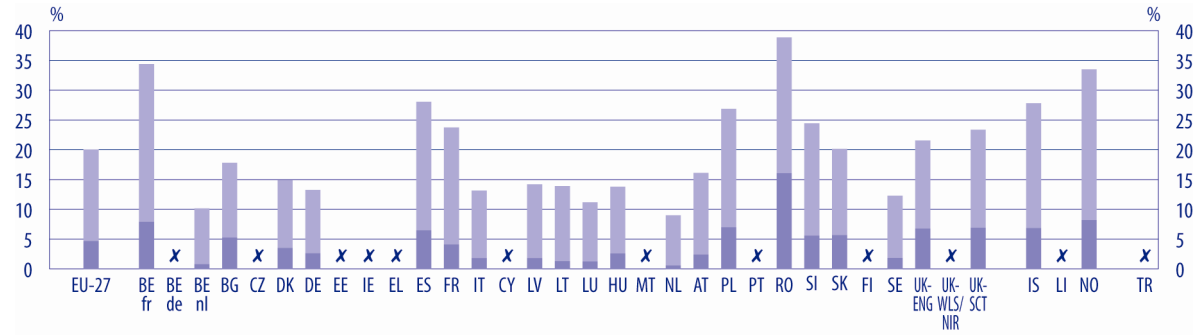
As with PISA, PIRLS also sets several points on the achievement scale that break the scale into qualitatively different levels called 'international benchmarks'. In PIRLS 2006, students who did not reach the Intermediate International Benchmark (set at 475 score points on the PIRLS achievement scale) could be considered as struggling readers. This included two groups of pupils: those who demonstrated some basic reading skills, e.g. achieved the Low International Benchmark (400 points) and those who did not even display minimal reading skills (those below 400 points). According to the PIRLS definition, those pupils who achieved the Low International Benchmark were able to recognise, locate, and reproduce explicitly stated details from information texts, particularly if the details were close to the beginning of the text. They were also successful with some items requiring straightforward inferences (Mullis et al. 2007, p. 78). Yet these pupils were barely able to recognise plots at a literal level, nor find information not explicitly stated or signalled in the text.

Figure 4 shows the percentage of pupils in the fourth grade who demonstrated basic or lower than basic reading skills. On average, in participating European education systems, 20 % of pupils were unable to recognise plots at a literal level, or identify information not explicitly stated. The numbers of struggling readers reached about 30 % or more in Belgium (French Community), Romania and Norway. At the other end of the scale, Belgium (Flemish Community), Denmark, Germany, Italy, Latvia, Lithuania, Luxembourg, Hungary, the Netherlands, Austria and Sweden had fewer struggling readers than the European average.

Pupils without even basic reading skills comprised fewer than 5 % on average across EU countries. The highest percentage of very poor readers (those scoring below the Low Benchmark) was in Romania, where 16 % of pupils were not able to recognise, locate, and reproduce explicitly stated

details from the texts. This proportion was significantly higher than in all other European education systems. In Belgium (French community), Spain, Poland, the United Kingdom, Iceland and Norway, the proportions of pupils with serious reading difficulties were also significantly higher than the EU average.

Figure 4: Percentage of struggling readers among pupils in the fourth grade, 2006



Below or at 400 | Reaching 401-475 | ✗ Countries not participating in the study

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU
Below or at 475	20.1	**34.4**	**10.2**	17.8	**14.9**	**13.2**	**28.0**	**23.7**	**13.2**	**14.2**	**13.9**	**11.2**
Below or at 400	4.7	**7.9**	**0.8**	5.2	**3.5**	**2.6**	**6.5**	4.1	**1.8**	**1.8**	**1.3**	**1.2**
	HU	**NL**	**AT**	**PL**	**RO**	**SI**	**SK**	**SE**	**UK-ENG**	**UK-SCT**	**IS**	**NO**
Below or at 475	**13.8**	**9.0**	**16.1**	**26.9**	**38.9**	**24.4**	20.2	**12.3**	21.6	**23.4**	**27.8**	**33.5**
Below or at 400	**2.6**	**0.6**	**2.4**	**7.0**	**16.1**	5.6	5.6	**1.8**	**6.8**	**6.9**	**6.8**	**8.2**

Source: IEA, PIRLS 2006 database.

Explanatory note

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

In many countries, the average scores of fourth grade pupils in reading literacy changed significantly in 2006 compared with 2001 (Mullis et al. 2007, p. 44). There was a considerable increase in average scores in Germany, Italy and Slovenia. Mean scores were significantly lower in France, Latvia, Lithuania, Romania, Sweden and the United Kingdom (England). In some countries, it is possible to monitor even earlier trends. In 1991, the IEA conducted a Reading Literacy Study which was repeated in six European countries in 2001. According to this survey, between 1991 and 2001, reading literacy achievement increased significantly in Greece, Hungary, Slovenia and Iceland. There was no significant change in Italy, while Sweden had a significant decrease in performance (Martin, Mullis, Gonzalez and Kennedy, 2003). Of the countries which participated in all IEA reading surveys, only Slovenia and Sweden show consistent trends. Slovenian results increased considerably with every round, although they still remain lower than the EU average (a pattern that also holds for Slovenian 15-year olds in PISA). The average results of Swedish fourth grade pupils have decreased significantly in every IEA survey. This trend is reflected in PISA which also shows that the average reading scores of 15-year-olds in Sweden decreased significantly between 2000 and 2009. Despite these trends, Sweden remains among the higher-performing countries for fourth grade pupil reading achievement and is an average-performing country with respect to 15-year olds.

Main factors associated with reading performance

International student achievement surveys explore factors which impact on reading performance at three levels: characteristics of (1) individual students and their families, (2) teachers and schools, and (3) education systems. Some attributes of individual students, such as home and family background or gender, cannot be directly influenced by education systems, but it is important to know their effect in order to target particular interventions. Other factors, such as the level of reading engagement or the quality of teacher education, are more amenable to improvement.

Characteristics of students and home environment

Research has clearly established that background and home environment have a very significant impact on school achievement (Breen and Jonsson, 2005). According to PISA, home and family background exerts a powerful influence on student reading performance (OECD, 2004, 2010c). PIRLS also reports a strong relationship between pupils' reading achievement and parents' highest educational and occupational level (Mullis et al., 2007). The majority of struggling readers have less-well educated parents and come from socio-economically disadvantaged families who tend to lack educational resources, including books. In most countries, an immigrant background can have significant detrimental effects on reading achievement, especially for pupils who speak a language at home other than the language of instruction ([11]). Yet the extent of the influence of home and family background varies across countries, suggesting that, in some education systems, the strong relationship between background and performance may be reduced (OECD, 2010c).

Reading literacy has a much stronger gender dimension than other commonly tested skills such as mathematics or science (EACEA/Eurydice, 2010). In almost every country, in both PIRLS and PISA, girls, on average, outperform boys in reading. Girls are more engaged in reading than boys, and boys are interested in different types of reading than girls. On average, girls tend to read fiction books and magazines, while boys read newspapers and comics more often than girls (OECD, 2002, 2010d).

The gender gap is especially visible among low-achieving students. Figure 5 shows the relative risk of being a struggling reader, by gender according to data from PIRLS and PISA. PIRLS 2006 results indicated that boys were more likely to be amongst the poorest performers in reading in most countries. On average in the EU, 18 % of girls and 22 % of boys were struggling readers. Only in Spain, Italy, Luxembourg and Hungary were there no gender differences. In Latvia and Lithuania gender differences were particularly pronounced, boys being nearly twice as likely as girls to have reading difficulties.

PISA shows higher gender differences than PIRLS (see Figure 5) (this, however, might be due to differences in the definition of struggling readers or methodological disparities). At age 15, in all participating European education systems, boys were about twice as likely as girls to be struggling readers. This means that, on average in Europe, 12 % of girls and 26 % of boys did not reach Level 2 in PISA. The greatest difference was observed in Finland, where boys were over four times more likely to have difficulties in reading than girls. This might be partly due to the fact that, relative to other EU-27 countries, fewer students in Finland were classified as low achievers. Comparing gender outcomes for PISA 2000 and PISA 2009, significantly higher average differences were observed in France, Portugal, Romania and Sweden in 2009.

([11]) However, there is no relationship between the size of the immigrant student population and average performance at country level. These findings contradict the assumption that high levels of immigration will inevitably lower the mean performance of school systems (OECD, 2010c).

Figure 5: Relative risk, by gender, of being a struggling reader, for pupils in the fourth grade, 2006, and for 15-year-old students, 2009

	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
4th grade	**1.2**	**1.1**	x	**1.4**	**1.4**	x	**1.3**	**1.2**	x	x	x	1.1	**1.3**	1.2	x	**1.7**	**1.8**	1.1
	HU	**MT**	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK-ENG**	**UK-SCT**		**IS**	**LI**	**NO**	**TR**
4th grade	1.0	x	**1.4**	**1.3**	**1.3**	x	**1.2**	**1.5**	**1.4**	x	**1.5**	**1.3**	**1.5**		**1.4**	x	**1.3**	x

Source: IEA, PIRLS 2006 database.

	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
15-year-olds	**1.9**	**1.4**	**2.7**	**1.6**	**1.8**	**2.1**	**1.7**	**1.9**	**2.7**	**2.1**	**2.2**	**1.6**	**1.8**	**2.3**	x	**2.7**	**2.7**	**1.6**
	HU	**MT**	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK-ENG/ WLS/NIR**	**UK-SCT**		**IS**	**LI**	**NO**	**TR**
15-year-olds	**2.2**	x	**1.6**	**1.7**	**2.9**	**23**	**1.6**	**3.0**	**2.5**	**4.4**	**2.3**	**1.6**	**1.7**		**2.5**	**2.0**	**2.6**	**2.1**

Source: OECD, PISA 2009 database.

x Countries not participating in the study

Explanatory note

Relative risk, by gender, of being a struggling reader, shows a ratio of the probability of being a struggling reader for males versus females. In this table, values that are not in bold indicate equal chances for males and females, values in bold indicate that males have significantly (p<.05) greater risk of being a struggling reader.

Struggling readers according to PISA are students that did not achieve Level 2 (<407.5).

Struggling readers according to PIRLS are students who did not reach the Intermediate International Benchmark (<475 points).

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

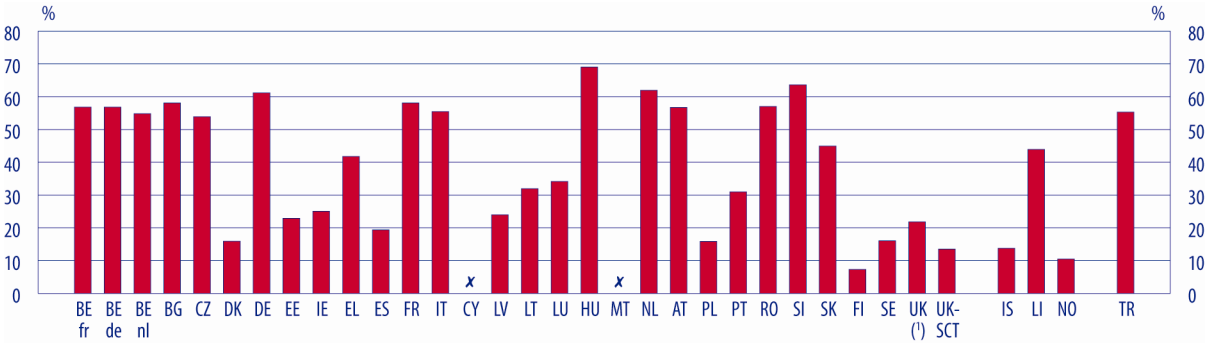
Although methodological disparities hinder straightforward comparisons between PIRLS and PISA, such results correspond to other studies which report increasing gender differences with age in reading (Böck, 2000; Harmgarth, 1997; Johnsson-Smaragdi and Jönsson, 2006). This tendency might be related to teenagers' stronger compliance with gender stereotyping which associates reading with female activity (Daly, 1999; Garbe, 2007). In turn, this might affect reading engagement and frequency, which decreases with age more rapidly for boys than for girls (Harmgarth, 1997; Johnsson-Smaragdi and Jönsson, 2006). However, not all girls do well on literacy-related tasks and not all boys do poorly. The differences within genders are greater than those between genders. Moreover, the gender gap varies considerably across countries, suggesting that boys and girls do not have intrinsic academic advantages and different interests, but that these are mostly acquired and socially induced.

The individual-level factor most susceptible to change is student engagement in reading activities. Associations between reading engagement and achieving high levels of reading proficiency are circular: by reading more students become better readers, and when they read well they tend to read more and enjoy reading (see more in Chapter 3). Findings from PISA 2000 and 2009 suggest that engagement has a potential to balance the reading achievement differences between boys and girls or students from various social backgrounds (OECD, 2002, 2010d). Still, reading for pleasure is not enough, an awareness of effective reading comprehension strategies is also essential for becoming a better reader. Differences in the level of engagement in reading and the use of reading comprehension strategies largely explain gender and socio-economic differences in reading performance. Therefore, when boys enjoy reading, read diverse material and adopt reading comprehension strategies, they can attain a higher level of performance in reading than girls. Similarly, disadvantaged students who read a diverse range of texts and employ effective reading strategies tend to perform well in reading. However, 15 year-olds read for enjoyment less in 2009 than they did in 2000, and as this decline was more pronounced amongst boys, it threatens to widen the gender gap even further (OECD, 2010f).

Characteristics of schools

The school factors (for example, resources, size, location, school climate) which contribute to higher student achievement vary from country to country and their effects need to be interpreted by taking national cultures and differences in education systems into account. The variation in student achievement observed within schools or between schools differs greatly across countries. Figure 6 shows a breakdown of variance in student performance. The length of the bars represents the percentage of the total differences in reading achievement which are explained by school characteristics. In 12 countries most of the variation in student achievement is due to differences between schools. In these countries, the difference in the quality of schools is great and, consequently, the school a student attends to a large extent determines his/her learning outcomes. Usually this occurs because students with a similar socio-economic background cluster in particular schools. Between-school variation explains more than 60 % of differences in student achievement in Germany, Hungary, the Netherlands and Slovenia. In contrast, in Denmark, Spain, Poland, Finland, Sweden, the United Kingdom (Scotland), Iceland and Norway, less than one fifth of the variation lies between schools. In these education systems the quality of schools is much more even.

Figure 6: Percentage of the total variance explained by between-school variance on the reading scale for 15 year-old students, 2009



✗ Countries not participating in the study

BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	LV	LT	LU
56.8	56.8	54.8	58.1	53.9	15.9	61.2	22.9	25.1	41.8	19.4	58.1	55.5	24.0	31.9	34.2
HU	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK (1)**	**UK-SCT**	**IS**	**LI**	**NO**	**TR**
69.0	62.0	56.7	15.9	31.0	57.0	63.6	45.0	7.3	16.0	21.8	13.5	13.8	43.9	10.5	55.3

Source: OECD, PISA 2009 database.

UK (1): UK-ENG/WLS/NIR

Both PIRLS and PISA conclude that, in most countries, the social background of a school (measured as the proportion of socially disadvantaged students or the average socio-economic status) is strongly associated with reading performance. The overall effect of school's social background is higher than the sum of the backgrounds of individual students. Moreover, the effect of the school's economic, social and cultural status on student performance far outweighs the effects of the individual student's socio-economic background. The advantage resulting from attendance at a school where many students have favourable home backgrounds relates to a variety of factors, including peer-group influences, a positive climate for learning, teacher expectations, and differences in the resources or quality of schools (OECD, 2004, 2010c, 2010e).

Characteristics of education systems

International student achievement surveys are often used for country comparison. Yet, according to PISA 2009, differences between European countries explain only 10.6 % of the total variance of reading performance, while between-school differences represent 37.3 % and within school 52.1 % of total variance ([12]). The degree to which students' educational chances are affected by the country in which they live should therefore not be exaggerated. Still, it is possible to distinguish certain features of education systems that can be associated with the general student achievement levels and/or the proportion of weak readers. For example, PIRLS reports a positive relationship between fourth-grade students' reading achievement and the amount of time spent in pre-primary education (Mullis et al., 2007). PISA found that in countries where more students repeat grades, overall results tend to be worse. Also, in countries and schools where students are guided into different tracks based on their abilities, overall performance is not improved, but socio-economic differences are enhanced (OECD, 2004, 2010e).

Explaining changes in a particular country's results is rather difficult. The effects of any particular education reform are not immediate and significant trends are usually related to the common influence of several factors. However, a number of analytical papers and reports can throw some light on the issue. For example, an OECD (2010b) analysis shows that Poland's significant improvement is mainly due to delaying vocational education tracking by one year. Other important changes included an increase in the hours of instruction, increased exposure to testing and enhanced student and teacher motivation. In Latvia, an increase in equity among schools is also related to a restructuring of the education system which resulted in the postponement of the selection of students for academic or vocational programmes (OECD, 2010f). Baye et al. (2010), in explaining the improvement of results in Belgium (French Community) emphasise that concerns following the alarming PISA results in 2000 led to a wave of reflections, actions and research in the field of reading. A new curriculum with a strong focus on core competences was introduced, more emphasis was put on teacher education and new support tools and teaching materials were developed. In a similar vein to the Polish situation, Baye et al. (2010) mention, as an important factor, that students became more familiar with external examinations. In Germany, an improvement in equity also seems to be related to responses made to the PISA 2000 assessment which revealed significant inequalities. Consequently, federal states and schools invested heavily in supporting disadvantaged students, including those from immigrant backgrounds (OECD, 2010f).

A Swedish analysis (Skolverket, 2009) of declining student achievement highlights the influence of increasing segregation in the Swedish school system and the negative effects of decentralisation and streaming. Individualisation in teaching practices, or a shift of responsibility away from teachers to pupils, also had a negative impact. These factors increased the effect of student socio-economic background, whether by higher concentration of pupils from similar backgrounds in the same schools or strengthening the importance of home support, where parents' levels of education assumed greater significance for pupils' educational attainments.

General increases or decreases in reading achievement are usually associated with the teaching of all other basic skills, and are often linked to general educational restructuring. In addition, changes in student performance can also signal changes in demographic conditions and in the socio-economic composition of student populations.

([12]) The numbers are computed by a 3-level (country, school and student) multilevel model for participating EU-27 countries.

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The international student achievement surveys provide a wealth of information on reading achievement but they largely focus on individual and school factors; they do not systematically gather data on education systems (PISA) or analyse such data (PIRLS) with a view to assessing its impact on student reading achievement. This study examines the qualitative data on various aspects of European education systems with a view to identifying the main factors affecting reading performance and highlights good practices in the teaching and promotion of reading. Secondary analysis of international survey data will complement the discussion of research results and national policies on each key topic of the study.

CHAPTER 1: TEACHING APPROACHES IN READING INSTRUCTION

Equipping all citizens with appropriate reading skills has been one of the main goals of education systems over many decades in Europe. Yet, the teaching and learning of these skills is a very complex process. The main objective of this chapter is twofold: firstly to elucidate this process and to highlight the main obstacles to success, and secondly, to reveal the support provided to teachers and education staff for the teaching of reading skills through an analysis of official guidelines, drawing largely on national curricula and related policies.

Section 1.1 provides an overview of the academic research related to the various components of the reading instruction process and to teaching practices which are effective during the main stages of reading development. It also has a particular focus on the teaching methods and activities which can help pupils with reading difficulties. Section 1.2 focuses on national and central-level curricula and guidelines. It mainly examines whether they reflect recent international research results on the main stages of reading development and the most effective teaching practices. It also highlights the main similarities and differences between countries in their policies on teaching reading. Section 1.3 focuses on pupils who face difficulties in reading and looks at the common approaches used to support them. The analysis is based on the Progress in International Reading Literacy Study (PIRLS) 2006 data. Section 1.4 analyses national policies and practices related to the educational support staff who help teachers work with pupils with reading difficulties. It also looks at concrete and successful initiatives carried out within education systems to help these pupils.

1.1. Review of the academic literature on reading instruction and tackling reading difficulties

Reading literacy skills acquired through schooling provide a foundation for pupils' early and sustained success in school, and their later inclusion and participation in social, cultural and professional life. Indeed, the development of good reading skills usually leads to higher educational attainment. Conversely, failing to learn to read fluently and with good comprehension may result in difficulties in both learning and developing new skills.

Current research in reading literacy highlights effective ways to promote reading acquisition and comprehension in young children and adolescents and recommends good practice based on scientific evidence of how to address reading difficulties. A multitude of studies exists which links reading skills development to specific teaching practices and, perhaps more importantly, allows us to identify what good readers do and what poor readers lack.

The following section presents an overview of research results concerning the main stages in reading development as well as effective teaching practices and assessment strategies. A particular focus throughout the review will be on ways to tackle the needs of pupils facing difficulties in reading. It should be noted that the processes described do not follow a linear sequence where each element of reading development is a prerequisite for the next. Instead, all the different stages and teaching approaches must be addressed in a balanced, integrated and dynamic way to promote reading skills as part of a comprehensive comprehension-based language instruction programme.

1.1.1. Foundations of early reading development

The early foundation phase of reading development is a crucial stage in pupils' reading acquisition. In the following paragraphs, some dimensions of basic reading instruction will be presented that have been shown to be most influential in the early stages of reading development. These are: phonological and phonemic awareness, phonics and reading fluency.

Phonological awareness

There is wide agreement that phonological awareness is highly predictive of reading development, particularly in early stages (see for example Chall, 1996b; Cowen, 2003; Patel et al., 2004; Caravolas et al., 2005). The term phonological awareness – often used interchangeably with phonemic awareness – refers to 'the ability to detect and manipulate the sound segments of spoken words' (Pufpaff, 2009). Phonemic awareness, i.e. an understanding of phonemes, the smallest units of sound, is a component of phonological awareness (Cunningham, Cunningham, Hoffman and Yopp, 1998).

Instruction in phonological awareness is a key component of emergent literacy. In fact, existing deficits in this area can be ameliorated through appropriate training with primary school pupils or as early as the pre-primary stage. A study on the literacy programmes in the kindergarten curricula of 10 European countries (Tafa, 2008) reports increasing acknowledgement of the impact of phonological awareness on children's success in reading and writing, and indicates that incorporating strategies to enhance phonological awareness in kindergarten classrooms is critical to children's success in becoming literate.

Early instruction in phonological awareness skills can have a particularly important impact on the development and outcomes of reading skills in children at risk of developing reading difficulties. This was shown, for example, in studies by Ball and Blachman (1991) and Foorman et al. (1997a, b) which supplemented kindergarten programmes for children at risk of developing reading difficulties with activities and tasks involving phonological awareness skills. Both studies showed that the inclusion of such activities resulted in a growth in reading skills among participating children compared to children who received the standard curriculum without phonological awareness skills.

Similar studies have shown that the benefits of teaching phonological awareness skills continue and are also evident in word reading in early primary school years. Torgesen (1997) found that one-to-one tutoring in phonological decoding strategies and practice in reading and writing enabled approximately 75 % of first graders who had been in the lower-level ability group in phonological skills in kindergarten to move to the level of the national average. The same results were achieved with older severely disabled readers, although the one-on-one tutoring was much more time-intensive; moreover, decoding accuracy but not speed reached national averages. Olson et al. (1997) had matching positive results with third to sixth graders who were tutored individually in phonological decoding strategies.

Phonics

Research has, moreover, provided evidence on the important role of 'phonics' – also referred to as 'grapho-phoneme correspondence' – in learning to read (see for example Foorman et al., 1998; Torgeson, 2000; Torgeson et al., 2001; Goswami, 2005; Torgerson et al., 2006; Brooks, 2007; de Graaff et al., 2009). Phonics instruction teaches pupils 'how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns, and to help them learn how to apply this knowledge in their reading' (NRP 2000, p. 8). Most of the research emphasises the need for

systematic phonics instruction according to a clear plan or programme, as opposed to more sporadic attention to grapho-phoneme correspondence in which the teacher develops the lessons in response to pupils' needs. It shows that systematic phonics instruction has a positive impact on beginning readers' word identification and spelling skills, and it provides an effective intervention to increase the progress of children with lower literacy rates to the level of attainment acquired by their peers (ibid.).

The latter finding was also confirmed by a more recent National Reading Panel report (Shanahan, 2005). Moreover, the report highlighted the fact that although phonics can generally be taught through small-group or whole-class instruction, struggling readers may benefit from more intensive small-group instruction. Not every pupil understands all the phonics concepts as they are first being presented, which is why the report suggests continually monitoring pupils' progress and giving intensive phonics instruction in groups that are as small as would be practical to those who require it.

Another review concentrates on research findings from the United Kingdom, Australia, Canada and United States on alternative approaches for struggling readers in primary school (Slavin et al., 2009). It also supports the important role of phonics, and in addition, it has found that programmes that are particularly effective for struggling readers are one-to-one tutoring programmes in which teachers were the tutors, rather than teaching assistants or volunteers.

Excursus: The impact of orthography on learning to read

Grapho-phoneme correspondence may be more central to reading instruction in certain countries than in others as the effort required for learning to read differs between languages. In languages with consistent orthographies, the same letter is always pronounced the same in different words, whereas letter-sound relations in inconsistent orthographies have many variations. For example, the orthographic and syllabic structures of English, French, Danish and Portuguese are substantially different and more complex from those of other European languages with more consistent orthographies such as Finnish, Greek, Italian and Spanish. This has important implications for reading development and in turn for recommendations on teaching reading in Europe.

Seymour et al. (2003) studied the early (foundation) phase of reading acquisition in English and twelve other European orthographies. Their results show that pupils from a majority of European countries become accurate and fluent in foundation level reading before the end of the first grade of primary education. There are some exceptions, notably in French, Portuguese, Danish and, particularly, in English. The effects appear not to be attributable to differences in age of starting to learn to read or letter knowledge. Instead, the authors argue that fundamental linguistic difference in syllabic complexity and orthographic consistency are responsible. The development of basic reading skills in orthographically inconsistent languages appears to take more than twice as long as in languages with consistent orthographies.

The PROREAD project (Blomert, 2009), which compared the cognitive skills of individual primary school children in six European countries, came to similar conclusions. The project's results showed that children use the same cognitive skills for learning to read in consistent and inconsistent orthographies. However, as the relation between letters and speech sounds becomes less consistent the rate of reading development slows down. The influence of the consistency of orthography is therefore mainly important in the first years of reading acquisition. Furthermore, it constitutes a significant factor in poor reading development during this period, which in turn suggests that support for poor readers should start as early as possible, preferably in first grade.

Reading fluency

Developing reading fluency is another important element in the development of basic reading skills as without fluency readers may have difficulties in comprehending what they read. Reading fluency is described by Rasinski (2003) as the ability to read passages accurately, rapidly, effortlessly, and with appropriate expression ('prosody'). Nichols et al. (2009, p. 4) expand on this definition by highlighting the role of speed in reading fluency as 'automaticity of word recognition'. Even pupils with reading difficulties can achieve high reading accuracy but may not achieve fluency due to the slow speed at which they read.

Generally, readers are thought to first begin to read accurately, then with speed and then to incorporate features of spoken and written language such as grammar and punctuation. As pupils become more and more automatic in carrying out the lower-level skills they can turn their attention more fully to the task of comprehending what they are reading. This has been confirmed by the findings of the US National Reading Panel, which state that 'fluency helps enable reading comprehension by freeing cognitive resources for interpretation' (NICHHD 2000, p. 36).

While research underlines the importance of reading fluency in early reading development, and highlights the factors contributing to it, less evidence is available on the efficacy of teaching methods used to improve fluency. It is generally thought that reading fluency can be achieved with practice and experience of the conventions of text, grammar and punctuation. It has also been proposed that independent repeated reading may work for readers who are able to monitor and evaluate their own reading. However, for most younger and struggling readers, repeated readings appear to be more effective if they take place under the guidance of a teacher (Rasinski et al., 2009). Instructional approaches that have been suggested include paired repeated reading, assisted reading and phrase reading (see for example Nichols et al., 2009).

A balanced approach to reading instruction

Overall, it is important to remember that although phonological awareness, phonemic awareness, phonics instruction and fluency have become the most popular, widely used and researched approaches to teaching reading, they are not the only approaches. They address only some of the processes that need to be developed in conjunction with others in order for the pupil to become a reader. For example, Cowen (2003, p. 2) reviewed six major research studies into learning to read and found that reading for meaning and understanding should be taught separately from direct phonics instruction and vice versa. He therefore calls for a 'balanced programme' for early reading instruction, which 'requires a very comprehensive, integrated approach, demanding that teachers know a great deal about literacy research related to emergent literacy, assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate levelled readers, reader response, writing process and constructivist learning.'

An example of a balanced approach for children who are having difficulties in acquiring reading skills at an early stage of their school career is 'Reading Recovery', which focuses on both constructing and comprehending written text (for more information about this programme in some European countries see Section 1.4). As currently being delivered, it aims to combine a focus on phonological and phonemic awareness as well as phonics and fluency for beginning readers and writers. During a set of intensive, individual (one-to-one) sessions, teachers engage children in a number of activities around selected texts, including re-reading a text, identifying letters and words, hearing and writing sounds in words, etc. Reading Recovery targets children who have the lowest achievement in literacy learning in their first years at school, and aims to address literacy difficulties before they impact children's

educational performance. Evaluations of Reading Recovery have shown that the programme has positive effects on pupils' emergent literacy skills (see for example Iversen and Tunmer, 1993; Stahl et al., 1999), and that it is particularly effective for socially disadvantaged children (Sylva & Hurry, 1996); although, recent reviews highlight the fact it needs a stronger focus on systematic, structured phonics teaching (Rose, 2009; Singleton, 2009).

1.1.2. Developing reading comprehension

Following the initial years of basic reading instruction and skill development, pupils need to consolidate their basic reading skills so that they can 'read to learn'. They need to further develop their word identification skills, increase reading fluency and the speed with which they read connected text. Pupils who fail to progress on these basic reading skills may experience many difficulties reaching the ultimate goals of reading – understanding what they read and using reading as a tool for learning.

Vocabulary development

Developing vocabulary knowledge is an important element in learning to read. Pupils who have good vocabulary knowledge can be expected to improve in reading and comprehension, while those who do not have certain words in their oral vocabulary may not understand them when they appear in print. Research evidence confirms the importance of vocabulary and its connection with reading comprehension. For example, studies have shown that developed vocabulary size in kindergarten is an effective predictor of reading comprehension in the middle elementary years (Scarborough, 1998); oral vocabulary at the end of first grade is a significant predictor of reading comprehension ten years later (Cunningham and Stanovich, 1997); and the vocabulary gap grows wider in the early grades, i.e. pupils who enter school with a limited vocabulary knowledge over time grow further apart from their peers who started school with a rich vocabulary (Biemiller & Slonim, 2001).

These research findings underline the importance of implementing a comprehensive vocabulary development programme from the early years of schooling. It should be noted, however, that vocabulary knowledge must be viewed as being on a continuum, starting from having no knowledge of the word’s meaning, to having a general sense of its meaning and then a narrow context-bound knowledge, to finally having rich, de-contextualized knowledge of a word’s meaning, its relationship to other words, and its extension to metaphorical uses (Beck et al., 2002). A pupil may thus understand a word in a general sense, but require additional instruction to reach a higher level of understanding. In this case, adequate assessment of the pupil's understanding of a word will play a key role in determining what instruction is needed.

In a review of research on vocabulary development, Baumann (2009) notes that vocabulary instruction can enhance reading comprehension when instruction includes: definitional and contextual information; provides multiple instructional encounters with the words; and requires learners to engage actively in the processing of word meanings. Effective techniques that directly involve pupils in constructing meaning include those using their personal experience to develop vocabulary in the classroom. For example, pupils may brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list; or they may engage in story development and storytelling with a view to developing their reading as well as listening comprehension and vocabulary (Smith, 1997).

For pupils at secondary level, the development of reading vocabulary shifts to academic language and vocabulary used to communicate concepts within and across disciplines such as mathematics, science or history. Academic vocabulary within disciplines tends to be highly specialised (e.g.,

'osmosis', 'perimeter', 'parameter', 'geographical'), and it is distinguished from the everyday vocabulary that is used to communicate on a less formal level outside the classroom. According to Marzano (2005), effective teaching of academic vocabulary occurs through direct instruction in the new terms as well as repeated encounters with them. This approach will enable pupils to build and maintain the vocabulary knowledge that is critical to understanding the information they will read and hear in the classroom. Shanahan and Shanahan (2008) add to this that given the special literacy demands presented by the different school subjects, reading instruction at secondary level should be embedded in the teaching of the respective disciplines. In other words, content area teachers should make use of appropriate comprehension strategies that address directly and explicitly the specialised vocabulary that is needed in order for adolescent pupils to meet the particular demands of reading and writing in each discipline.

There is a dearth of studies that investigate the impact of programmes for vocabulary development to support lower-achieving readers. It has been shown, however, that struggling readers often do not make gains in their reading comprehension because they have a limited reading vocabulary. Enhancing the vocabulary development for children who are experiencing reading difficulties can thus help them to better identify key concepts in the texts they read, make inferences within and between texts, and increase their abilities to comprehend (see for example Brooks, 2007; Scammacca et al., 2007; Rupley and Nichols, 2005). Although there is no general consensus about the effects of computer use for struggling readers (Brooks, 2007), some studies with pupils at different grade levels have found a positive impact on pupils' learning and comprehension resulting from the use of electronic talking books and electronic texts to support vocabulary development for pupils with reading difficulties (see for example Anderson-Inman & Horney, 1998; De Jong and Bus, 2003).

Reading comprehension strategies

As pupils progress through schooling they are faced with increasingly demanding reading comprehension tasks related to literature and information texts in different subject areas. The focus in reading moves from being able to decode words towards being able to understand a message or a whole text. At this stage, reading comprehension can be defined as ‘intentional thinking during which meaning is constructed through interactions between the reader and the text’ (Durkin, as cited in Harris and Hodges 1995, p. 207). Hence, reading comprehension involves both linguistic and cognitive processes, which interact during reading as the reader is trying to extract and create meaning from written text.

According to the RAND Reading Study Group (2002), reading comprehension should already be a part of reading instruction with beginning readers and not only a focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills. In particular, instruction in oral language, vocabulary and listening comprehension should start in pre-primary education and continue throughout primary school. In addition to good oral language skills, the RAND group describe other prerequisites for successful reading comprehension including successful initial reading instruction. Children who can read words accurately and rapidly have a good foundation for progressing well in comprehension. Moreover, social interaction and participation in literate communities – in homes and classrooms as well as in communities and in the larger socio-cultural context – enhance pupils' motivation and help form their identities as readers. Pupils who have rich exposure to literacy experiences as well as easy access to written text are more likely to develop good reading comprehension. Therefore, instructional strategies for developing pupils' reading comprehension must take into account their backgrounds, and the extent to which they are ready to benefit from reading comprehension instruction.

Teaching pupils to use reading comprehension strategies can help them to understand a text before, during and after reading. Reading comprehension strategies are specific procedures that enable pupils to become aware of how well they are comprehending the text as they read, and improve their understanding and learning from it. Good readers consciously and unconsciously use a range of comprehension strategies in reading a text. These may involve using their background knowledge, asking questions of the text or using their knowledge of the type of text in order to understand the linguistic structure and the links in the text more easily. Weak readers, on the other hand, have a very small repertoire of reading comprehension strategies and may often choose to read on further in a text even if they do not understand it.

There has been much support in recent years for the explicit teaching of reading comprehension strategies throughout schooling. The idea behind this approach, as stated by the National Reading Panel (NICHHD, 2000), is that reading comprehension can be improved by teaching pupils to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension as they read. The teacher generally explains the purpose of the strategies, demonstrates models and guides pupils in their acquisition and use until pupils are able to use them independently. Seven strategies have been identified, as a result of the National Reading Panel's meta-analysis of studies addressing strategy instruction, which appear to be most effective for improving reading comprehension in pupils:

- comprehension monitoring, where readers learn to monitor how well they comprehend;
- cooperative learning, where pupils learn reading strategies and discuss reading materials together;
- use of graphic and semantic organisers (including story maps), where readers make graphic representations of the material to assist comprehension and memory;
- question answering, where readers answer questions posed by the teacher and receive immediate feedback;
- question generation, where readers learn to ask themselves and answer inferential questions;
- story structure, where pupils learn to use the structure of the story as a means of helping them recall story content and answer questions about what they have read; and
- summarisation, where readers are taught to summarise ideas and generalise from the text information.

In addition, the National Reading Panel noted that a number of these strategies are more effective when used as part of a multiple-strategy method. The combined use of several strategies can lead to more effective learning, better transfer of learning, increased memory and general improvements in comprehension. An example of multiple strategy instruction is 'reciprocal teaching' (Palincsar and Brown, 1984), where the teacher explains and demonstrates four comprehension strategies – question generation, summarisation, clarification and prediction – and supports this through dialogue with the pupils as they attempt to gain meaning from text.

Resent research in Europe provides evidence for the benefits of reciprocal teaching for reading comprehension in primary and secondary school pupils. For example, in Finland, Takala (2006) found reciprocal teaching to be most effective in the teaching of reading comprehension to mainstream pupils (fourth and sixth graders), but that it was also helpful for pupils with specific language impairment. A research review by Brooks (2007) concluded that the reciprocal teaching of pupils with

reading difficulties has a useful impact on their reading accuracy and a substantial one on their comprehension. Spörer, Brunstein and Kieschke (2009) studied 210 German primary school pupils who were taught summarising, questioning, clarifying and predicting strategies and were assigned to one of three reciprocal teaching conditions, small group, pairs or instructor-guided small groups. The researchers found that those pupils who were part of the reciprocal teaching in small peer groups did better on standardised reading comprehension tests than those in the instructor lead group.

The latter study also confirms the effectiveness of instructional practices promoting 'collaborative learning', which can be defined as 'learning by working together in small groups, so as to understand new information or to create a common product' (Harris and Hodges 1995, p. 35). As collaborative learning involves pupils working together as partners or in small groups on clearly defined tasks, it requires the participation of each pupil. Mixed ability groups may work together, and readers can teach each other. Collaborative learning instruction has been successfully used to teach reading comprehension strategies in content subject areas and for teaching across the curriculum. It has been shown to lead to improved academic performance, greater motivation towards learning and increased time on task (Bramlett, 1994). Pupils of all abilities benefit from collaborative learning, and it can have particularly positive effects for struggling readers. This kind of collaboration with peers can give struggling readers a new active role in contributing to a process of social construction of meaning in the classroom (Slavin et al., 2009). Furthermore, it has been found to be effective for integrating pupils with disabilities and learning difficulties into regular classrooms (Klingner et al., 1998).

An example of a collaborative learning programme is PALS – Peer-Assisted Learning Strategies (Fuchs & Fuchs, 2001), where pupils work in pairs, taking turns reading aloud to one another and engaging in summarising and prediction activities. The effects of PALS on strategy knowledge, strategy use and comprehension task performance were examined in German pupils at secondary level by Spörer and Brunstein (2009). Their study found that compared to pupils who received traditional instruction in reading comprehension, PALS pupils scored higher on reading comprehension tests, and also improved to a greater extent in their understanding of self-regulated reading.

The latter concept of self-regulated learning, which includes the monitoring of performance through reflection and in particular the use of the above mentioned 'meta-cognitive skills', is yet another important element of reading comprehension (Hacker, 1998). It involves thinking about the actual process of reading, verifying comprehension, regulating difficulties and revising understanding. Readers need to have strategies for decoding and comprehending as well as sufficient background knowledge to be able to monitor whether meaning is a guess or a certainty.

Teachers can help pupils develop these skills, for example when they model self-monitoring by thinking aloud as they read (Davey, 1983; Baumann et al., 1993; Wilhelm, 2001). During this process, the teacher verbalises his/her thoughts as he/she reads, processes information or performs a learning task. Pupils can see how the teacher attempts to construct meaning for unfamiliar vocabulary, engages with the text, or recognises when he/she does not comprehend and selects an alternative strategy that addresses a problem he/she is having. Struggling readers seem to especially benefit from observing what skilled readers think about while reading. In addition, Anderson (2002) suggests that teachers can help pupils monitor and evaluate their strategy-use by asking them to respond to the following questions: What am I trying to accomplish? What strategies am I using? How well am I using them? And what else could I do? When taught such strategies as self-questioning, pupils at secondary level were shown to improve in comprehension (Gaultney, 1995).

In addition to improvements in reading comprehension, empowering pupils with meta-cognitive tools also builds their confidence as readers, which in turn can increase pupils' 'motivation' to read. Instruction that combines cognition and motivation can therefore optimise reading achievement. One approach to enhancing motivation by use of cognitive strategies is through Concept Orientated Reading Instruction (CORI) (Guthrie et al., 1999; Guthrie et. al., 1996). CORI aims to create 'engaged' readers who are intrinsically motivated to build knowledge through a variety of texts, and who are proficient in applying cognitive strategies for reading comprehension. Hence, CORI combines instruction in strategies with motivational features to teach pupils to learn from text. The motivational components include providing hands-on activities, giving pupils choice and accountability, using interesting texts in multiple genres, and providing opportunities for collaboration and for using content goals during instruction. The strategy components include teaching pupils to activate background knowledge, question and search for information in multiple texts, summarise, and organise information graphically. Evaluations of CORI have shown that it can help pupils in disadvantaged schools to learn and use a variety of strategies for text comprehension, increase their conceptual learning and transfer their conceptual knowledge (Guthrie et al., 1998); and it is effective for supporting struggling readers (Guthrie, 2004).

A recent European project, 'ADORE – Teaching Struggling Adolescent Readers. A Comparative Study of Good Practices in European Countries' (Garbe et al., 2009) has further investigated reading instruction for adolescent struggling readers in eleven European countries. It found that some of the main obstacles in these pupils' reading are in the above mentioned areas of reading comprehension, meta-cognitive skills, use of reading strategies and reading motivation. A 'Reading Instruction Cycle' has subsequently been developed by the project as a model of good instruction, at the centre of which lies the superior goal of supporting a positive self-concept and self-efficacy in pupils. The key elements of this instruction cycle at the level of the classroom include:

- involving pupils in planning the learning process and giving them the possibility of taking part in decisions about their learning process;
- letting pupils choose their own reading materials whenever possible and providing them with a wide selection of texts;
- involving pupils in texts by allowing them to elaborate their personal answers and point of view to a given text in collaboration with their peers and teachers;
- teaching meta-cognitive strategies and developing self-regulative capacities to make their reading comprehension more conscious and strategic; and
- applying formative, or diagnostic, assessment for the adjustment of instructional decisions to the learning needs of individual pupils and as a basis for a continued content- and problem-related communication with the pupils about their performance and progress.

1.1.3. Intensive interventions for struggling readers

Even with excellent instruction, some pupils nevertheless fail to make satisfactory progress in reading. They may require additional support from a reading specialist who can provide individual or small-group intensive instruction that is coordinated with the classroom instruction given by the teacher. The conclusions of a study carried out by the US National Research Council (Snow, Burns and Griffin, 1998) on preventing reading difficulties in young children highlight the importance of ensuring that well-trained reading specialists are available for interventions with children and for ongoing support to

classroom teachers. Moreover, schools that have reading specialists as well as other specialist staff, e.g. educational psychologists or speech therapists, need to coordinate the roles of these specialists and ensure that they are well informed about research in reading development and the prevention of reading difficulties.

Within the classroom, teacher instruction with small groups of pupils or one-to-one instruction have proven to be efficient ways of increasing the intensity of learning for struggling readers. Both approaches allow the instruction to be targeted to the pupils' specific needs, and provide them with more opportunities to respond and receive feedback.

As noted above, one-to-one tutoring in phonological decoding strategies has been shown to be particularly effective for struggling readers (Torgesen, 1997; Olson et al., 1997). Similarly, it was found that phonemic awareness instruction is more effective if it takes place with more intensive small-group follow-up for those who have difficulties progressing adequately from whole-class instruction alone (Shanahan, 2005).

In their review of effective programmes for struggling readers, Slavin et al. (2009) conclude that intensive one-to-one phonics tutorials for children struggling to read in the early years of primary school can not only bring most struggling readers up to their reading age level, but also help them to remain confident readers from then on. The high financial costs associated with this solution may be justified by the reduction in the need for learning support or retentions in later years.

As with phonological and phonemic awareness and phonics instruction, small group teaching and one-on-one tuition may be the most appropriate settings in which to carry out repeated guided reading sessions with young readers struggling with fluency (Rasinski et al., 2009; Nichols et al., 2009). Moreover, meta-cognitive strategy instruction too was found to be more effective using small-group instruction, as opposed to large-group or one-to-one instruction (Chiu, 1998).

1.1.4. Formative assessment as an integral part of teaching reading

The development of pupils' reading skills can be effectively enhanced through appropriate instruction as presented above. Assessment is a vital part of this process of teaching and learning. It can play an important role in supporting pupils' reading skills development through an in-depth evaluation of their reading ability and progress.

The most common types of assessment used in compulsory education are summative and formative assessments. Summative assessment refers to the systematic and periodic collection of information resulting in a judgement at a particular point in time about the extent and quality of pupil learning. It usually occurs at the end of each term, grade and educational level, and is used by teachers to report on the achievements of pupils both to their parents and the pupils themselves, or to take decisions that can affect their school career (Harlen, 2007). Formative assessment is usually performed by teachers on an ongoing basis as an integral part of their activity throughout the school year. It is aimed at monitoring and improving the processes of teaching and learning, by providing direct feedback to teachers and pupils alike (OECD, 2005a).

Formative assessment therefore always has a crucial diagnostic function in that it serves as an instrument for interpreting the results of pupil assessment and determining how this evaluation could be relevant for future learning. Support for the use of formative assessment in classrooms is found in the work of Black and Wiliam (1998) who reviewed over 250 studies and found positive effects for the use of strategies such as frequent teacher observation, classroom discussion and reading with pupils

to monitor their progress on pupils' subsequent performance. Moreover, the benefits to achievement were greatest in schools in which large numbers of socio-economically disadvantaged pupils were enrolled. Black et al. (2002) identified five key factors that improve learning through formative assessment, which include:

- providing effective feedback to pupils;
- actively involving pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial to learning; and
- considering the need for pupils to be able to assess themselves and to understand how to improve.

Based on the outcomes of the ADORE project, Garbe et al. (2009) advocate the use of formative types of assessments that can facilitate the diagnosis of pupils' strengths and weaknesses, help adjusting teaching to the educational requirements and inform the pupils of their learning process, encourage them and show them ways how to self-assess their own reading and learning abilities.

The idea that pupils are involved in and may even control assessment and learning is finally at the core of the concept of 'self-assessment', or 'peer-assessment' where several pupils are involved. The use of self-assessments increases pupils' awareness of themselves as actors in the process of reading and of their own individual learning needs (Guthrie and Wigfield, 1997). In adolescent pupils who are struggling to read, these types of assessments can contribute to boosting self-esteem and self-efficacy, and foster pupils' motivation to read (Garbe et al., 2009).

1.2. Reading literacy curricula and official guidelines ([1])

This section analyses the curriculum for reading literacy as outlined in official steering documents for pre-primary, primary and lower secondary levels. Steering documents are defined as official documents containing programmes of study and may include any or all of the following: learning content, learning objectives, attainment targets, guidelines on pupil assessment or model syllabuses. Several types of documents which allow different degrees of flexibility in the way they are applied may exist at the same time and at the same level of education in a country or state. However, they all establish the basic framework in which teachers are required (or advised, where mandatory requirements do not exist) to develop their own teaching to meet their pupils' needs. In this section, the terms 'curricula' and 'steering documents' are used interchangeably.

This section addresses the important issue of whether European steering documents reflect the most recent results in reading literacy research, particularly with respect to the critical stages in reading development and the most effective teaching practices as illustrated in the literature review. It also highlights the similarities and main differences between European countries in recommended or prescribed teaching approaches.

([1]) Luxembourg has not checked this section.

After a brief overview of the methodology used to analyse the steering documents, this section firstly sets the context and provides background information on steering documents. Secondly, it briefly discusses learning objectives and achievement scales – the two basic guiding frameworks which teachers use to develop their own schemes of work and classroom practices. Thirdly, the section on reading instruction deals specifically with what pupils need to learn in order to be able to read. It focuses on the development of emergent literacy and basic reading skills as well as on reading comprehension strategies. Finally, as pupils need to develop not only skills but also good habits in order to become competent readers, the last part of this section addresses the important issue of reading engagement.

1.2.1. Methodology

Steering documents are the source of information for this analysis. Only the documents or specific sections of documents relating to the language of instruction have been analysed. After establishing a common framework, Eurydice National Units were responsible for selecting the relevant documents on the basis of the definition provided. In countries which have several school systems using different languages of instruction and drawing on different steering documents, only the documents for the schools with the most widely used language of instruction within the given education system were analysed. A list of all these documents arranged by country is available in the Annexes.

Drawing on the research literature, an academic specialised in reading literacy created a matrix (available on the Eurydice website) consisting of 9 key elements. This matrix forms the basis of the analysis of the steering documents. Its key elements are:

1. Descriptive information (e.g. number of pages)
2. Main goals of reading instruction
3. Framework/information to help teachers deliver the curriculum
4. Listening and speaking – early goals (oral comprehension)
5. Reading – early goals
6. Comprehension strategies
7. Text-based collaborative learning
8. Reading engagement
9. Measures for ‘struggling readers’

The analysis here does not cover two of these headings: ‘listening and speaking early goals’ and ‘struggling readers’. Unfortunately, the indicators used to approach the ‘listening and speaking early goals’ did not allow a sufficient distinction to be made between oral comprehension in general (e.g. understanding instructions) and oral comprehension related to the learning to read process (e.g. understanding stories read by the teacher). With respect to help for struggling readers, it was not possible to gather enough information on the topic from the steering documents. However, a follow-up questionnaire on this specific issue was sent to the Eurydice National Units and a separate section on national policies and programmes for tackling reading difficulties is available in Section 1.4.

Some of these nine key elements have been sub-divided. This is for example the case with the element 'framework/information to help teachers deliver the curriculum', which has been broken down by 4 variables. In addition, sets of indicators have been developed for each variable or element in cases where there are no variables. For instance, 4 indicators attempt to approach 'fluency', a variable of the 'reading – early goals' element:

- read simple sentences/simple texts independently;
- repeated practice of reading aloud;
- gradual shifting from reading aloud to reading silently;
- read various kinds of texts fluently, without errors and with proper intonation.

Most elements and variables are relevant for analysing pre-primary, primary and lower secondary levels. However, some variables of 'reading early goals' are not relevant for lower secondary level. 'Reading comprehension strategies' as well as 'text-based collaborative learning' are not pertinent to pre-primary level.

Twenty-three education experts with a very good knowledge of the language of each set of steering documents completed the matrix in English for each education system. All steering documents from 31 countries of the Eurydice Network were analysed this way. The completed matrices show whether the defined indicators can be found in the steering documents. In most cases, they also provide examples from the steering documents which illustrate each indicator. Experts had one-and-a-half days' training with the specialist who created the matrix in order to fully understand how to use it.

The completed matrices are, in fact, the only information source for this curriculum analysis except for the sub-sections on reforms and surveys where a specific questionnaire was sent to the Eurydice National Units to request supplementary information.

1.2.2. Steering documents related to reading literacy

This sub-section provides information on the quantity and structure of steering documents: the number of documents for each education system and the length of the section on the language of instruction (in terms of pages) are indicated. A summary of the findings of national surveys on teachers' and schools' views on steering documents is then provided followed by an overview of major reforms.

Quantity and structure of documents

All countries have steering documents which cover pre-primary, primary and lower secondary levels. In Germany, no official guidelines relating to pre-primary education are defined at federal level, but they exist at *Länder* level ([2]).

The number of relevant steering documents varies significantly between countries. This may be for a number of reasons, for example, there may be a separate document for each level of education. In most countries, there are 2 or 3 steering documents. In Spain and France, there are 4. In Spain, only steering documents issued by central education authorities have been analysed. In Austria and Romania, there are 6; in Ireland and Portugal 7 and, finally, there are 14 steering documents in Greece and Cyprus. In these two countries, teachers must use the specific textbooks prescribed by central education authorities. They have no choice in the matter. Consequently teachers' manuals

([2]) These documents have not been analysed in this report. A list is accessible at: http://www.bildungsserver.de/zeigen.html?seite=2027

accompanying the textbooks are considered as steering documents. In Belgium (French Community), only the annex to the decree setting basic key competencies for all pupils aged between 2 ½ and 14 *(socles de compétences)* has been analysed in this report. Each organising body may freely define its own programmes providing they enable pupils to acquire the legally defined competences.

Within these steering documents, the number of pages dealing specifically with the language of instruction also differs greatly between countries. In Belgium (Flemish Community), the Czech Republic, Slovakia and Sweden, the content on the teaching of the language of instruction is not very extensive (up to 10 pages are allocated for the three educational levels). At the other end of the scale are the many Greek and Cypriot steering documents, as well as the Turkish ones with around 700 pages on teaching the language of instruction. This level of detail and length indicates the commitment of central education authorities to guide teachers or even standardise some aspects of teaching. This information on the number of pages serves only to indicate the existing variety of the steering documents. No conclusion on their content and organisation can be drawn on this basis.

Teachers and schools' view on steering documents

In seven countries, education authorities have carried out surveys to collect information on the views of individual teachers and schools on the content of steering documents. In most cases, the results provide information about the curriculum as a whole. However, in some countries, teachers' and schools' views about more specific aspects of the curriculum, such as those relating to reading literacy, are available.

In Ireland, primary teachers reported difficulties in using the steering documents to teach English (Department of Education and Science, 2005). These difficulties mainly came from the way the four strands of the curriculum statement were presented (i.e. 'Receptiveness to language', 'Competence and confidence in using language', 'Developing cognitive abilities through language' and 'Emotional and imaginative development through language'). The English curriculum was subsequently reviewed and the four overarching strands were replaced by the three strand units – 'oral language', 'reading' and 'writing'. In Finland, in a survey (Luukka et al., 2008) which targeted pupils and teachers in the 9th school year, 58 % of mother tongue teachers stated that the national curriculum influenced them a lot in defining learning objectives for pupils.

In Belgium (Flemish Community), according to a survey carried out in 2008 (Vlaams Ministerie van Onderwijs en Vorming, 2008), one third of primary school teachers and head teachers stated that they were not well acquainted with the developmental and final objectives of primary education. In Sweden, according to a survey conducted in 2007 (Skolverket, 2008), teachers felt that steering documents could be clearer especially when expressing goals which indicate the direction work should take in schools, and when defining criteria for awarding grades. The new curricula in force from 2011 contain fewer goals but these are spelt out more clearly. Still, according to the earlier survey, teachers also stated they appreciated the degree of autonomy given to them for planning their own teaching. In Turkey, a pilot study (2006) ([3]) showed that teachers of school years 1 to 6 found that the sections of steering documents relating to assessment lacked clarity.

In the Czech Republic, school educational programmes based on the 'Framework Educational Programme for Elementary Education' defined at national level have been gradually introduced since 2007 starting with the first years of primary and first years of lower secondary education. In 2007, a survey on the implementation of the school educational programmes was carried out in a

([3]) http://earged.meb.gov.tr/earged/subeler/olcme_degerlendirme/dokumanlar/mufredat_degerlendirme/degerlendirme_raporu6/turkce.pdf

representative sample of 4 000 basic schools. According to the results, fears about the work involved by this change decreased once schools actually started to implement the programme. Also the benefits of such programmes (i.e. teaching content, team cooperation and communication) were appreciated more in larger schools and in private and denominational schools (Ústav pro informace ve vzdělávání, 2007).

In Hungary, there are 71 approved framework curricula. Each of them has been developed for specific types of schools or tracks and they are all accredited by the Ministry. A 2006 Survey on School Efficacy investigated how many schools and teachers were using these frameworks, in view of the fact that schools have the option to use an existing accredited framework, or may use combinations of accredited frameworks, or may even create their own local curricula based on the frameworks. According to the survey, over 60 % of schools used more than one curricular framework; almost 25 % of schools used one curricular framework; 6 % adopted frameworks from other schools; approximately 5 % created their own framework; while 5 % used other methods to develop their local curricula (Oktatáskutató és Fejlesztő Intézet, 2006).

Reforms

In all countries, steering documents for the language of instruction have either undergone some reform in the last ten years or will do so in the near future. Some reforms have been very comprehensive and concern not only the language of instruction as a subject, but all subjects in the curriculum. Others focus more specifically on the language of instruction. Among these, some address specific aspects of reading literacy.

Recent reforms

In the last ten years only two countries (Bulgaria and Iceland) have not had any reforms to the curriculum of the language of instruction or, more specifically, to reading literacy. This subsection starts by briefly mentioning comprehensive reforms. It describes later those particularly focusing on the language of instruction and reading literacy.

In the Czech Republic, Hungary, Poland and Slovakia, where broad curriculum reforms took place, a number of changes resulted in more autonomy for schools. These four countries, alongside Estonia, Greece, Spain, Latvia, Lithuania, Malta, Romania, Slovenia and Turkey also profoundly changed their teaching approaches and methods. The reformed curricula in Estonia, Greece, Latvia and Slovenia now encourage links between curriculum subject areas. In the Czech Republic, the new curriculum, approved in 2005, which has been gradually implemented in schools since 2007, aims at developing life skills (key competencies) and preparing pupils for everyday life.

Lithuania, Romania and United Kingdom (England) introduced a curriculum at pre-primary level (ISCED 0), where before there was none. In Liechtenstein, a new binding curriculum was introduced in 1999 at this level where before there were only pedagogical guidelines.

In Germany, education standards were introduced in 2005 for compulsory education, which gave a new direction to the curriculum. In France, in 2006, central education authorities established the Common Base of Knowledge and Skills. This document defines 7 key competences, mastering the French language being the first one. In 2008, all curricula for ISCED 0, 1 and 2 were consequently revised in order to make the acquisition of all competences possible for all pupils. In Norway, a comprehensive curriculum reform, the Knowledge Promotion Reform, took place in 2006. It covered all curriculum subjects at primary and secondary levels.

In Italy, the 2004 and 2007 reforms notably aimed at establishing some continuity between pre-primary and primary levels. The 2008 curriculum reforms in the United Kingdom (England), which only affected secondary education, were intended to provide more coherence and flexibility. In Wales, the new curriculum, introduced in 2008, focused on skills development. In Northern Ireland, the 2007 curriculum put emphasis on transferring, applying and using skills effectively. In Scotland, the new 'Curriculum for Excellence', approved in 2009, is still being implemented in schools.

The latest reforms in Belgium (Flemish Community (2009) and French Community (2006)), Ireland (2005), the Netherlands (2010), Finland (2004) and Sweden (2008) related specifically to the language of instruction.

In Belgium (French Community), according to a new law (2006), all pupils should have an additional hour of French instruction in the first year of the common first stage of lower secondary education and an additional hour of teaching in mathematics in the second year of lower secondary education. These measures aim to improve the basic key competences of all pupils. In the Netherlands, the Secretaries of State for primary and secondary education issued quality agendas for both levels of education. At the centre of these agendas lies a concern for maintaining and further increasing national levels of attainment in mathematics and Dutch. As a result of the first debates, the Dutch Parliament approved a frame of reference in April 2010. This frame of reference clearly describes the language and mathematical skills pupils should have developed at particular stages of their education (four levels have been defined). Also, the framework seeks to establish continuous learning pathways, giving learners opportunities to develop their skills whatever their prior knowledge and past experience in the school system. In addition, in order to tackle learning difficulties as early as possible, municipalities are provided with extra money in order to offer pre-primary school education programmes. In Sweden, a reform also relates to the language of instruction (Swedish) and mathematics. The introduction of new goals as well as a new national test for year 3 aims to improve the follow-up and monitoring of pupils' learning so that early interventions can be more targeted and efficiently planned.

In Belgium (Flemish Community), under the new curriculum, pupils should improve their understanding of how to analyse the language and its structure and how to use it in different contexts. In Ireland, the primary school English curriculum has been revised by reorganising the four overarching strands ('Receptiveness to language', 'Competence and confidence in using language', 'Developing cognitive abilities through language' and 'Emotional and imaginative development through language'). In Finland, the taught time for the curriculum subject 'Mother tongue and literature' increased, which, in turn, impacted on the learning objectives.

Textbooks for the teaching of Greek as a subject and related manuals for teachers have been revised in Greece and also in Cyprus where schools use the same textbooks as in Greece. The two main new elements of the revised manuals are the introduction of cross-curricular methods and the analysis of linguistic phenomena in consecutive modules, as supported by the spiral model of education. As explained above, since central education authorities decide which textbooks teachers must use, the related teachers' manuals are considered to be part of the guidance material.

Thirteen education systems have had reforms directly linked to reading literacy over the last ten years. The main aspects of the reforms include:

- an extension of taught time on reading (Spain and Hungary);
- reading as a cross-curricular objective (Belgium (German-speaking Community), Denmark, Spain, France, Austria, the United Kingdom (Northern Ireland, Wales and Scotland) and Norway;
- early reading at pre-primary level (Denmark, Italy, Austria, Portugal and the United Kingdom (England);
- teaching methods: interdependence between reading and writing; high quality phonic work; (France, Austria, the United Kingdom (England) and Norway).

In Spain and Hungary, central education authorities have decided to increase the school time/years pupils should spend on reading. In Spain, the new act on education (2006) has put more emphasis on reading. In particular, it has recommended that, at primary level, at least 30 minutes should be devoted to reading every day. In Hungary, the 2003 educational ministerial decree has extended the teaching of reading beyond year 4. Teachers are now expected to teach reading skills to older pupils in order to help them become more advanced readers.

Recent reforms in Belgium (German-speaking Community), Denmark, Spain, France, Austria, the United Kingdom (Northern Ireland, Wales and Scotland) and Norway put more emphasis on developing reading skills across the whole curriculum. In Belgium (German-speaking Community), according to the new curricula (2008), reading literacy is a cross-curricular competence that pupils should be given the opportunity to acquire through all curriculum subjects. Reading literacy is also seen as means to learn since, by developing reading skills, techniques and strategies, pupils equip themselves with the learning tools to accomplish different tasks and solve problems. In Denmark, since 2009, all curriculum subjects in primary and lower secondary schools share the common objective of improving pupils' reading skills. In Spain, according to the 2006 Act on Education, all curriculum subjects should be taught in such a way that they all encourage reading comprehension and interest in reading as well as good reading habits. In France, the 2008 programmes for primary and lower secondary levels ask teachers to work on all specific linguistic aspects, notably reading, related to any subject they teach. In Austria, central guidelines set out in 1999 for primary and secondary education defined reading literacy as a basic skill for learning that has to be taught in all subjects. Consequently, teachers of all subjects are advised to work in teams in order to teach reading skills and strategies in a cross-curricular way to both low achieving and advanced readers. In the United Kingdom (Northern Ireland), since September 2007, the cross-curricular subject of communication skills, which includes reading literacy, has been implemented. In Scotland, the new 'Curriculum for Excellence' (2007) gives all teachers responsibility for developing reading skills and abilities as part of the learning process in their subjects. In Norway, the Knowledge Promotion Reform (2006) placed an increased focus on five basic skills which are integrated in, and adapted to every curriculum subject throughout primary and secondary education. These skills are: the ability to express oneself orally, the ability to read, numeracy, the ability to express oneself in writing and the ability to use digital tools.

In Denmark, Italy, Austria, Portugal and the United Kingdom (England), recent reforms encouraged the development of early reading skills at pre-primary level. In Denmark, since 2009, ‘Language and mode of expression’ became a compulsory thematic area across the whole curriculum. In Italy, the

2007 guidelines for the curriculum at pre-primary level and the first cycle of primary level put a greater emphasis on reading practice. In Austria, since September 2010, the last year in *kindergarden* is compulsory for all pupils. During this year, all children are given the chance to engage in a range of pre-school reading activities in order to lay the foundations for further developments at primary level. In the United Kingdom (England), the Rose review conclusions (2006), which concern the curriculum at ISCED levels 0 and 1, particularly emphasised the importance of fostering speaking and listening skills in early years' settings and in schools which should prepare the ground for the phonic work needed in the context of teaching early reading skills. In Portugal also central education authorities have acknowledged the importance of pre-primary school activities to the development of reading skills. Two non-statutory documents ('The discovery of written language' and 'Language and communication') were published in 2008 in order to help teachers put the curricular guidance for pre-school education into practice.

Schools and teachers are, to a large extent, free to choose the teaching methods they wish. In most countries, however, curriculum documents indicate some broad teaching approaches. In France, disappointing results both in national and international surveys led the government to implement some reforms to the curriculum (2002; 2008) in order to reduce the number of pupils with reading difficulties at the age of 12. At primary level, the learning objectives are now more specific and demanding. At lower secondary level (2008), the new programmes suggest different approaches to teaching reading, using national heritage texts as well as more contemporary literature for young people. In all cases, developing pupils' comprehension skills is an overarching objective. In Austria, reading and writing are now combined in the primary school curriculum and their interdependence is emphasised. In the United Kingdom (England), the 2006 Rose review strongly recommended the use of high quality phonic work. According to the report, this should be the method of choice for teaching early reading skills. In Norway, the Knowledge Promotion reform (2006) put greater emphasis on reading, including knowledge of letters from year 1.

Forthcoming reforms

Eleven countries are planning new curriculum reforms. In some of them, the planned reforms will impact directly either on the language of instruction as a subject or, more specifically, on the teaching of reading.

In Bulgaria, Greece, Ireland, Latvia and Finland, the planned reforms are fairly general but do include elements directly relating to reading literacy. In Bulgaria, new curricula will be developed in order to raise reading literacy standards. This reform was prompted by pupils' test results in reading skills, which have shown a decline over recent years. In Greece, after a pilot phase, all schools should be introducing new curricula at pre-primary, primary and secondary levels in 2012/13. Among the changes, the new curriculum for the first two grades of primary education makes provision for an extra hour per week of Modern Greek for reading literature texts. In Ireland, while for many years curriculum reform has been general, the publication of a national plan for literacy and numeracy in November 2010 highlights a renewed focus on the core curricular areas of literacy and numeracy. Proposals for curricular reform include: the clarification of learning outcomes for children in the language curriculum; an increase of the recommended amount of time to be devoted to the teaching of literacy and numeracy in primary schools; the restructuring of the infant curriculum; and giving all teachers at secondary level responsibility for the promotion of literacy.

In Latvia, the reform at pre-primary and primary levels is intended to establish improved coordination between these levels of education; encourage pupil-centred teaching and learning; and promote reading literacy and information skills. In Finland, the Ministry of Education and Culture is planning to

revise the general national objectives as well as the distribution of taught time across curriculum subjects in primary and lower secondary education. All curriculum subjects relating to language education should be part of the same subject area and, in this way, be reinforced. In addition, the reform will emphasise early intervention and multi-professional support for pupils with reading difficulties.

In Liechtenstein, a concern about the level of knowledge of the language of instruction has lead to proposals for reform. The government has very recently defined 'content standards' in German and mathematics and it intends to introduce standardised test systems for these two core subjects. The first tests will take place in 2010/11. In this way, the government seeks to raise the level of achievement across the country.

In Italy, Romania, Portugal, Sweden and Iceland, the reforms are quite general, i.e. not specifically focusing on reading literacy. In Portugal, central education authorities have recently published new learning outcomes. These new outcomes should gradually be included in all school curricula. In addition, in 2011/12, a new curriculum for Portuguese as a subject will be introduced. It aims at updating linguistic terminology and harmonising the written forms of the Portuguese language which are currently different in Portugal and Brazil.

1.2.3. Learning objectives and achievement scales

Learning objectives and achievement scales help teachers build a coherent and progressive school curriculum across the years.

Learning objectives define the knowledge, skills and understanding that pupils of different abilities are expected to have developed by the end of an educational level, cycle or school year. They provide the foundation on which teachers plan their own schemes of work.

Achievement scales describe the different levels of attainment for each learning objective or for a set of learning objectives. They are tools by which teachers assess pupils' work in relation to the prescribed learning objectives. Normally developed for formative purposes, i.e. to help teachers (and also learners) get appropriate information to guide their teaching (or learning), in some cases, achievement scales are also used to provide information about pupil progress and educational achievement to educators, parents or policymakers. They usually cover several cycles or even levels of education. Indications as to which level a pupil in a specific school year should reach are not necessarily given.

In short, what best distinguishes learning objectives from achievement scales is the use assigned to them: the former essentially guides teachers in their planning work and the latter enables them to assess and grade pupil performance. However, the two are clearly related as pupil performance can only be graded in relation to what they are supposed to have learned. It is also possible that both are merged into one single framework.

The general trend in Europe is for most curricula and official guidelines to include learning objectives, but not achievement scales.

Learning objectives

In Europe, all curricula and official guidelines include learning objectives related to reading literacy at primary and lower secondary level. At pre-primary level, three countries (Austria, Slovenia and Finland) report not having developed learning objectives for reading literacy. This can be for several

reasons: some steering documents might place more importance on children's personal and social development than on developing literacy in preparation for primary school while others might not formalise educational and learning progression into learning objectives.

Generally, European curricula specify learning objectives for each educational cycle. The duration of educational cycles varies within and across countries. For instance, at primary level, the first cycle in Spain lasts two years while in Portugal it covers four years. Typically, though, a cycle lasts two or three years.

At pre-primary level, learning objectives are defined within the curriculum for the entire level of education, with the exception of Latvia where they are defined for each year group. At primary level, eight countries do not define the learning objectives by cycle. In Bulgaria, France, Romania and Turkey, they are set out in the programme of study for each year group. In Belgium (Flemish Community), Germany, the Netherlands and Slovakia, broad learning objectives are set for the end of ISCED level 1. These countries have very decentralised educational systems and/or a curriculum that is short in terms of the number of pages. These features may explain why the curricula only define broad learning objectives. At lower secondary level, the picture is more diverse. The curriculum documents in some countries define learning objectives for the entire level of education, and others for each cycle. In some countries, such as Denmark, the educational cycle and level coincide at ISCED level 2. In Bulgaria and France, learning objectives are specified for each year, as in primary level.

When set for each cycle or school year, as opposed to each educational level, learning objectives provide more precise guidelines on what pupils should know and understand at a given stage. Consequently, they provide teachers with more specific guidance for planning what should be taught and when. However, if learning objectives are set for each school year, they might be too prescriptive and not allow teachers enough flexibility to adapt their teaching to their pupils' learning needs and pace of learning. Exactly what the right balance is between providing too detailed guidelines and not giving teachers enough freedom to develop a school curriculum appropriate to their pupils' needs cannot be defined in principle. Taking into account a country's educational traditions and characteristics as well as its available resources, policymakers and educationists must find the right balance for their own particular system. For instance, in countries where teachers regularly work in teams and benefit from frequent professional development where they learn to make progressive and coherent study programmes, it may not be necessary to establish detailed learning objectives for each year group. Teachers can use this flexibility to define their own learning targets, respecting their pupils' pace of learning within the broader framework set by the learning objectives.

For instance, in Belgium (Flemish Community), the primary school curriculum includes very broad learning objectives for the end of primary level. The objectives set for the Dutch language are grouped by four major competences (speaking, listening, reading and writing). The reading section has only seven objectives organised according three strands ([4]):

1. Pupils are able to find information (level of processing = describing) in:
    - instructions for a range of activities intended for them;
    - data in tables and diagrams for public use;
    - magazine texts intended for them.

([4]) See all the objectives at http://www.ond.vlaanderen.be/dvo/english/corecurriculum/primary/primdutch.htm

2. Pupils are able to arrange information (level of processing = structuring) which is found in:
   - school and study texts intended for them and instructions for school assignments;
   - stories, children's books, dialogues, poems, children's magazines and youth encyclopaedias intended for them.
3. Pupils are able to evaluate information based on their own opinions, or information based on other sources (level of processing = evaluating) which is found in:
   - different letters and invitations intended for them;
   - advertising texts which are directly related to their own world.

The French curriculum for primary education, which includes learning objectives for each year group, is more detailed. Unlike in Belgium (Flemish Community), the objectives are not competence-based. The learning objectives are divided into six strands in the first two years: oral language, reading, writing, vocabulary, grammar, and spelling. There are eight strands in the last three years; literature and story writing are added to the six already mentioned. Depending on the year, each reading strand includes between six and twelve learning objectives. The learning objectives for reading for school year 1 ([5]) are:

- know the letters of the alphabet, in order;
- distinguish between letters and the sounds they represent; know the letter-sound correspondences for simple written forms (e.g. 'f'; 'o') and complex written forms (e.g. 'ph'; 'au'; 'eau');
- know that one syllable is composed of one or several written forms, know that one word is composed of one or several syllables; be able to locate these elements (written forms, syllables) in a word;
- understand the relationship between lower and upper case letters in printed forms, and capital and small letters in cursive writing;
- read the learnt words without difficulty;
- decode regular words which are unknown;
- read the most common words (i.e. function words) without difficulty;
- read aloud a short text whose words are known, speaking clearly and correctly and respecting the punctuation;
- know and use the specific vocabulary relating to texts: the book, the cover, the page, the line, the author, the title, the text, the sentence, the word, the beginning, the end, the character, the story;
- explain what a text is talking about; find in the text or its illustrations the answer to the questions regarding the read text; rephrase the meaning;
- listen to somebody read unabridged children's books.

([5]) See all learning objectives at: http://eduscol.education.fr/pid23391/programmes-ecole-college.html?pid=23391&page=0&formSubmitted=1&niveau=2&classe=0&discipline=0

Achievement scales

Only six education systems have curricula or official guidelines which include achievement scales. These scales are a tool shared by all teachers in a country to assess and grade pupil performance. In Lithuania, Romania and the United Kingdom (England and Wales), they apply to primary and lower secondary levels. In the Netherlands, the achievement scale mainly covers lower and upper secondary levels as the first achievement level should normally be reached by the end of primary education. Finally, in Portugal they apply only to primary level.

The following achievement scales are examples taken from the English and Lithuanian steering documents. The three scales show common features as tools to assess and grade pupil performance. However, their diverse forms also illustrate how one single concept can be translated differently into actual instruments.

In the United Kingdom (England), the English curriculum includes 'programmes of study' and 'attainment targets'. Programmes of study set out what pupils should be taught in English at key stages 1, 2, 3 and 4 and provide the basis for planning schemes of work. Three achievement scales have been defined for three broad 'attainment targets': speaking and listening, reading and writing. Each scale contains eight performance levels describing the knowledge, skills and understanding expected of pupils aged 5 to 14. There is a ninth level corresponding to exceptional performance. A typical pupil should pass from one level to the next every two years.

For example, the first three level descriptions for the 'attainment target' ‘reading’ in the English curriculum are described below ([6]).

- **Level 1**: ‘Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like’.
- **Level 2**: ‘Pupils’ reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning’.
- **Level 3**: ‘Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of the alphabet and of search techniques to locate sources and find information’.

These level descriptions clearly show the expected progression. They cover key aspects of learning how to read such as the development of word recognition; the use of grapheme-phoneme correspondences; and the development of reading fluency and comprehension strategies (see Section on Reading instruction). At level 1, pupils should be able to read words and establish meaning. At level 2, they are expected to read not only words, but simple texts. They should also show understanding, and their reading is generally accurate. At level 3, pupils read a range of texts fluently and accurately. They also read independently, which they were not expected to do at level 1; on the contrary, at this level, it is acknowledged that they might require some support. The same sense of

([6]) Please see all description levels at http://curriculum.qca.org.uk/index.aspx

progression is clearly visible when looking at the reading techniques and responses to texts that pupils are expected to give.

The Lithuanian curriculum also includes learning objectives and achievement scales defined for each cycle. In a section dedicated to assessment, the curriculum describes three performance levels for specific learning objectives. The three level-descriptions only cover one cycle and the curriculum includes a similar description for each cycle. The first performance level is labelled 'satisfactory', the second, 'average' and the third 'higher'.

For the first cycle, the performance level-description of the learning objective 'To manage the process of reading: to read sentences, words, syllables, to understand what s/he reads' is divided into three levels:

- **satisfactory** – read words or sentences with preparation or with the help of the teacher and answer some questions regarding the content;
- **average** – read sentences and answer questions on the content;
- **higher** – read text fluently with the appropriate intonation and answer questions.

1.2.4. Reading instruction

For the purposes of this analysis, reading instruction is organised schematically into:

- the development of emergent literacy skills (i.e. phonological and print awareness);
- basic reading instruction (focusing on word recognition, use of grapheme-phoneme correspondences and fluency); and
- the teaching of reading comprehension strategies (see below for definitions).

At lower secondary level, reading instruction can also focus on the teaching of subject-specific literacy skills, including enriching pupils' knowledge of academic vocabulary. However, this dimension is not covered here. For feasibility reasons, the analysis of the curricula did not extend to guidelines on the teaching of reading directed at teachers other than those teaching the language of instruction.

This sub-section will investigate how the three dimensions of reading instruction selected for the analysis are covered in steering documents from pre-primary to lower secondary level. As underlined in the literature review, it should be borne in mind that these different dimensions are interrelated in teaching and learning.

The indicators under consideration in each dimension of reading instruction are specified below. In the steering documents, they can take the form of learning objectives, teaching content or teaching activities.

Before discussing in detail how steering documents address reading instruction, a first glance at the level of emphasis placed on it in steering documents is provided in order to give an idea of the range which exists across countries. In most countries, the level of detail put on each of the three dimensions of reading instruction is relatively similar, whether very detailed or not. Steering documents in Ireland, Greece, Spain, Luxemburg, Slovenia, Finland, the United Kingdom (England and Northern Ireland) and Turkey are the most detailed, in at least two of the three dimensions of reading instruction. At the opposite end of the scale, in Slovakia (primary and lower secondary levels) and Sweden the learning objectives relating to reading instruction are much more concise. In Sweden, steering documents provide the general orientation of each subject and spell out which goals pupils

are to achieve as regards knowledge, attitudes etc. It is for teachers to then determine how these goals are to be attained – there are no central guidelines on the specific sub-elements of any subject. In Slovakia, both central curricula for primary and lower secondary education set only broad learning goals to be attained at the end of each level.

In Belgium (French and Flemish Communities) and the Netherlands, the centralised steering documents analysed are also particularly concise regarding emergent and basic reading instruction but they expand in more details on the teaching of reading comprehension strategies. In these three cases, learning objectives are formulated for the whole primary level (Flemish Community of Belgium and the Netherlands) or for the period from the first grade of pre-primary up to the 8th grade of compulsory education (French Community of Belgium). This might explain why learning objectives include little or no mention of the emergent or basic reading skills that are supposed to be acquired earlier in the process.

Emergent literacy skills

In order to establish the foundations for learning to read, children's emergent literacy skills are developed through a range of activities which do not involve the actual decoding of written texts. Enhancing children's phonological awareness (i.e. the ability to split oral language into sound units such as syllables and phonemes) contributes to this preparation. The other major component of emergent literacy is the development of pupils' conceptions and knowledge about print which is intended to support them in conceptualizing writing as a representation of spoken language. This outcome is also called 'print awareness'.

Evidence suggests that the acquisition of emergent literacy skills at an early age facilitate children's future reading development (Tafa, 2008). The curricula of almost all countries for pre-primary level include learning objectives or teaching content related to the indicators selected to approach the promotion of phonological knowledge and print awareness ([7]) (see Figure 1.1). Exceptionally, the central steering documents in Belgium (French Community) and the Netherlands make no references to children's phonological awareness and barely mention print awareness. Moreover, some steering documents for pre-primary level mention none of the indicators retained in this analysis to approach print awareness (Estonia and Hungary).

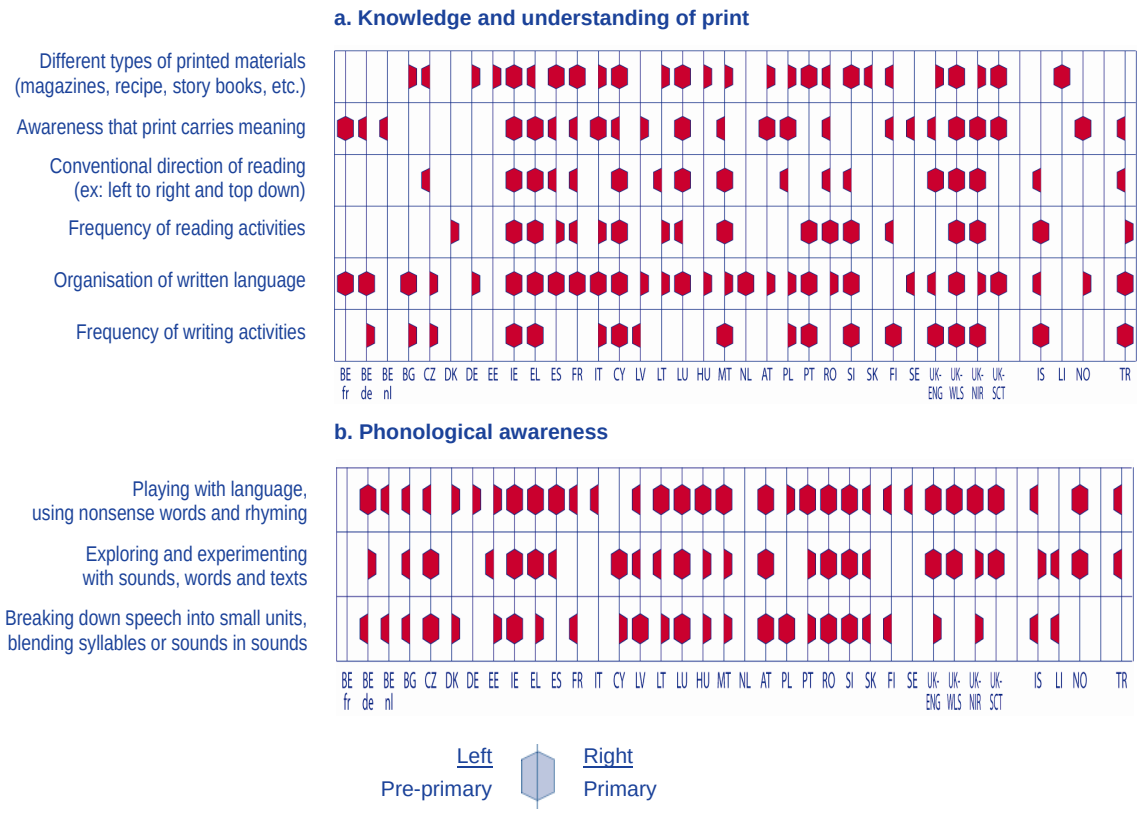
The vast majority of countries continue to mention learning objectives or activities associated with print awareness and phonological knowledge in steering documents for primary level education. In Bulgaria, France, Italy, Finland, Liechtenstein and Turkey, steering documents do not contain anymore references to the indicators selected to approach the training of phonological awareness, like playing with language or recognising sounds in speech. However, except Liechtenstein, they all refer to teaching the correspondences between sounds and words to pupils, which might imply aspects of phonological awareness.

The emphasis placed on emergent literacy skills varies between countries. Very comprehensive coverage can be found in the national pre-primary and/or primary curricula of 13 countries ([8]). Their steering documents include at least four of the six different indicators identified in this analysis to cover print awareness, while for phonological awareness they present two or three of the three selected indicators.

([7]) The Danish steering document for pre-primary level (Regulation on Teaching in Pre-school Class) is not considered in this analysis.

([8]) Greece, Ireland, Spain, France, Luxemburg, Malta, Portugal, Romania, Slovenia, Finland, the United Kingdom (ENG/WLS/NIR), Iceland and Turkey.

Figure 1.1: Emergent literacy skills in steering documents, pre-primary and primary education, 2009/10



Source: Eurydice.

Country specific notes

Denmark: The pre-primary level steering document dealing with literacy skills, i.e. the Regulation on Teaching in Pre-school Class, is not taken into account in this figure.
Luxembourg: Data not checked by the National Eurydice Unit.

Basic reading instruction

Basic reading instruction focuses on developing word recognition, use of grapheme-phoneme correspondences ([9]) (or phonics knowledge) and reading fluency. As noted above, it can also be supported by strengthening phonological awareness. All these components of basic reading instruction play vital roles in learning to read, as well as in progressing towards 'reading for learning'.

As Figure 1.2 shows, 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.

([9]) Grapheme-phoneme correspondences are symbol-sound relationships used in decoding words. Basic symbol-sound relationships (letter-sound correspondences, blending of letters to form simple words) are taught especially in early instruction. Higher-level phonics instruction includes syllabication and use of prefixes and suffixes.

Figure 1.2: Basic literacy skills in steering documents, pre-primary and primary education, 2009/10

Source: Eurydice.

Country specific notes

Denmark: The pre primary level steering document dealing with literacy skills, i.e. the Regulation on Teaching in Pre-school Class, is not taken into account in this figure.
Luxembourg and **Malta**: Data not checked by the National Eurydice Units.

Basic reading instruction usually starts in pre-primary settings with the teaching of aspects related to word recognition and/or links between letters and sound. However, in Italy and Finland, basic reading instruction begins in primary schools. This is also the case in Malta, except that children who are considered ready for it may be asked to write simple letters or words towards the end of pre-primary school.

As said above, in Belgium (French and Flemish Communities), the Netherlands, Slovakia and Sweden, steering documents for primary level scarcely mention sub-elements of basic reading instruction. Nevertheless, they all contain goals or attainment targets which, implicitly or explicitly, require pupils to master basic reading skills. In the Swedish steering documents for instance, the

related general objective refers to pupils being able to read texts of increasing difficulty with fluency throughout primary education.

With respect to continuity in teaching basic reading skills during primary education, curriculum documents reveal very similar patterns across countries as far as word recognition and fluency are concerned. Only the curricula for countries where learning objectives are specified for each educational cycle or year group within primary education (see Section 1.2.3) are taken into consideration in this comparison. In most of the countries examined, it is evident that word recognition and the development of fluency in reading are encouraged throughout the whole period of primary education. In only Latvia are the objectives related to developing fluent readers not introduced at the start of primary education but later towards the middle years.

For phonics instruction, the situation is more varied. Countries or regions where learning objectives are specified for each educational cycle or year group within primary education have adopted two main approaches to phonics knowledge (see Figure 1.3). In approximately two thirds of these countries or regions, steering documents indicate that phonics knowledge should continue to be developed until the end of primary education. In the remaining countries ([10]) phonics instruction ends earlier, usually towards or before the middle of primary education, i.e. between the ages of 7 and 10 years. In Belgium (French Community) and Iceland, the steering documents analysed do not mention phonics instruction at primary level.

When steering documents advise continuing phonics instruction throughout the whole of primary education, guidelines may relate to basic phonics as well as to higher-level phonics. For instance, the primary school curriculum for English in Ireland contains a number of content objectives related to the development of phonics throughout the entire primary level. The emphasis starts with teaching basic phonic skills such as naming and forming the letters of the alphabet and recognising some letter-sound relationships to children in infant classes. From 6 years old, the emphasis is on using knowledge of grapho/phonic cues (letter-sound relationships) to identify unfamiliar simple words. Later work includes syllabication and use of root words, prefixes and suffixes. Proficiency in the application of phonics rules should be achieved during the last two years of primary education.

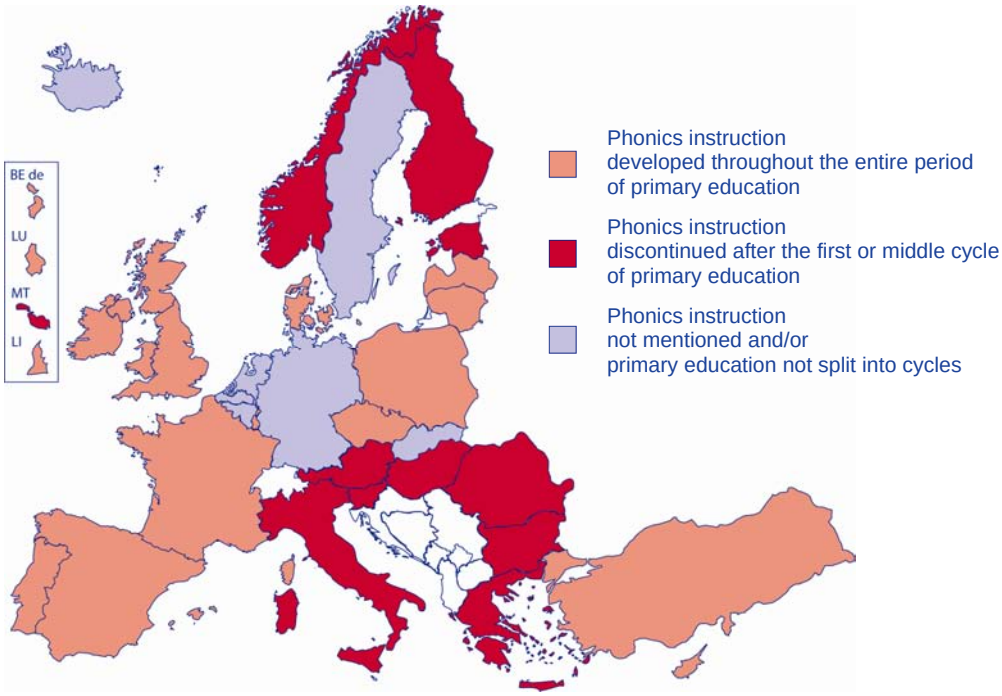
As outlined in the literature review, when pupils learn to read in languages with complex orthographic and syllabic structures, it appears to take longer to learn and apply grapheme-phoneme correspondences than it does for pupils learning to read in orthographically consistent languages (Seymour et al., 2003). Therefore, for languages with complex orthographic and syllabic structures, it would be advisable not to stop the teaching of phonics too early. Indeed, in all countries with orthographically-complex languages – and where the curricula analysed expand on basic reading skills – i.e. Denmark, Ireland, France, Portugal and the United Kingdom, teaching guidelines related to phonics instruction apply to all cycles or years of primary education.

Central guidelines also differ in the way they express the teaching of skills relating to grapheme-phoneme correspondences. The vast majority ([11]) explicitly mention pupils' skills in establishing relationships between sounds contained within words and letters or letter clusters. However, in Belgium (German-speaking Community), Germany and Liechtenstein, central curricula do not directly refer to such relationships. They all recommend activities related to the development of pupils' graphemic knowledge and the drawing of letters and words, but do not emphasize pupils' ability to link letters or letter clusters to sounds. The absence of direct references to phonics instruction in central

([10]) Bulgaria, Estonia, Greece, Italy, Hungary, Malta, Austria, Romania, Slovenia, Finland and Norway.

curricula might reflect the political desire to avoid prescribing teaching methods that are overly specific. In Germany however, explicit references to the study of letter-sounds relationships can be found in curricula established at *Länder* level.

Figure 1.3: Continuity of phonics instruction throughout primary education as stated in steering documents, 2009/10



Source: Eurydice.

Explanatory note

The continuity of phonics instruction throughout primary education has been analysed only for countries where learning objectives are specified for each educational cycle or year group. For more details about countries belonging to the third category (phonics instruction not mentioned and/or primary education not split into cycles), see Section 1.2.3 on learning objectives.

Country specific note

Luxembourg: Data not checked by the National Eurydice Unit.

Reading comprehension strategies

As seen in the literature review (see Section 1.1), reading comprehension is facilitated by a good command of word recognition and a high level of reading fluency. However, these two pre-conditions are not enough to ensure successful understanding of texts. Extracting and creating meaning from written text involves both linguistic and cognitive processes which interact during reading. These cognitive processes relate to a range of comprehension strategies. As emphasised in the literature review, an explicit teaching of comprehension strategies may improve reading comprehension among readers with different levels of ability. The latest PISA results also bring evidence that students who master reading comprehension strategies are more proficient readers than students who do not. In particular, students aware of effective strategies to summarise texts and frequently using strategies to

([11]) Except of course in the five countries or regions where the steering documents barely cover basic reading instruction: Belgium (French and Flemish Communities), the Netherlands, Slovakia and Sweden.

control their own comprehension during the reading process tend to perform better on the reading performance scale than students who do not (OECD, 2010d).

The teaching of reading comprehension strategies should be a part of reading instruction throughout the whole period of compulsory education. Indeed, learning reading skills as a sequential process (the acquisition of basic reading skills followed by comprehension strategies) may not foster pupils' motivation nor help them to form their identity as readers. Continuing the explicit teaching of reading comprehension skills beyond primary level is also crucial.

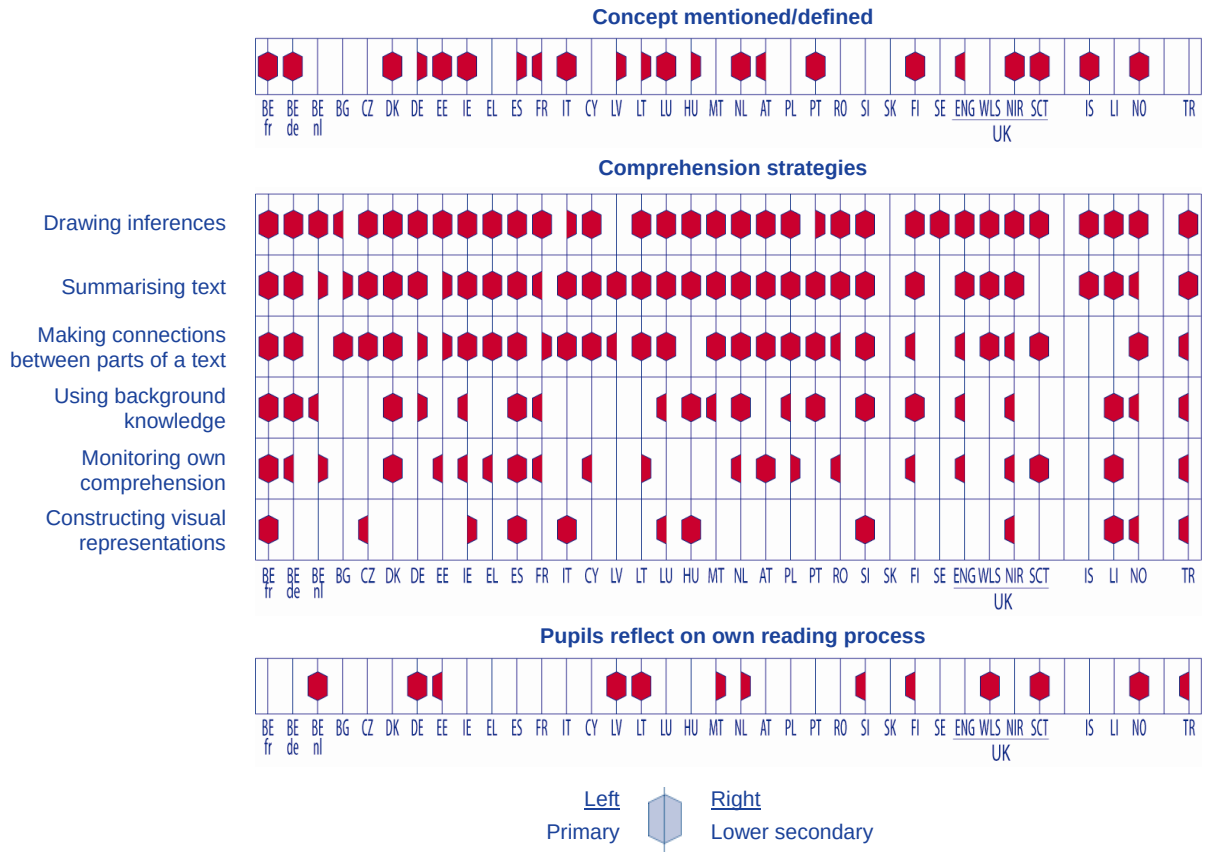
It should be noted that the pre-primary level already plays a part in building the foundations for the later teaching of reading comprehension skills, through activities focused on the understanding of texts read aloud by the teacher. However, as explained in the section on methodology (see Section 1.2.1), information related to oral comprehension collected from the steering documents was not reliable enough to be part of the analysis.

In order to assess how much emphasis is placed on the teaching of reading comprehension strategies in national curricula for primary and lower secondary education, we considered the following range of processes (or strategies) used to enhance pupils' comprehension:

- **Drawing inferences or interpretations** while reading text and graphic data: extracting meaning beyond the literal; generating questions from the text and answering them; drawing conclusions from a text; making associations between text and pictures.
- **Summarising text and focusing selectively on the most important information**: identifying the main ideas by distinguishing them from secondary points in texts; creating a structure with intermediate headings; identifying the main characters, events or elements in literary works.
- **Making connections between different parts of a text**: using organisational features of a text (headings, table of content, index) to find information; making and testing hypotheses about its content or genre; recognising construction features (introduction, main parts, end, narrative parts, dialogue, etc.); establishing the chronology of events in the case of literature texts.
- **Using background knowledge**: connecting written texts with personal experience, culture and knowledge, before, during and after reading.
- **Checking/monitoring own comprehension**: clarifying words and passages not immediately understood; asking questions and using reference tools; re-reading unclear passages; reformulating part of a text with its own words.
- **Constructing visual representations**: expressing written content through drawing, outlining steps of a text in a diagrammatic form; translating written texts into graphs, tables, grids or in a more literary context; imagining spaces from a scene when reading a play.

In addition, two further indicators were examined – the mention and/or definition of the concept 'reading comprehension strategies' and any reference to pupils reflecting on their own reading processes.

Figure 1.4: Reading comprehension strategies in steering documents, primary and lower secondary education, 2009/10



Source: Eurydice.

Country specific notes

Luxembourg and **Malta**: Data not checked by the National Eurydice Units.
Romania: For lower secondary education, only the steering documents related to the first four grades of the *Gimnaziu* (10-14 years pupils) have been considered for the figure.

All countries assign specific objectives for reading comprehension at primary and lower secondary education and the vast majority of curricula include specific parts or sections where reading comprehension strategies are mentioned. In approximately two thirds of countries or regions, steering documents use an umbrella expression to describe the teaching of reading comprehension strategies but the terminology used varies. For instance, in the Netherlands, the core objectives for secondary education refer to 'strategies to acquire information from written texts'. The Portuguese curriculum for basic education mentions 'strategies for the construction of meanings', while in Finland and the United Kingdom (England), steering documents refer to the teaching of 'strategies that improve text comprehension'. However, only the Danish curriculum provides a detailed and comprehensive definition of reading comprehension strategies:

> 'A reading comprehension strategy is a mental activity initiated by the reader in order to understand a text before, during and after reading. Good readers unconsciously use a range of comprehension strategies in reading a text. These may involve activating their background knowledge, asking questions of the text or using knowledge of the type of text in order to understand the linguistic structure and the links in the text more easily. Weak readers have a very small

repertoire of reading comprehension strategies and often choose instead to read on further in the text, even if they do not understand it.' (Common objectives for Danish, 2009, p. 38).

The Danish curriculum also highlights the fact that reading comprehension strategies can, through appropriate teaching, be used to improve the skills of both good and weak readers.

All national curricula mention between one and six of the comprehension strategies highlighted in Figure 1.4 to report on the teaching of reading comprehension. The exception is Slovakia where national curriculum does not mention any of these processes to improve reading comprehension. The number of reading comprehension strategies is also rather limited in the Bulgarian, Latvian, Swedish and Icelandic curriculum documents. They mention a maximum of two different processes to improve reading comprehension per level of education.

The limited number of comprehension strategies mentioned in steering documents may be associated with the variations in teacher practices reported in PIRLS 2006 (see Mullis et al. 2007, p. 217). For example, in Sweden and Iceland, pupils were asked to do reading comprehension tasks less often than in the majority of the European countries. This was also the case in Austria, where the standards relating to the development of pupils' reading comprehension at the end of grades 4 and 8 were introduced after 2006, i.e. in January 2009. In Iceland only 40 % of teachers teaching fourth grade pupils reported asking them to 'identify the main ideas of what they have read' at least weekly, and almost none (1 %) reported asking pupils to describe text style or structure. In Sweden about 19 % of pupils were asked to make predictions and just 5 % to describe the text style or structure at least weekly. Only summarising strategies seemed to be widely used in some of these countries. Indeed, in Austria and Sweden between 80-90 % of pupils were asked to 'explain or support their understanding of what they have read' at least weekly.

However, in two other countries where only a few reading comprehension strategies are mentioned in the steering documents (Bulgaria and Latvia), in practice reading comprehension tasks seemed to be used very often. For example, in Bulgaria all fourth grade pupils (100 %) had teachers who reported having asked pupils to 'explain or support their understanding of what they have read', 'identify the main ideas of what they have read' and 'make generalisations and draw inferences' at least once a week (Ibid.).

Such data might suggest different use made of curricula in European countries. In Austria and the two Scandinavian countries mentioned above, reading comprehension strategies were or still are less frequently mentioned in the curriculum and used less often by teachers. In other countries, teachers teach various comprehension strategies in their daily work despite the fact that some of them are not mentioned in the curriculum.

As outlined in the literature review, the teaching of reading comprehension is more effective when it combines the use of several strategies. At primary level, the curricula of 12 countries ([12]) offer a wide range of different strategies (five or six) to enhance pupils' reading comprehension. Steering documents for lower secondary level offering such a broad range of strategies exist in only Belgium (French Community), Denmark, Spain, Slovenia and Liechtenstein. Moreover, in a majority of countries where steering documents for primary level mention at least three of the six key reading comprehension strategies selected for this analysis, the range is reduced in lower secondary level. The most significant reduction between primary and lower secondary levels in the variety of reading comprehension strategies mentioned in steering documents can be found in France, Romania, the

([12]) Belgium (French and German-speaking Communities), Denmark, Ireland Spain, Luxemburg, the Netherlands, Slovenia, Finland, the United Kingdom (England and Northern Ireland), Liechtenstein, Norway and Turkey.

United Kingdom (England and Northern Ireland), Norway and Turkey. In these countries, the steering documents for lower secondary level only mention two reading comprehension strategies (i.e. ‘drawing inferences’, ‘summarising texts or making connections between different parts of a text’) as opposed to between four and six at primary level.

In steering documents for primary and lower secondary levels, clear trends in the occurrence of the various strategies can be identified. The two most frequently mentioned are 'drawing inferences' and 'summarising a text', closely followed by 'making connections between different parts in a text'. Less widespread are references to 'using background knowledge' and 'self-monitoring comprehension', which are each found in approximately half of the countries. Finally, 'constructing visual representations' is the least common strategy, since it is only mentioned in the steering documents of twelve countries.

Self-monitoring of comprehension is a very important aspect in reading comprehension and pupils should be taught to integrate it into their repertoire of reading strategies. In order to build a consistent and valid interpretation of a text, readers must be able to continuously check whether their interpretations are correct and adapt them if necessary (Bianco 2010, p. 232). For instance, the primary school Irish curriculum for English language emphasises the importance of self-monitoring in reading in the following terms: 'the child should be enabled to self-correct reading errors when what he/she reads does not make sense'.

However, as stated above, ‘pupils’ monitoring of their own comprehension’ does not feature among the most frequently mentioned strategies in European central curricula, and especially at lower secondary level where it is referred to in the curricula of only nine countries or regions. Besides, although self-monitoring their comprehension can support pupils in applying other reading comprehension strategies, according to the steering documents of France, Poland and Romania, it is introduced later in primary education than other strategies. For instance in Romania, monitoring comprehension (e.g. pupils asking for clarification if the text heard or read was not understood) is introduced from the 4th grade of primary school while summarising is covered from the 2nd grade. In contrast to the situation in these three countries, the only comprehension strategy to be explicitly mentioned in relation to the first two grades of primary education in the Finnish national core curriculum for basic education is monitoring comprehension (‘children have begun, while reading, to observe whether they understand what they are reading’).

PIRLS 2006 data (Mullis et.al 2007, p. 217) may provide additional insight into teachers' reporting about the teaching of comprehension strategies. Here we only look at strategies that are common to the analysis of steering documents and to the PIRLS questionnaire: summarising, drawing inferences and using background knowledge. The data suggests that the process of summarising and attending selectively to the most important information (which is the second most frequently mentioned reading comprehension strategy in the steering documents) is by far the most widespread strategy taught. Indeed, teachers’ answers indicated that virtually all fourth grade pupils (over 90 % on average in the EU) were asked to 'identify the main ideas of what they have read' at least once a week while approximately 55-57 % of pupils were asked by their teachers to use these strategies daily.

'Drawing inferences' and 'using background knowledge' are also relatively widely used strategies, although less so than 'summarising'. Approximately 60-70 % of pupils in fourth grade had teachers who reported asking them at least to use their background knowledge, i.e. 'comparing the reading with their own experiences', and to draw inferences i.e. 'make generalizations and draw inferences based on what they have read' and 'make predictions about what will happen next in the text they are reading'.

The pre-dominance of summarising among the reading comprehension strategies that pupils in the fourth grade are asked to apply raises some questions. It leads to the hypothesis that, in order to develop the reading comprehension skills of pupils, teachers sometimes rely on a single strategy. However, as noted above, the teaching of comprehension strategies is more effective when it takes place in a context where multiple strategies are explained, demonstrated and practised.

The last indicator used to illustrate the emphasis placed on reading comprehension strategies in central curricula, i.e. references to pupils reflecting on their own reading process, is only to be found in eleven countries or regions at primary level and nine at lower secondary level. However, the idea that pupils reflect on their own reading process is a key element in any programme to teach reading comprehension. This meta-cognitive dimension implies that pupils are aware of the various reading comprehension strategies that exist and are able to make a reasoned choice among them when they face difficulties in understanding the meaning of the text. The Lithuanian curriculum for primary and lower secondary education is the only one to provide concrete examples of meta-cognitive skills used to improve reading comprehension. Pupils in grades 7 and 8 should be able to explain which reading strategies were useful for overcoming particular problems and should set personal goals for developing their own comprehension skills.

References to meta-cognitive skills found in other curricula are broader and more theoretical. For instance, the final objectives in reading for the end of lower secondary education in Belgium (Flemish Community) include references to pupils planning, implementing and evaluating their reading tasks. The curriculum for English in Wales refers to developing pupils' reading skills through a teaching process that makes them become 'reflective readers'. The Norwegian curriculum for compulsory education underlines the importance of paying attention to pupils' own understanding of their development as readers and writers. The objectives listed in the Finnish core curriculum include a requirement for pupils in grades 3-5 of compulsory education to become accustomed to seeing and evaluating themselves as readers. Finally, in the core objectives for secondary education in the Netherlands, mobilizing pupils’ meta-cognitive skills is associated with language competence in general, not specifically with reading skills.

1.2.5. Reading engagement

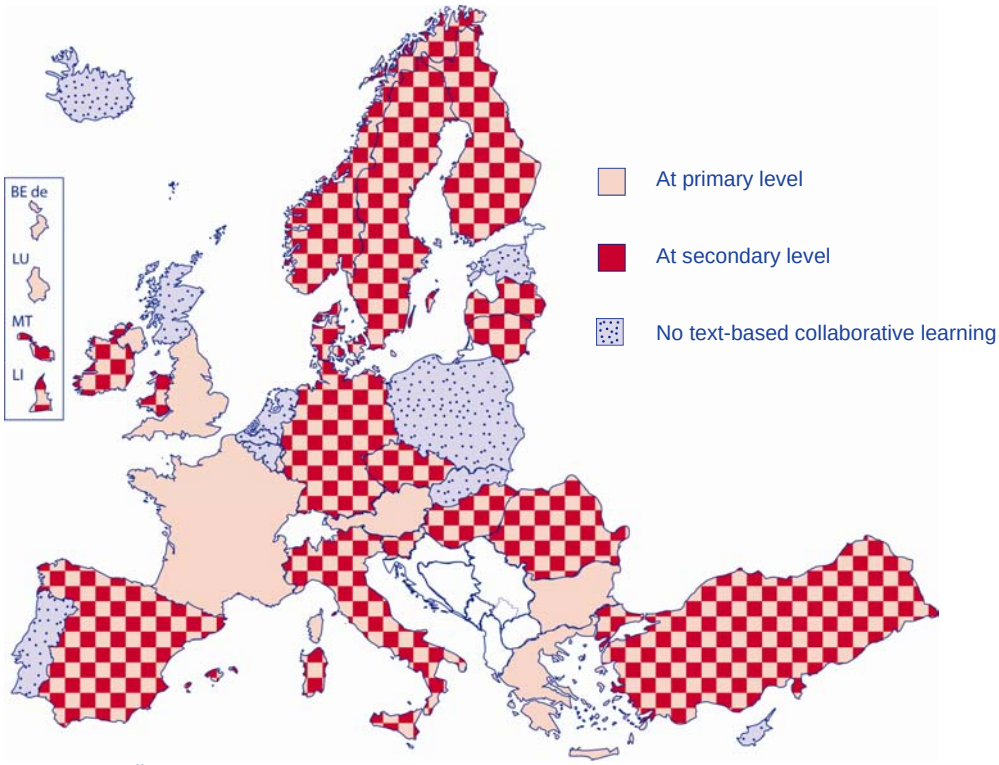
Developing a strong interest in reading significantly contributes to the acquisition of reading skills (see Section 1.1). Moreover, high-level reading skills are crucial for pupils' success in their school career and for their adult life in our knowledge-based society. Promoting pupils' interest in reading as early as possible and in a sustainable manner is crucial. All primary and/or lower secondary level curricula refer to the importance of promoting pupils' interest in, and enjoyment of, reading. The Austrian curriculum states for example that the joy of reading should guide the instruction from the start. The Finnish curriculum states that pupils' positive attitude towards reading should be preserved at all times.

There are various ways to achieve this goal: text-based collaborative learning, offering diverse reading materials, letting pupils read what they enjoy, and visiting places or people valuing books, are some of the most significant methods suggested by the literature and European curricula.

Text-based collaborative learning means that students interact with each other around a written text and draw interpretation and meaning from it through a group process. (Biancarosa and Snow 2006, p. 17). Such measures can indeed be a good way to stimulate reading engagement, especially with struggling readers (see Section 1.1).

The primary school curricula of 26 education systems contain guidelines on collaborative learning in reading texts. In all of these, the guidelines cover all cycles or years at primary level, except in Belgium (German-speaking Community), France and Austria where, in the first cycle, such guiding principles are not referred to. At lower secondary level, 18 education systems refer to text-based collaborative learning.

Figure 1.5: Text-based collaborative learning in steering documents, primary and lower secondary education, 2009/10



Source: Eurydice.

Explanatory note

Text-based collaborative learning means that students interact with each other around a written text and draw interpretation and meaning from it through a group process. (Biancarosa and Snow 2006, p. 17).

Country specific notes

Luxembourg: Data not checked by the National Eurydice Unit.
Romania: For lower secondary education, only the steering documents related to the first four years of the *Gimnaziu* (10-14 years pupils) have been considered for the figure.

In most countries, continuity between the two levels of education is maintained as curricula using this approach at primary level also continue using it at lower secondary level. Only Belgium (German-speaking Community), Bulgaria, Greece, France, Luxembourg, Austria and United Kingdom (England and Northern Ireland) are exceptions.

According to PIRLS data, text-based collaborative learning seems to be widespread in European schools. In the EU countries participating in the IEA survey, approximately 71 % of pupils in the fourth grade were asked to 'talk with each other about what they have read' at least weekly. As Mullis et al. (2007, p. 224) shows, 80 % or more pupils are engaged in text-based collaborative learning at least weekly in Bulgaria, Germany, Latvia, Lithuania, Luxembourg, Austria, Romania and the United Kingdom (England). In contrast, in Belgium (French Community), Sweden, Iceland and Norway, 40 % or fewer pupils are asked to talk with each other about what they have read at least weekly.

Pupils can be invited to read the same texts and then share their reading experiences. Text-based collaborative learning can also follow personal and independent reading practice. The Irish curriculum, for example, states that pupils should be able to recommend books to others and seek recommendations from them. In addition, curricula in Denmark, Ireland, Italy, Luxembourg and Sweden indicate that pupils should work together on the same texts. In Finland and Sweden, teachers are advised to engage pupils from an early age in discussions about common literary experiences and the specific characteristic of literature. According to the Danish curriculum, working on common texts is important to encourage pupils' curiosity.

According to the literature, text-based collaborative learning also produces significant cognitive gains. Multiple interactions between pupils stimulate their cognitive development, which increases their learning capacities not only in reading, but in all curriculum areas (Baker and Wigfield (1999); Guthrie and Wigfield (2000)). Becoming a competent reader also impacts on reading engagement, which, in turn, facilitates the acquisition of reading skills. That this virtuous cycle is significant in promoting reading proficiency is clearly indicated in the United Kingdom (England) curriculum: ‘reading in a confident and an independent manner can promote pupils' interest in and pleasure for reading’. In other words, while interest in reading helps reading skills acquisition, reading proficiency helps, in return, to stimulate pupils' interest.

European curricula explicitly indicate other approaches to stimulate pupils' reading engagement. In Ireland, for example, pupils are invited to express their preference for particular genres or authors. In Cyprus, from school year 1, the curriculum provides some time for pupils to read freely the books they like. Inviting children’s authors to schools as mentioned in the Irish curriculum or visiting places where books are valued, such as libraries, as indicated in the Spanish and Luxembourgish curricula, can also foster pupils' interest in reading. In Cyprus, reading competitions are given as an example of school activities which can promote reading engagement.

While clearly suggesting that diverse reading materials should be used, the curricula of several countries demonstrate a concern to encourage a positive attitude towards literature among pupils. For example, in Italy, the first aim of reading, alongside the need to find answers to meaningful questions, is to get aesthetic pleasure from works of literature.

Nine European curricula (Denmark, Estonia, France, Latvia, Lithuania, Malta, Poland, Portugal and the United Kingdom (England)) provide a list of titles or authors as examples of what pupils could read. These lists cover both primary and lower secondary levels, except in Lithuania and the United Kingdom where they only relate to lower secondary level. In France, for example, the Ministry publishes a bibliography of 350 titles of young people’s literature for primary school pupils in years 3, 4 and 5. In Denmark and Portugal, the suggested books are organised into different categories such as books for reading with parents/teachers and books for students who do not read regularly (Portugal), and books for autonomous reading or for developing reading (Denmark).

In addition to the examples of books to read, the Danish curriculum refers to a literary canon consisting of 15 authors. The objective is to give every child the chance to know something about these writers, regarded as very significant to Danish culture, before they leave compulsory education. In Lithuania, according to the curriculum for school years 9 and 10, pupils should read three pieces of work by Lithuanian classical authors.

In Ireland, the curriculum does not provide a list, but gives a lot of detailed guidelines on what pupils could read. Some pages, for example, focus on poetry, discussing the various types of poetry adapted to the different stages of children’s development at primary school. Indications of what school libraries

should include are also present. For instance, books should be fiction and non-fiction and they should feature both males and females in leading roles and reflect the background and culture of all the children in the school.

Where lists of books to read exist, they are not closed and seem broad enough to allow teachers to choose appropriate texts according to pupils' interests and skills. Also, in most countries, the curriculum recommends that teachers use a variety of fiction and non-fiction works. As the research literature shows, giving pupils a wide range of choice is indeed essential to stimulate and retain their interest in reading. In addition to this principle, however, defining a literary canon and selecting a few literary works significant to the culture within which children are educated also makes sense educationally since becoming acquainted with these works can help pupils improve their understanding of the society and culture in which they live.

1.3. Support for struggling reader - Evidence from international surveys

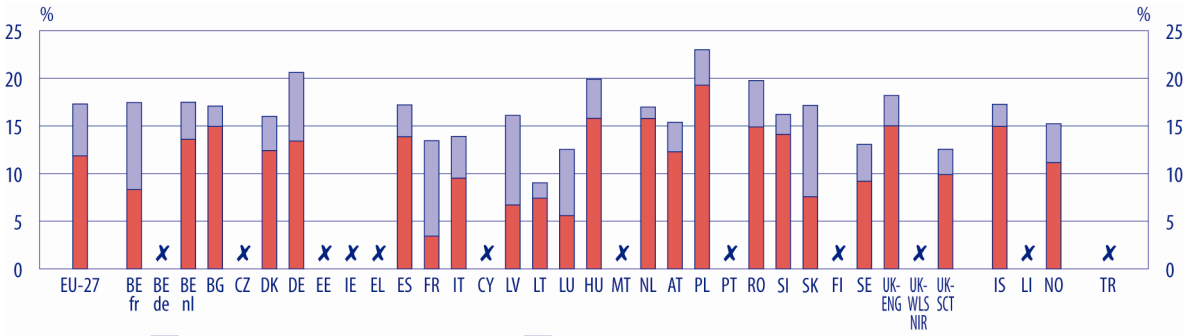
Countries make certain choices about the approaches recommended through curriculum documents and other official guidelines for teaching reading literacy skills at different stages of education. However, regardless of the ways in which reading is taught, pupils at any stage in their reading development may experience difficulties and need additional support to reach their full potential. This section focuses on pupils with reading difficulties and highlights the common strategies used to support them. The analysis is based on the Progress in International Reading Literacy Study (PIRLS) 2006 student and teacher questionnaires (for more information on the survey see chapter 'Reading Achievement: Evidence from International Surveys').

1.3.1. Pupils receiving remedial instruction ([13])

All European educational systems provide some form of remedial instruction to struggling readers. As shown in Figure 1.6, in 2006, the proportion of pupils receiving support varied from 3 % in France to 19 % in Poland. However, in all countries that participated in PIRLS, teachers tended to report that there were more pupils in need of remedial instruction than those actually receiving it. On average, in the participating EU countries, approximately 12 % of fourth grade pupils received additional instruction in reading. According to teachers' estimates, 17 % of pupils needed such help. The largest discrepancies were observed in the French Community of Belgium, France, Latvia and Slovakia, where, according to teachers' perceptions, 9 to 10 % of pupils needed remedial instruction but were not receiving it.

([13]) When discussing PIRLS results, in order to be consistent with PIRLS terminology, the term 'remedial teaching' is used rather than the term 'learning support' which is used elsewhere in the study.

Figure 1.6: Percentage of fourth grade pupils needing remedial instruction according to their teachers, and actual percentage of pupils receiving remedial instruction, 2006



Receiving remedial instruction Needing remedial instruction, but not receiving it

✗ Countries not participating in the study

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU	HU	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT	IS	NO
	11.9	**8.3**	13.6	**15.0**	12.4	13.4	**13.9**	**3.4**	**9.5**	**6.7**	**7.4**	**5.6**	**15.8**	**15.8**	12.3	**19.3**	**14.9**	**14.1**	**7.6**	**9.2**	**15.0**	**9.9**	**14.9**	11.2
	5.4	**9.1**	**3.9**	**2.1**	**3.6**	**7.2**	**3.3**	**10.0**	**4.4**	**9.4**	**1.6**	**6.9**	4.1	**1.2**	**3.1**	**3.7**	4.9	**2.1**	**9.6**	**3.9**	**3.2**	**2.7**	**2.3**	4.1

Source: IEA, PIRLS 2006 database.

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

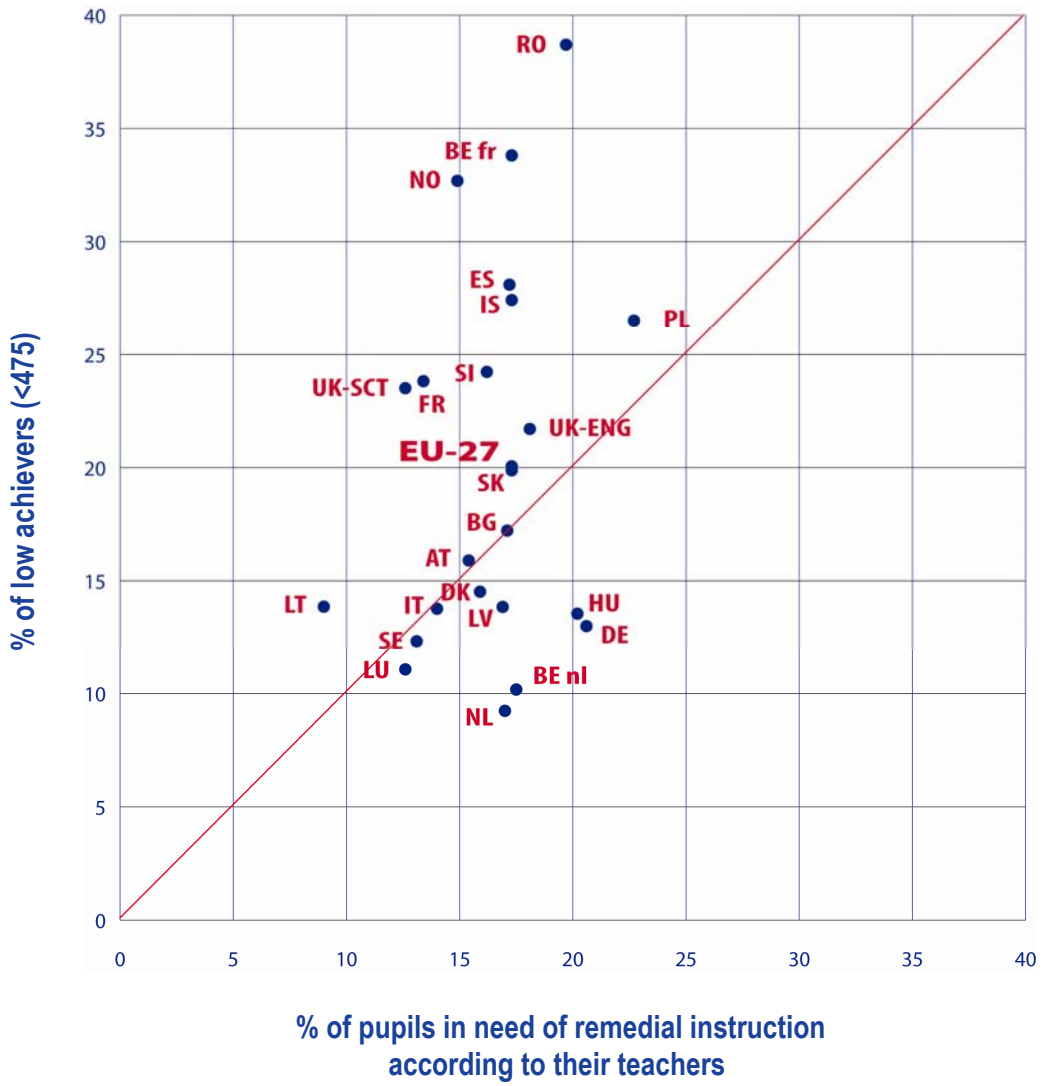
It is important to note that teachers' estimates of pupils in need of remedial instruction did not directly correspond to numbers of struggling pupils according to the PIRLS achievement scales (see Figure 4, p. 25). As shown in Figure 1.7, the spread of teachers' estimates was much less than the spread in the actual proportions of struggling readers. Teachers' estimates of pupils in need of support ranged from 9 to 22 %, while the proportions of struggling readers according to PIRLS scale ranged from 9 to 39 %.

A comparison of the actual percentage of struggling readers (defined by PIRLS as students achieving below the Intermediate International Benchmark), and teachers' estimates of the percentage of pupils who needed support in reading reveals that, on average, teachers tended to slightly underestimate the number of pupils in need of support (see Figure 1.7). Predictably, the proportion and direction of teachers' misconceptions were related to average country performance. In countries with larger proportions of struggling readers, teachers greatly underestimated the need for help. For example, in Belgium (French community), Romania and Norway, the numbers of struggling readers according to PIRLS were twice as high as teachers' estimates of how many pupils needed remedial instruction for reading. In contrast, in some countries with lower levels of struggling readers, teachers perceived more pupils needing help than the actual levels of struggling readers suggest. Such results might be partly explained by teachers' inclination to estimate according to the class level instead of objective external criteria of performance. This suggests the need for standardised assessment tools when diagnosing reading difficulties.

The largest discrepancies between the numbers of struggling pupils according to the PIRLS criterion (those who did not reach the Intermediate International Benchmark) and numbers of pupils receiving remedial help were observed in the French Community of Belgium, France, Romania and Norway. In these education systems, there were on average 20-25 % more struggling readers according to PIRLS than pupils receiving remedial instruction. In France, the number of students receiving remedial

instruction was significantly lower than in other European education systems. Only 3 % of French fourth grade pupils received remedial instruction, while approximately every fourth pupil was not able to recognise plots at a literal level, and perform tasks such as finding information beyond the initial parts of informational text.

Figure 1.7: Percentage of fourth grade pupils needing remedial instruction according to their teachers, and actual percentage of struggling readers, 2006



Source: IEA, PIRLS 2006 database.

Explanatory note

The line indicates perfect correlation; value dots to the right of the line indicate overestimation of pupils in need of remedial support, whereas value dots to the left indicate underestimation of pupils in need of remedial support.

For the exact % of low achievers, see Figure 4 (p. 25); for the % of pupils in need for remedial instruction according to their teachers, see Figure 1.6 (p. 67).

1.3.2. Support for struggling readers

Approaches used by teachers

As the literature review suggests, it is crucial that teachers provide support measures to help struggling readers. PIRLS 2006 included several questions for teachers on what they usually do if a student begins to fall behind in reading. Factor analysis ([14]) revealed a certain pattern in the approaches used, which has been grouped into three types:

- waiting (assuming increasing maturity will solve the problem);
- assigning extra homework;
- providing support within the classroom, e.g. individualising instruction, providing more favourable conditions (allowing tasks to be done more slowly), and asking for help from other students.

Table 1 in the annexes (Appendix Section 1.3) lists the percentages of fourth grade pupils whose teachers reported using these approaches. It is important to note that the answers were not mutually exclusive, e.g. the same teacher could report using several different approaches. Taking this into account, this subsection briefly discusses teachers' answers to each question, while patterns of common approaches are presented later.

As emphasised in the literature review, it is important to provide support when a pupil begins to fall behind in reading. Furthermore, a review of intervention schemes concluded that 'ordinary teaching ('no intervention') does not enable children with literacy difficulties to catch up' (Brooks 2007, p. 31). Early and timely intervention may prevent delayed reading skill development. That said, approximately every third pupil in the fourth grade had a teacher who tended to wait and see if the pupil's poor performance in reading improved with increasing maturity. In Belgium (French Community), Italy, Latvia, Luxembourg and Austria, such an attitude was even more common. Latvia, with 91 % of pupils whose teachers reported waiting for pupil self-improvement, stands out from the other European education systems. However, it is important to note that there were almost no pupils whose teachers answered that they only waited for improvement without doing anything else.

Regarding extra homework, the variation between European education systems was huge, ranging from 23 % in France to 97 % in Bulgaria. Extra homework for pupils with reading difficulties might be a useful strategy if parents support and help their child with the tasks. However, as struggling readers tend to have less well-educated parents and less encouraging home environments, they might lack effective support from their families. Family literacy programmes and partnerships with parents, as discussed in Chapter 3 ('Promotion of reading outside of school'), should be an essential part of support in these cases.

With respect to the use of available resources in the classroom, the most common approach was to work individually with students falling behind in reading. The importance of one-to-one instruction when tackling difficulties in reading was emphasised in the literature review. On average, in participating education systems, 86 % of pupils had teachers who spent more time teaching struggling readers individually, ranging from 72 to 99 %. A slightly less common method was using the same materials with pupils of different reading levels, but allowing pupils to work at different speeds.

([14]) Eurydice calculations.

Approximately 64 % of European pupils had teachers using this approach. Interestingly, in a few countries with higher levels of struggling readers, namely the United Kingdom and Norway, this method was rarely used. Teachers in these countries usually used different materials with pupils of different reading levels ([15]). Having other pupils work on reading with struggling pupils was reported by teachers of approximately 60 % of fourth grade pupils. Scandinavian countries reported using this approach significantly less.

Additional staff

Support by an additional person who provides individual or small-group intensive instruction is an important method for addressing reading difficulties, as the literature review suggests. PIRLS 2006 included a few detailed questions about the availability of a support person for struggling readers. Figure 1.8 summarises teachers' answers to the question 'Are the following resources available to you to deal with students who have difficulty with reading?'

- A <reading specialist> is available to work in my classroom with those students;
- A <reading specialist> is available to work in a <remedial reading classroom> with those students;
- A teacher-aide or other adult is available to work in my classroom with those students;
- Other professionals (e.g. learning specialist, speech therapist) are available to work with those students.

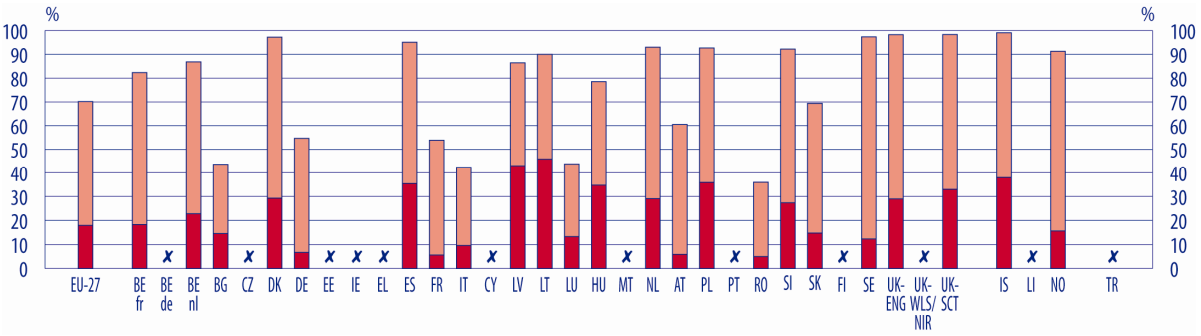
In order to show the general availability of support, answers 'always', 'sometimes' and 'never' were grouped into three categories: 'at least one support person is always available'; 'at least one support person is sometimes available' and 'no support person'. The phrase in '<>' brackets means country specific term and therefore comparisons must be made with caution.

As Figure 1.8 below shows, the above listed resources were always available for only 18 % of European fourth grade pupils. At least one additional support person was sometimes available for approximately 52 % of pupils. However, it is important to note that it includes help that is provided outside the classroom and even outside school, as well the as help of a teacher-aide, who might not always have a specific qualification in reading or tackling difficulties.

In Spain, the United Kingdom and several Scandinavian countries (Denmark, Sweden and Iceland), almost all pupils have access to at least one additional support person, according to their teachers. On the other hand, more than half of pupils have never had any access to the above listed types of support in Bulgaria, Italy, Luxembourg and Romania.

([15]) The answer 'I use different materials with students at different reading levels' is not shown in the Table 1 as it strongly negatively correlates with 'I use the same materials with students at different reading levels, but have the students work at different speeds'.

Figure 1.8: Frequency of availability of support in reading for fourth grade pupils, 2006



At least 1 support person always available — At least 1 support person sometimes available

✗ Countries not participating in the study

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU
At least 1 support person always available	18.0	18.3	22.8	14.6	**29.4**	**6.7**	**35.5**	**5.6**	**9.6**	**43.1**	**45.9**	**13.3**
At least 1 support person sometimes available	52.2	**64.1**	**64.1**	**29.1**	**67.9**	48.0	59.6	48.3	**32.8**	**43.4**	**44.2**	**30.6**

	HU	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT	IS	NO
At least 1 support person always available	**34.8**	**29.1**	**5.9**	**35.9**	**4.9**	**27.3**	14.8	**12.3**	**29.0**	**33.0**	**38.0**	15.6
At least 1 support person sometimes available	**43.7**	**63.9**	54.6	56.8	**31.0**	**64.9**	54.6	**85.1**	**69.3**	**65.3**	**61.1**	**75.7**

Source: IEA, PIRLS 2006 database.

Explanatory note

This figure summarises teachers' answers to a question 'Are the following resources available to you to deal with students who have difficulty with reading?'
a) A <reading specialist> is available to work in my classroom with those students
b) A <reading specialist> is available to work in a<remedial reading classroom> with those students
c) A teacher-aide or other adult is available to work in my classroom with those students
d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students
Values treated as missing only when no answer to any question (total 1.22 %).
Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

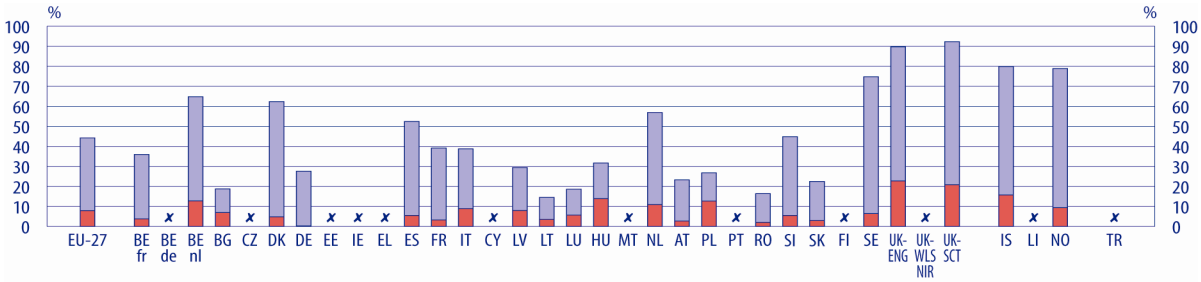
As the research review suggests, not only the availability or frequency, but also the type of additional support matters for pupils who experience reading difficulties. Well-trained reading specialists who work directly with pupils experiencing difficulties are essential in providing adequate support (Snow, Burns & Griffin, 1998). On average in the participating EU countries, a reading specialist was available to approximately half of pupils (48 %) in the fourth grade ([16]). In Denmark, Spain, the Netherlands, Sweden, the United Kingdom (England) and Iceland, a reading specialist was at least sometimes available for over 80 % of fourth grade pupils (see Mullis et al. 2007, p. 193). Other specialists (e.g. learning specialist or speech therapist) were always or sometimes available to 40 % of pupils on average in participating EU-27 countries ([17]). 80 % or more pupils had access to these kinds of specialists in Latvia, Lithuania, Poland and the United Kingdom (Scotland) (Mullis et al. 2007, p. 193).

Support is more easily accessible if it is available directly in the classroom or in the pupil's school. PIRLS gathered information on whether a <reading specialist>, a teacher-aide or other adult was

([16]) Eurydice calculations.
([17]) Eurydice calculations.

available to work in the classroom with struggling readers. The teachers' answers are summarised in Figure 1.9 below. A support person to work in a classroom together with a teacher was at least sometimes available for approximately 44 % of pupils in the EU. This form of support was available most often in the Scandinavian countries and the United Kingdom, whereas in Central and Eastern European countries it was not so widely available. However, in-class support was often provided by a teacher-aide or other non-specialist adult. A reading specialist was at least sometimes available to work in class only for 25 % of fourth grade pupils.

Figure 1.9: Availability of a support person in the classroom for fourth grade pupils, 2006



Always Sometimes ✗ Countries not participating in the study

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU	HU	NL	AT	PL	RO	SI	SK	SE	UK ENG	UK-SCT	IS	NO
Always	7.9	**3.8**	12.7	7.0	4.8	**0.3**	5.5	**3.3**	8.9	7.9	**3.5**	**5.7**	13.9	11.0	**2.7**	**12.7**	**2.1**	5.4	**3.0**	6.4	**22.7**	**20.8**	**15.7**	9.4
Sometimes	36.3	32.1	**52.0**	**11.8**	**57.5**	**27.3**	**46.9**	35.9	**29.8**	**21.5**	**11.0**	**13.0**	**17.8**	**46.0**	**20.6**	**14.1**	**14.3**	39.4	**19.4**	**68.3**	**67.0**	**71.5**	**64.2**	**69.5**

Source: IEA, PIRLS 2006 database.

Explanatory note

The figure combines teachers' answers regarding the availability of a <reading specialist>, a teacher-aide or other adult to work in the classroom with those pupils who have difficulty with reading.
Values are treated as missing only when no answer to any question is given (total 2.9 %).
Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Patterns in the provision of support for struggling readers across Europe

While considering the commonly used teaching approaches and the availability of extra staff for struggling readers, several patterns can be discerned across European education systems ([18]).

- In education systems which normally have **in-class support staff,** a reading specialist, teacher-aide or other adult is more often available to work in the classroom with struggling readers than in the EU on average. As another adult is usually present to assist a class teacher, less help from other pupils is required. Furthermore, in this situation, it is easier to work with different reading materials for pupils with different reading levels. This form of support is more common in the Scandinavian countries (Denmark, Sweden, Iceland and Norway) and the United Kingdom.

([18]) This summary is based on information analysed in this section. For exact figures, see Table 1 in the annexes (Appendix Section 1.3), Figures 1.8 and 1.9 and PIRLS 2006 International Report exhibit 5.18 'availability of specialists' (Mullis et al. 2007, p. 193).

- Several other education systems provide relatively high levels of access to **external specialist help**, e.g. learning specialists or speech therapists. Pupils in these education systems more often have teachers who report spending more time working on reading individually with struggling students. The same reading materials are used, but students at different reading levels work at different speeds. Several Eastern European countries (Latvia, Lithuania, Hungary, Poland and Slovenia) use this approach. In addition, Spain complies with some features of this model.
- In several education systems which have very limited availability of support staff, **assigning extra homework** is the main approach for tackling reading difficulties. Such a model prevails in Bulgaria, Italy, Austria and Romania. Pupils in Bulgaria and Romania also often have teachers who report working individually with struggling readers.
- Using the same reading materials at a **different pace** and assigning less homework than on average in the EU seems to be a common approach in Belgium (French and Flemish Communities), France, Luxembourg and Slovakia. A reading specialist is rarely available to work with pupils who are falling behind in these education systems.

The next section discusses in more detail the national policies and practices in place for professional support to help teachers tackle pupils' reading difficulties. There might be some discrepancies with PIRLS data due to differences in definitions used and different levels of analysis (pupil-level and national provisions). The gap in reference years should be taken into account as there may have been changes in national policies since 2006. Also, in some education systems with high levels of school autonomy, there might not be any national level policies or other information available which indicate whether and what types of specialist staff schools may hire.

1.4. National policies and programmes for tackling reading difficulties

As the international student achievement survey data presented in the previous section shows, the rates of struggling readers across European countries are very high. This section analyses national policies and practices for the provision of educational support staff who can help teachers support pupils with reading difficulties. The section then focuses on concrete, effective actions to remedy pupils' reading difficulties.

1.4.1. Professional support for helping teachers tackle pupils' reading difficulties

Pupils experiencing reading difficulties are entitled to extra support in all European countries. At primary level, the procedure for obtaining extra support for pupils with difficulties in reading is similar in most countries. The classroom teacher first identifies pupils who need more attention than usual. This identification may be based on their own observation of classroom activities and interactions, the results of pupil assessments and/or the monitoring of individual educational progress. If the support offered by the teacher ([19]) does not resolve the issue, the teacher may consult and seek help from other professionals, normally after consulting the pupil and parents.

As already noted in the review of academic literature on tackling reading difficulties (see Section 1.1), well-trained reading specialists, delivering individual or small-group intensive interventions, can

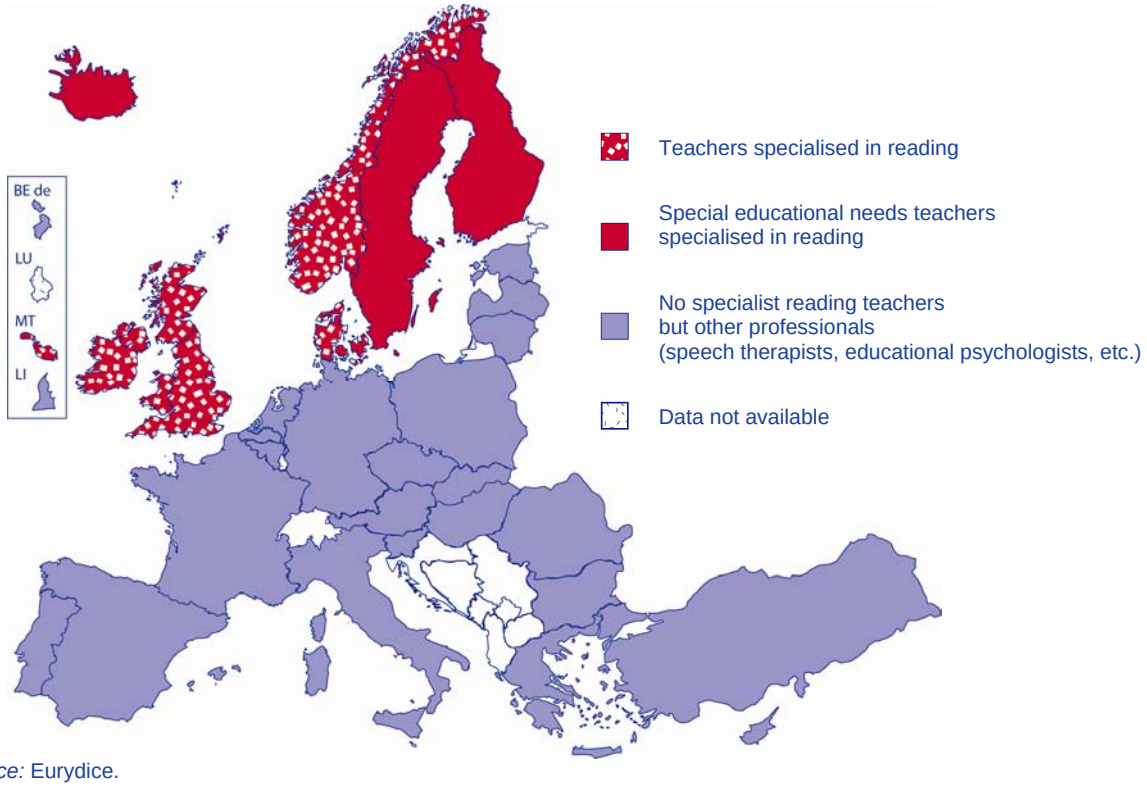
([19]) For examples of approaches used by teachers, see Section 1.3.

provide highly effective support to teachers dealing with struggling readers. This section therefore focuses on the availability of fully-qualified teachers with additional, specific training in teaching reading and dealing with reading difficulties. National policies and practices have been analysed and countries categorised according to whether classroom teachers, when dealing with pupils with reading difficulties, can access the support of teachers specialised in reading or special education needs (SEN) teachers with expertise in reading, on the one hand, or other professionals such as speech therapists or (educational) psychologists who provide support with some tasks related to reading, on the other hand. The analysis covers the professional support delivered in school and in the classroom; the availability of professional help for pupils with reading difficulties outside school is not taken into account. The focus is on primary education, where professional support for struggling readers is more common; secondary education is only briefly mentioned at the end.

It should be noted that in all countries there are measures in place to support pupils with learning difficulties who require special educational provision. In these cases, pupils will be diagnosed and receive official recognition that entitles them to adaptations within mainstream education or in special education. However, these special education measures are not included here as they go beyond the scope of the current study.

In tackling pupils' reading difficulties, in 8 countries – Ireland, Malta, the United Kingdom, and in all five Nordic countries – primary school teachers can request the help of specialist reading teachers to assist them in the classroom. In fact, two types of specialist teachers can be identified, those who have had specific training to provide support to pupils with reading difficulties, and those who are qualified as educational staff dealing with special needs and who, in addition, are specialised in teaching reading and helping pupils with reading difficulties (see Figure 1.10).

Figure 1.10: Availability of specialist reading teachers, according to official documents or widespread practice, for helping teachers tackle pupils' reading difficulties in primary schools, 2009/10



Source: Eurydice.

Explanatory note

The figure focuses on the availability of specialist reading teachers to support classroom teachers in schools at primary level when dealing with pupils with reading difficulties. It is based on what countries envisage in their official documents, or based on reported practice for those countries or regions where schools and education authorities have full autonomy regarding pupil support – Denmark, Netherlands and the United Kingdom (Scotland).

Specialist reading teachers are widely available in Denmark and Norway. In Denmark, the *Læsevejleder* provides support and guidance on methods and materials for tackling reading difficulties to teachers, parents and pupils (for more information on the *Læsevejleder*, see Chapter 2, Section 2.3.5). According to a survey by the Danish Institute of Evaluation (2009), more than 85 % of schools have one of these specialist teachers, and where this is not the case, teachers who are in need of support are able to apply for one through the responsible municipalities. In Norway, classroom teachers can contact reading literacy teachers who are specialised in learning support and teaching reading and writing. Schools that do not have their own specialist teacher may contact the community support system (Pedagogical Psychological Service) which is responsible for providing further assessment and giving advice about special support.

In Ireland as well as in the United Kingdom (England, Wales and Northern Ireland) some teachers have been trained as 'Reading Recovery' teachers. In England, for example, this training receives funding through the national Every Child a Reader (ECaR) programme, which supports schools and local authorities in introducing a range of interventions, of which Reading Recovery is the most intensive (for more information about the implementation, see Section 1.4.2). Reading Recovery teachers are specially trained to provide selected children with daily half-hour one-to-one lessons tailored to their needs. The aim is also for schools to capitalise on the professional development provided to Reading Recovery teachers, to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions. In Ireland, teachers can also access the services of Learning Support and Resource Teachers, whose training includes a strong focus on the teaching of reading, to address the needs of pupils with difficulties.

At primary level in Malta, classroom teachers are supported by 'Literacy Support Teachers' in their work with pupils who have difficulties in reading. 'Literacy Support Teachers' are not required to hold specialist literacy qualifications, but they attend professional in-service training which enables them to support pupils to develop appropriate reading skills and to foster a literacy-rich environment in schools. In the school year 2009/10, there were fifteen 'Literacy Support Teachers' supporting ten 'colleges', i.e. networks of schools.

In the United Kingdom (Scotland), 'Additional Support Needs (ASN)' teachers are in place within local authorities and are involved in the direct teaching of pupils who require additional support with their school work, including support in reading. ASN teachers develop their specialist expertise through a combination of experience and continuing professional training, including post-graduate study. Together with pre-primary and primary schools they undertake collaborative assessments, planning and activities to ensure that the individual needs of each child or young person are met.

In three of the Nordic countries – Finland, Sweden and Iceland – the teachers who support primary schools in tackling pupils' reading difficulties are those qualified as special needs educational staff who are also specialised in reading. In Finland, it is the educational staff dealing with special needs who receive training on reading difficulties as part of a compulsory programme. They assist classroom teachers in various tasks: diagnosing pupils' reading skills; providing learning support in the form of

individualised tasks and use of time; giving guidance and counselling; and developing flexible arrangements, such as flexible grouping, simultaneous teaching, etc. In Sweden, the *Speciallärare* are teachers in special needs education who are trained in, amongst other things, in-depth knowledge of reading techniques and effective methods for encouraging and supporting pupils' skills in reading at an early stage. One part of the special needs service in Iceland, which is supported by the municipalities, includes appropriate support for pupils who have difficulties with reading and for teachers who need assistance in helping pupils with reading difficulties. In addition, some Icelandic teachers specialised in reading also work in universities or freelance, providing courses for teachers.

However, in the great majority of European countries, there are no teachers specialised in reading who can support mainstream classroom teachers in their work with pupils experiencing reading difficulties. Instead, it is either envisaged in official documents or reported as widespread practice that at least one type of 'other' professional staff – a speech therapist, (educational) psychologist or similar – can be made available in schools to help teachers with some tasks related to reading. These may involve assessing pupils' reading skills, carrying out learning support with individual pupils or small groups of pupils, and/or advising teachers and parents on reading-related issues.

In some of these countries, classroom teachers also have specific teaching materials at their disposal to work with struggling readers, e.g. centrally standardised assessments, diagnostic tests, specific text books or other learning support tools (for more examples of specific teaching materials, see Section 1.4.2).

In addition to all the previously mentioned professionals, a teacher-aide or other adult may sometimes be available to work in the classroom and help pupils with reading difficulties. However, the role of these kinds of staff have not been analysed in detail here (for some more information on teacher-aides see Section 1.3).

An important point to highlight is that in almost all countries which do not have teachers specialised in reading, and even in some of those that do, there are certain criteria that need to be met or procedures which need to be followed before professional support becomes available. The exceptions can be found in Denmark, Finland, Sweden, United Kingdom (Scotland) and Iceland where specialised support for pupils with reading difficulties is readily available within the classroom. In all other countries, the procedure usually requires that, after identification and initial intervention by the teacher, other specialists such as (educational) psychologists or speech therapists become involved to further diagnose and evaluate a pupil's difficulties in reading. In some countries, the latter are located in centres specialised in psycho-pedagogical services, i.e. they are external to the school. The results of the evaluations are usually discussed by the teacher and the school head, and the proposed measures are implemented after consultation and agreement with the parents. In other words, a considerable amount of time may elapse from the time a pupil has been identified with reading difficulties until support measures become available. The longer the procedures take, the more likely it becomes that the pupil falls further behind in class not only in reading, but also in all other school subjects where reading is crucial.

For example, when a primary school pupil in Cyprus has reading difficulties, the teacher first writes a report on the pupil's needs and difficulties, in cooperation with the parents. During this first stage, the teacher tries to help the pupil, and, if no progress is made, the head of the school becomes involved and acts as coordinator. With the help of all the pupil's teachers, the coordinator collects all relevant information about the pupil and coordinates the support provided. The pupil's progress is monitored and evaluated, and relevant documentation is completed. At the second stage, after at least two meetings between the parents and the teachers within a two month period, if the pupil does not make

progress, the school asks for help from other professionals, usually educational psychologists (EP), and refers the pupil to them. When a referral is made, then the EP goes into the school and assesses the pupil, working closely with the teacher, parents and other professionals as needed. If the EP diagnoses the pupil as having reading difficulties, the pupil is considered to have special educational needs and is referred to the District Committee on Special Education and Training ([20]). An evaluation is conducted by a multidisciplinary team, including a child psychologist, an EP, a special education teacher, a doctor, a speech therapist and any other specialist, as the case may need. The Committee usually asks the EP, the special education teacher and the pupil's teacher to each make a report on their assessment and recommendations. Once they have these reports, the Committee decides whether or not the child should receive additional educational support.

At secondary level, the support measures provided for pupils who are still experiencing reading difficulties vary only slightly compared to primary level. In almost all European countries that organise primary (ISCED 1) and lower secondary (ISCED 2) education in a single structure ([21]), the same conditions for support apply throughout compulsory schooling. The only variation is in Latvia where, at ISCED 2, education authorities no longer provide classroom teachers or other professionals with specific materials for pupils with reading difficulties, such as textbooks with texts of different levels of complexity, test materials, work sheets for vocabulary development, etc.

Nearly all other countries, i.e. those that do not have a single structure, report that the support measures for pupils with reading difficulties are largely the same at primary as at lower secondary level of education ([22]).

Cyprus is the only country where increased support is offered, at secondary education, for those pupils still experiencing reading difficulties. Following a standardised literacy test, those pupils who have very a low reading achievement are considered illiterate and are provided with support of 6 hours per week in Greek. However, this support is provided by Greek subject teachers who have no special training in diagnosing or dealing with reading difficulties but who are able to simplify and explain the Greek subject content and guide the pupils.

In Ireland, Austria and the United Kingdom (England, Wales and Northern Ireland), additional support at secondary level is mainly focused on pupils with special educational needs. In addition, in Ireland, secondary schools are given grants for the purchase of a recommended range of materials and tools including diagnostic tests, controlled readers, language and literacy workbooks, games and software.

1.4.2. Initiatives for helping pupils with reading difficulties

The provision of professional staff specialised in tackling pupils' reading difficulties is not the only form of available support. This section presents a selection of initiatives considered successful at national level for helping pupils with reading difficulties in primary and secondary schools. National experts were asked to present a maximum of three examples of good practice that exist in their country; these initiatives were subsequently classified according their main aims and activities ([23]). The list of good practice is not exhaustive; they are rather examples intended to give an overview of some of the initiatives carried out in Europe to support pupils who experience, or are at risk of developing

([20]) According to Law 113 (1)/1999 concerning the education and training of children with special needs.

([21]) Bulgaria, Czech Republic, Denmark, Estonia, Latvia, Hungary, Slovenia, Slovakia, Finland, Sweden, Iceland, Norway and Turkey.

([22]) Belgium (Flemish and German-speaking Communities), Greece, Spain, France, Italy, Lithuania, Netherlands, Poland, Portugal, Romania, United Kingdom (Scotland) and Liechtenstein.

([23]) The complete list of good practice is presented in the Annexes.

difficulties in reading literacy, as well as other initiatives to foster good reading skills and thereby help to prevent reading difficulties.

The majority of countries report at least two successful initiatives for helping pupils with reading difficulties, mainly focusing on the early identification of problems, the provision of learning support, the adaptation of teaching material or the dissemination of knowledge about tackling reading difficulties. Bulgaria, Estonia, Liechtenstein and Turkey are the only countries that did not provide any examples of good practice in this area.

It should be noted that the initiatives in countries where learning support for pupils with reading difficulties by specialist teachers for reading literacy is common practice (see Section 1.4.1) are not listed again here. Moreover, this section will also not present any country initiatives for supporting pupils with learning difficulties requiring special educational provision, as they go beyond the scope of the study.

Among the examples of good practice for tackling reading difficulties, there are a large number of initiatives that **focus on early detection and/or redressing reading difficulties** through personalised or collective approaches or a combination of both. For example, in Norway, the project 'TRAS – Early Registration of Language Development' aims to prevent reading and writing disorders by detecting language problems as early as the pre-primary stage. TRAS provides observational material to be used for observing and working with children in a dynamic way. Similarly, in Germany, a so-called 'tripwire test' (LUST-1 – *Leseuntersuchung mit dem Stolperwörter Test*) has been developed for use in primary school to help teachers identify individual pupils' reading difficulties. In Belgium (French Community), every three years, external assessments without certification on competences to be developed in the field of reading/writing are organised for pupils of the 2nd and 5th years of primary education and 2nd and 5th years of secondary education. It allows teachers to analyse the performance of their students, and then use the didactical tools developed to solve the issues highlighted by the overall results.

Among the initiatives using individualised learning approaches to support pupils with reading difficulties is an initiative in Austria *(Kriteriengeleitete Individualisierung im (Erst-) Leseunterricht)*. It aims to individualise the process of learning how to read by establishing a set of criteria which each pupil has to reach. The initial phase of eight weeks during which individual pupils' skills are analysed, are followed by a systematic reading development programme provided by teachers trained in the most up-to-date teaching methods and with knowledge of research findings in the acquisition of basic reading skills. Pupils are regularly tested on their progress, and those who show unsatisfactory results are given individual support until they succeed. In France, if at the end of a cycle a pupil has a very low achievement in basic skills, including reading, an individualised programme *(Programme personnalisé de réussite éducative)* is drawn up including actions to develop the skills that the pupil is lacking. School teaching staff then become involved in the implementation of these programmes.

Other initiatives focus on improving pupils' reading skills though interactions and knowledge sharing between pupils (for further information regarding collaborative learning, see Section 1.1). An Irish initiative called 'Paired reading', for example, involves a weak reader being paired with another reader to read together. It has proven to be very successful (Department of Education and Skills, 2009), both for the weak reader and the person paired with that reader in terms of improving self-esteem and literacy skills. In the Czech Republic, reading workshops are carried out in some schools both at primary and lower secondary level by teachers trained in the 'Reading and Writing for Critical Thinking' international non-governmental programme *(Čtením a psaním ke kritickému myšlení)*. These workshops enable pupils, including those facing reading difficulties, to read together and discuss what

has been read. In Slovenia, a programme for children with reading difficulties is carried out at a public primary school in Ljubljana *(Osnovna šola Dravlje)* which involves learning new words and improving comprehension through a diverse range of word games.

In the United Kingdom (England) ([24]), the 'National Strategies Waves of Intervention' model incorporates a range of different approaches aimed at tackling literacy difficulties early within schools. These include: approaches targeting all children, for example, systematic phonic work; approaches targeting children who are performing at just below national expectations, such as small group and one-to-one interventions; and intensive interventions such as 'Reading Recovery' for individual pupils with persistent reading difficulties. The Department for Children, Schools and Families provides support to local authorities and schools for these interventions through its national programme, 'Every Child a Reader' (ECaR). This programme is intended to provide additional support to those five and six-year-olds with attainment levels among the lowest 20 per cent of children nationally (although it is not available in all schools), and, within this, to provide 'Reading Recovery' to the lowest attaining five per cent nationally.

Some other initiatives carried out in Europe have their main focus on the development of **teaching material for pupils with reading difficulties**. In the United Kingdom (Scotland), the 'Active Literacy Pilot' has been developed as part of a larger North Lanarkshire Council Literacy Project to ensure high levels of literacy for all, with particular attention to ensuring the progress of pupils experiencing difficulties in the early stages of reading development. The project provides packs of materials which contain very clear methodology and strategies for teachers and pupils. An example of ICT-based teaching material can be found in Austria where a 'Computer Aided Reading Programme for Struggling Readers' is used at lower secondary level simultaneously with regular lessons. The pupils leave the classroom for about 15 minutes and do their daily training with the computer programme. The programme has proven to be a useful supporting tool, which is attractive to pupils and also effective as it is applied at an age when basic reading skills have generally already been acquired and are no longer taught.

Finally, amongst the examples of good practice for helping pupils with reading difficulties in Europe are initiatives which aim to **disseminate knowledge about tackling reading difficulties**. In Sweden, for example, this has taken the form of a website developed by the Swedish National Agency for Education where project ideas for teaching reading and dealing with struggling readers are made available ([25]). The website is considered to be a user-friendly and concrete way to make results and ideas accessible to all interested teachers. In Portugal, the 'National Plan for the Teaching of Portuguese' is an initiative to improve the teaching of the Portuguese language in primary schools, in particular, the teaching of reading comprehension and oral and written communication. One teacher from each school applying for the programme is selected to be trained in a higher education institution for one year. In the following year, the teacher will disseminate the knowledge gained by delivering the same training to a group of teachers within the school.

In the Netherlands, 'Dr. Mommers Prize' is an initiative to improve teaching practices and is aimed at all schools. It is awarded to schools that achieve excellent results in reading and language teaching and can thus serve as an inspiration for other schools to improve their quality of teaching. A similar initiative in Spain, the 'National Awards for Research and Educational Innovation' gives prizes to projects on various topics including reading difficulties.

([24]) The reference date for the information is 2009/10 up to 31 March 2010.

([25]) See http://www.skolverket.se

Conclusions

Over a number of years, research results in reading literacy have shown how children and young people acquire and develop their reading skills and revealed which teaching approaches have proved to be the most effective. The analysis of official steering documents (central curricula) relating to reading literacy shows that in most countries these documents generally reflect the practices recommended in the research literature to be most effective in enabling pupils to become successful readers.

Young children's oral language development is very important for their future acquisition of reading skills. Research shows that fostering phonological and phonemic awareness at an early age, prior to any systematic teaching of reading, is fundamental for subsequent learning. Most European central curricula include learning objectives or teaching content at pre-primary level for developing these emergent literacy skills. Furthermore, increasing emphasis on early reading skills is also visible through recent reforms carried out in five European countries.

The teaching of phonics also plays a very important role and research suggests it should be systematic. Most European central curricula recommend such instruction. Pupils learning to read in languages with complex orthographic and syllabic structures appear to take longer to master phonics knowledge than pupils learning to read in orthographically consistent languages. In all the countries where pupils learn to read in languages with complex orthographic and syllabic structures (Denmark, Ireland, France, Portugal and the United Kingdom) and steering documents refer to phonics instruction, these documents suggest that it should continue to be developed throughout primary education.

All countries assign learning objectives for reading comprehension to both primary and lower secondary education. This reflects broad research recommendations on the need to teach comprehension strategies at all ages. Such recommendations also stress the importance of basing this teaching on a set of strategies that pupils are expected to draw on as they seek to understand and remember texts. However, according to the steering documents, this practice is less widespread as only approximately one third of countries suggest or require primary level teachers to teach five or six key strategies in order to improve pupils' comprehension skills. Furthermore, PIRLS 2006 seems to indicate that, in practice, teachers may rely on only summarising strategies when teach reading comprehension.

At lower secondary level, steering documents in five countries or regions continue to refer to a broad range of key strategies. Several countries put slightly less emphasis on reading comprehension strategies at lower secondary level than at primary level. The strategies already mentioned less frequently than others at primary level (i.e. using background knowledge, monitoring one's own comprehension and visual representations) as well as the meta-cognitive dimension in reading comprehension (i.e. pupils examining their own reading processes) become still rarer at lower secondary level. However, the self-monitoring of comprehension and the meta-cognitive dimension are key aspects in building independent, highly-skilled readers. Although no direct link between the content of curriculum documents and the taught curriculum can be established, the decrease in emphasis between primary and lower secondary level on the teaching of reading comprehension strategies nevertheless raises questions.

Data on practices in schools suggest that some widely accepted reading comprehension strategies are used by a majority of teachers, even if they are not mentioned in the national curricula. However,

in cases where teachers are not adequately trained to use specific teaching methods during their initial education, the references in national curriculum documents might help to attract their attention to all the important elements of reading instruction and provide useful recommendations for practice. Failing this, teachers have to learn about appropriate teaching methods through attendance at courses, discussions with colleagues or searching for the necessary information themselves. In these circumstances, finding the right teaching approaches is left to the responsibility of individual teachers and results may vary greatly depending on their personal competence and initiative.

Research shows that reading engagement contributes to the acquisition of reading skills and there are various methods which can be used to stimulate pupil engagement. Text-based collaborative learning, offering diverse reading materials, letting pupils read what they like, visiting places where people value books, are some of the most significant methods suggested by the research literature and by European central curricula.

In twenty-six countries or regions at primary level and eighteen at lower secondary, curricula contain guidelines on collaborative learning related to reading. Most of them also suggest that teachers use diverse reading materials. Yet, 9 of them also provide lists of literary works or authors as examples of what pupils might read. These lists, however, are not closed, and the choice seems large enough for teachers to choose books in accordance with their pupils' skills and inclinations. The Danish curriculum goes a little further by referring to a literary canon of 15 authors, significant to the Danish culture, which pupils should encounter before they leave compulsory education.

According to research, assessment is an essential element of teaching as it gives teachers (and pupils) vital information on pupils' strengths and weaknesses as well as on their progress towards defined learning goals. In only six countries or regions, however, do steering documents include achievement scales which help teachers to assess and grade pupil performance. Achievement scales can also be used for accountability purposes as they contribute to making the outcomes of the teaching process clearer and more visible.

While the research evidence highlights successful strategies and practices for tackling reading difficulties, the issue is rarely addressed in the curricula. It is most often up to individual classroom teachers to decide whether and what type of support should be given to struggling readers. Professional staff who are specialised in reading literacy and who can support teachers in dealing with their pupils' difficulties in reading exist only in a minority of European countries. Only in Ireland, Malta, the United Kingdom, and in all five Nordic countries can primary school teachers request the help of specialist reading teachers to assist them in the classroom.

In many countries, speech therapists, psychologists or other professionals offer guidance and support relating to reading difficulties, sometimes inside the classroom but usually outside the classroom and school. According to PIRLS 2006, a support person working in a classroom alongside a teacher was available at least sometimes for approximately 44 % of pupils in the EU. However, these numbers include a teacher-aide or other adult who often lacks specific training in reading difficulties. A reading specialist was never available to work in-class for 75 % of students at the fourth grade. In addition, in most European countries successful initiatives exist for tackling pupils' reading difficulties. They are mainly focused on remedial actions, early identification of problems, adapted teaching material or training for teachers.

Pupils might nevertheless encounter difficulties in accessing the help needed even in those countries where professional support is available. The classroom teacher is usually the first person to identify pupils in need of a greater level of attention than is generally required. However, international survey

data show that teachers tend to slightly underestimate the numbers of pupils in need of support. In diagnosing reading difficulties, teachers' observations of classroom activity could therefore be usefully supported by standardised assessment tools. Moreover, even when a teacher notices that a pupil is struggling with reading, the administrative procedures for requesting and obtaining additional support are in some cases very lengthy. As a consequence, the pupil may not immediately receive the necessary support. The longer the procedures take the more likely it becomes that the pupil falls behind in class not only with regard to reading, but also in all other school subjects where reading is a prerequisite.

CHAPTER 2: KNOWLEDGE AND SKILLS REQUIRED FOR TEACHING READING

As highlighted in the previous chapter, the teaching of reading is a particularly complex task. Teaching how to read and improving a child's reading skills require a profound understanding of reading development and a sound knowledge of teaching theory and practice including teaching methods, class management and knowledge of appropriate materials. In addition, it is important for teachers to keep up-to-date with research related to effective teaching strategies. In short, the teaching of reading requires a broad range of skills, which should be acquired during initial teacher education and further improved through continuing professional development.

This chapter starts with a literature review which highlights the key elements in the training and development of those teachers responsible for teaching reading. A secondary analysis of international survey data follows in Section 2.2. It examines the relationship between teacher education and teachers' approaches to reading (drawing on PIRLS 2006 data); and the patterns of continuing professional development (CPD) of teachers who teach reading-related subjects (using TALIS 2008 data). Section 2.3 describes the national policies for the initial education and CPD of teachers who teach the language of instruction regarding the knowledge and skills required for teaching reading.

2.1. Review of the academic literature on how to educate and develop teachers of reading

The European Commission (2008c) highlights teaching staff quality as one of the main determinants of students' academic success which is vital to achieving Europe's economic and social development aims. In the contemporary educational world, the demands on the teaching profession have become more varied and increasingly complex. Teachers are now required to:

- become more research-oriented practitioners;
- manage increasingly diverse classes both culturally and linguistically;
- be flexible in adapting their teaching to the needs of each individual;
- be sensitive to culture and gender issues;
- respond effectively to disadvantaged pupils and pupils with learning or behavioural problems.

In addition, the ability to keep pace with new technologies, rapidly developing fields of knowledge and new approaches to student assessment are among the many challenges facing today's teachers.

According to several studies, good quality teaching may enhance pupils' knowledge and skills, despite the disadvantages resulting from a less-favourable socio-economic background. For instance, Wenglinsky (2000) provided evidence that teaching quality has an impact on American student performance in mathematics and science (measured through a nationally standardised assessment in grade 8) which is comparable in size to that of socio-economic status.

In the field of reading, the key role played by teachers in enabling students to learn effectively is also recognised. The American Federation of Teachers estimate that, in an effective learning environment, only a small percentage of students present serious difficulties in learning to read (American Federation of Teachers, 1999).

A number of studies highlight the links between teaching qualifications and students' reading achievement. These include research whose primary purpose was to investigate more widely the educational factors which have an impact on student outcomes. For instance, using a large-scale database covering almost 900 school districts in Texas, Ferguson (1991) explored the impact of teaching quality, as measured by teachers' pedagogical skills and subject knowledge in a state licensing examination. He found it was a very powerful explanatory factor for the variance in student achievement at various years of primary and secondary education. More recently, Myrberg (2007) demonstrated that 3rd-school year Swedish students achieved better results in PIRLS 2001 when instructed by teachers with formal teacher education for teaching in the early school years, both in public and independent schools.

Studies more directly focused on the links between teacher education and student reading achievement present similar results. Darling-Hammond (1999) correlated certification and reading achievement using reading scores of the National Assessment of Educational Process. She concluded that pupils taught by certified teachers had higher reading achievement scores than those taught by teachers who were not certified. The same researcher (Darling-Hammond, 2000a), in an extensive review of the US research on teacher quality and student achievement, found that teacher qualifications consistently and accurately predicted student achievement.

This literature review will therefore attempt to answer two key questions:

- Which skills do teachers need to be able to provide effective teaching of reading skills?
- Which elements of initial education and CPD best prepare teachers to provide effective teaching of reading?

2.1.1. Skills needed for the effective teaching of reading

According to the International Reading Association (IRA, 2007), effective teachers of reading are knowledgeable, strategic, adaptive, and reflective, i.e. they understand both the science of reading and how to use engaging and motivating learning strategies. Similarly, according to the National Reading Panel in the United States,

> 'Teaching reading comprehension strategies to students at all grade levels is complex. Teachers not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students and types of content and of how best to teach and model strategy use'. (NICHD 2000, p. 15).

The American RAND Reading Study Group (2002) has identified the following behaviours which effective teachers of reading demonstrate in upper grades of primary education and lower secondary education:

- they ask higher-level questions that require students to make inferences and think beyond the text;
- they help readers make connections between the texts they read and their personal lives and experiences;
- they provide students with practice reading materials at an appropriate level of difficulty;
- they monitor progress in reading by administering informal assessments.

In the context of teaching struggling adolescent readers in several European countries, the ADORE Project scientific report (Garbe et al., 2009) emphasises the need for teachers to have opportunities to reflect on their own reading and thinking processes, as well as those of their students. Moreover, besides thorough academic preparation, expertise in teaching reading has to be developed over time as an 'adaptive quality'. Teachers need to continually develop their expertise, taking account of the growing demographic diversity of students in the classroom, the widening context of literacy and the increasing range of available material.

2.1.2. Initial education and continuing professional development for the effective teaching of reading

Although teacher education has a strong impact on student achievement in reading literacy, research on preparing teachers to teach reading is a young science (Moats, 2004). In their meta-analysis of empirical research on teacher education in reading carried out in the United States, Risko et al. (2008) noted that the 82 research studies investigated tended to be small in scale. The meta-analysis authors found research findings often insufficient to identify the particular features of teacher education programmes which impact on pupil achievements in the classrooms where prospective teachers teach.

The two following sections attempt to present convergent study findings and conclusions on preparation to teach reading. However, given the lack of an equivalent body of research available in Europe, the following sections are largely bound to the US education system, which may limit their validity across European countries.

Initial teacher education for reading instruction

The length and content of teacher education are the two most likely influential aspects of teacher education on student achievement.

Comparing short-term programmes with regular state-approved teacher education programmes in the United States, Darling-Hammond (2000b) expressed several reservations about the short-term ones: they tended to focus on generic teacher skills rather than on subject-specific pedagogy; on singular techniques rather than a range of methods; and on giving specific immediate advice rather than research or theory. Teachers who have not experienced effective teacher education often maintain a single cognitive and cultural perspective that make it difficult to understand the experiences, perspectives and knowledge bases of students who are different from themselves. Extended programmes (typically five-year programmes) seem to be more effective. Teachers following these programmes come to understand teaching as an inherently non-routine endeavour where they develop teaching strategies that can reach different learners.

In recent years, the IRA has focused significant research efforts on preparing teachers to teach reading in the United States. The IRA Commission on Excellence in Elementary Teacher Preparation for Reading Instruction identified and selected high quality university programmes in the United States. They followed 101 graduates for three years, making observations of their practices and measuring the quality of teaching and learning in their elementary classrooms (IRA, 2003). This study highlighted common features of programmes qualifying teachers whose pupils received better reading comprehension scores on standardised tests than pupils from other experienced teachers. Later on, the IRA completed its findings with a comprehensive review of the empirical literature in the area of teacher education in reading (Risko et al., 2008), undertaken by the Teacher Education Task Force.

The synthesis of these various types of research enabled the IRA to highlight six crucial elements that should be included in teacher preparation:

- 'Foundation in research and theory – teachers must develop a thorough understanding of language and reading development as well as an understanding of learning theory and motivation in order to ground their instructional decision-making effectively.
- Word-level instructional strategies – teachers must be prepared to use multiple strategies for developing students' knowledge of word meanings and strategies for word identification. This includes the study of the phonemic basis for oral language, phonics instruction, and attention to syntax and semantics as support for word recognition and self-monitoring.
- Text-level comprehension strategies – teachers must be prepared to teach multiple strategies that readers can use to construct meaning from text and to monitor their comprehension. They must understand the ways in which vocabulary (word meaning) and fluency instruction can support comprehension and develop the capacity for critical analysis of texts that consider multiple perspectives.
- Reading–writing connections – teachers must be prepared to teach strategies that connect writing to the reading of literary and information texts as a support for comprehension. This includes attention to teaching the conventions of writing.
- Instructional approaches and materials – teachers must be prepared to use a variety of instructional strategies and materials selectively, appropriately, and flexibly.
- Assessment – teachers must be prepared to use appropriate assessment techniques to support responsive instructional decision making and reflection'. (IRA 2007, p. 2).

Cutting across these six elements, effective preparation of teachers for reading instruction should draw on an integrated body of research focusing on how students become successful readers and how teachers support students with instruction.

The 2003 IRA investigation on teacher education programmes also emphasises the importance of coupling a knowledge base with a variety of field experiences. Effective link between theory and practice, and between school and university faculty, are widely acknowledged as characteristics of excellent teacher preparation programmes (Darling-Hammond, 2000c). A variety of course-related field experiences in which excellent models for the teaching of reading are available is of high value for teacher preparation (Darling Hammond and Bransford, 2005). A good balance between theory and practice enables teaching to be viewed as a problem-solving or research-in-action activity, linked closely to students' learning and progress (Garbe et al., 2009).

For prospective teachers, applying knowledge to field experiences provides opportunities for reconstructing prior beliefs inconsistent with effective reading instruction. The above-mentioned Teacher Education Task Force review suggests that shifts in student teacher beliefs may be attributed to consistency between theoretical foundations provided during coursework and carefully structured and supervised field experience. Such shifts may result in prospective teachers displaying confidence in their ability to teach struggling readers instead of attributing reading difficulties solely to home factors.

Besides in-school placements, theoretical foundations may also be illustrated within teacher education programme classrooms. In line with the main findings of the above-mentioned review, beginning teachers are more likely to use teaching practices that were both shown in university classrooms and practised under guidance in a school placement, rather than those they had only read about in

textbooks. There is evidence that the impact of the teacher education programme is stronger when a 'learning and doing' approach to teaching is used.

Relying on a significant body of research on the changing nature of reading due to today's communication technologies, the IRA (2009) also argues that this aspect should be taken into account in initial teacher education. In practical terms, prospective teachers should acquire methods for making students proficient in the literacy skills required by continually emerging new media.

Continuing professional development for reading instruction

Effective professional development for teachers is an important key to improving achievement in reading literacy. According to research results, successful professional development involves a long-term perspective. Biancarosa and Snow favour professional development in teaching skills for reading literacy that clearly:

> 'do not refer to the typical onetime workshop, or even a short-term series of workshops, but to ongoing, long-term professional development, which is more likely to promote lasting, positive changes in teacher knowledge and practice'. (Biancarosa and Snow 2006, p. 20).

In identifying features of high-quality professional development, Anders, et al. (2000) also emphasise the need for types of support other than short-term workshops or seminars.

High-quality professional development in teaching skills for reading literacy also entails a collective dimension across the school, and more widely across reading literacy professionals. Snow et al. (2005), when they looked at the CPD of teachers in reading, highlighted the importance of ensuring that professional development leads to the generation of a shared knowledge among teachers in schools. Professional development in teaching reading must be inclusive (involving not only classroom teachers but also literacy coaches, learning resource personnel, librarians, and administrators). It should also be team-oriented, where school personnel create and indefinitely maintain a whole-staff approach to improving instruction and institutional structures that promote improved adolescent literacy (Biancarosa and Snow, 2006).

Such a perspective is related to the notion of a ‘professional learning community’ (Stoll et al., 2006). These communities, designed to support teacher development, can be characterised by shared values and visions, as well as collective responsibility for pupils’ learning. The research report of the ADORE Project illustrates how such teams can work together to improve the teaching of reading to adolescents in schools:

> ‘Professional developers suggest that these communities, ideally cooperative cross-disciplinary school teams, should employ an inquiry mode to analyse samples of student work or classroom performance together and to develop the work of apprenticing students to discipline-specific ways of reading.’ (Garbe et al. 2009, p. 211).

Finally, professional development should involve teachers in learning activities that are similar to the ones they will use with their students in order to enhance their skills for research-oriented and reflexive teaching practices (OECD, 2005b). Indeed, in their seminal work on using research and reason in education, Stanovitch and Stanovitch (2003) stress that action research into one’s practice should be a focus of study in initial teacher education programmes and in continuing professional development. Teachers need opportunities and tools to systematically reflect on their own practices as they move towards change (Anders et al., 2000).

2.2. Educating teachers of reading - Evidence from international surveys

This discussion on the education of teachers who teach reading-related subjects consists of two parts. It starts with the analysis of PIRLS 2006 data on teachers who teach reading literacy to fourth grade pupils (for more details on the survey, see Chapter 'Reading Achievement: Evidence from International Surveys'). The level of teacher education and its content are analysed highlighting the relationship between teacher specialisation and teachers' approaches to reading. The second part of the section is based on the OECD Teaching and Learning International Survey (TALIS) 2008 data on ISCED 2 teachers. It focuses on the continuing professional development of teachers who teach reading, writing and literature.

2.2.1. Preparing teachers to teach reading to fourth grade pupils

Teachers' level of education

In the EU in 2006, 55 % of fourth grade pupils were taught by teachers with a university degree and 22 % by teachers who had graduated from a 2- or 3-year tertiary programme with a professional orientation ([1]). In most countries, the majority of pupils in the fourth grade were taught by teachers with a university degree, reaching 90 % or more in Denmark, Hungary, the Netherlands, Poland, Slovakia and Norway (Mullis et al. 2007, p. 198). In five education systems the majority of pupils were taught by teachers educated in a 2- to 3-year tertiary programme with a professional orientation (Belgium (French and Flemish Communities), Germany, Luxembourg and Austria) (Ibid.).

There has been an upgrading of the level of initial education required of primary school teachers during the last few decades in most European countries. Today, primary school teachers usually graduate from academically-oriented university programmes; teachers holding lower levels of qualifications have mostly entered the profession some years earlier. Among the European countries participating in PIRLS 2006, only in Italy and Romania were the majority of pupils taught by teachers without a tertiary degree (66 % and 54 % accordingly) (Mullis et al. 2007, p. 198). The situation in these countries has been changing recently, but each of them appears to have followed a different path. In Italy, initial teacher training for primary education has been organised at tertiary level since 1998/99, thus the number of teachers with university degrees is gradually increasing. In contrast, in Romania during 2000-2005, teacher shortages prompted the reintroduction of a teacher education programme at upper secondary level, supplementing tertiary-level programmes.

The PIRLS 2006 data indicate that the more highly-educated teachers were younger and less experienced. On average in European countries, teachers who teach fourth grade pupils and who have a university degree were between 30 and 39 years old with approximately 15 years of teaching experience. The majority of those who graduated from a 2- or 3-year tertiary programme with a professional orientation were between 40 and 49 years old and had approximately 20 years teaching experience. In Bulgaria, Spain, France, Slovenia and Sweden the generational effect is particularly evident. For example, in France 18 % of pupils were taught by teachers with only secondary school diplomas who were all above 40 years of age. The distinction emerged in 1979, when having a university diploma became a formal requirement. Up to that point the required qualification level of French primary education teachers was equivalent to upper secondary education.

([1]) Here and elsewhere, the Eurydice calculated EU average refers only to the EU-27 countries which participated in the survey. It is a weighted average where the contribution of a country is proportional to its size.

Curriculum content of teacher education

When discussing teacher education it is relevant to not only consider its level and length, but also its content and area of specialisation. PIRLS 2006 therefore collected data on the extent to which teachers' initial education covered nine specific areas: language, literature, pedagogy/teaching reading, psychology, remedial reading, reading theory, children's language development, special education and second language learning ([2]). The analysis ([3]) revealed three main areas of specialisation for teachers who teach fourth grade pupils. One specialisation area included language and literature, the second covered second language teaching. The specialisation most closely related to teaching reading (referred to below as the 'taught reading' index) included six areas:

- remedial reading,
- children's language development,
- reading theory,
- special education,
- pedagogy/teaching reading,
- psychology.

Figure 2.1 shows the percentage of European pupils at the fourth grade taught by teachers whose initial training particularly emphasised the teaching of reading. More pupils than the EU average ([4]) were taught reading by such teachers in Bulgaria, Lithuania, Luxembourg, Poland, Romania, Slovakia, the United Kingdom (Scotland) and Norway, i.e. 35 to 65 % of fourth grade pupils were taught by teachers whose initial training emphasised teaching reading. In contrast, in Germany, France and Slovenia fewer pupils (10-13 %) were taught by teachers whose studies emphasised teaching reading.

In order to consider the relationship between teacher specialisation and teachers' approaches to reading, correlations on relevant questions in the PIRLS teacher questionnaire were computed ([5]). The analysis revealed that correlations between specialisation in language and literature or second language teaching and certain teaching reading approaches were small and generally did not reach statistical significance. Only those teachers whose initial training emphasised areas related to teaching reading (see Figure 2.1) were more likely to report using targeted teaching approaches with fourth grade pupils.

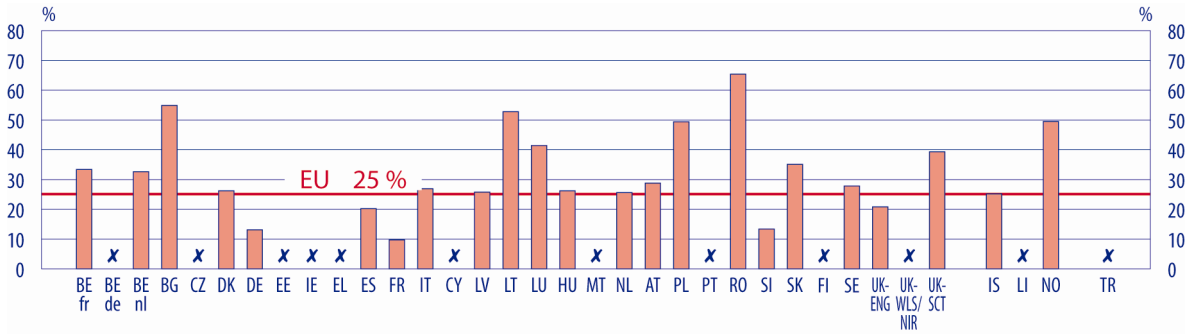
([2]) These were the categories for the question 'As part of your formal education and/or training, to what extent did you study the following areas?' With answer options 'not at all', 'overview or introduction to topic' and 'it was an area of emphasis'.

([3]) Principal components analysis (PCA) with Varimax rotation. PCA is a statistical method that aims to reduce the dimensionality of data while retaining as much variation as possible. For a methodological explanation, see Jolliffe (2002).

([4]) Here and elsewhere, the comparisons are based on statistical significance testing on 95 % confidence level. For example, a significantly lower or higher score than the EU average means that the country's score differs from the EU score at 95 % confidence level.

([5]) Correlations were calculated on 'second language teaching' specialisation and two indices that were constructed on the basis of principal components analysis. The reliability of indices was sufficient: the Cronbach alpha of the 'taught reading' index was .76 and .75 for the 'language and literature' index. Cronbach's alpha is the most widely used index of the reliability or the internal consistency of a scale, which is based on average correlation of items in a survey instrument (for explanation, see Cronbach (1951), Streiner (2003)).

Figure 2.1: Percentages of pupils in the fourth grade taught by teachers whose initial training emphasised teaching reading, 2006



✗ Countries not participating in the study

BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU	HU
33.4	32.6	**54.9**	26.2	**13.1**	20.2	**9.7**	26.9	25.8	**52.8**	**41.4**	26.2
NL	**AT**	**PL**	**RO**	**SI**	**SK**	**SE**	**UK-ENG**	**UK-SCT**		**IS**	**NO**
25.6	28.8	**49.4**	**65.4**	**13.4**	**35.1**	27.8	20.8	**39.3**		25.2	**49.5**

Source: IEA, PIRLS 2006 database.

Explanatory note

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

Emphasis on teaching reading is defined as the 75th percentile on the 'taught reading' index (remedial reading, children's language development, reading theory, special education, pedagogy/teaching reading and psychology) at European level. This means having at least three areas from the 'taught reading' index strongly emphasised and the rest as introduction, or four areas strongly emphasised, two as introduction and one not covered.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Table 1 in the Annexes (Appendix Section 2.2) shows correlations between the extent to which teachers in the EU have been taught how to teach reading and their reported use of certain teaching approaches, on average. Table 2 in the Annexes lists, by education system, those correlations that are statistically significant in more than 10 European education systems.

As the data show, the teachers who report having had more emphasis placed on teaching reading in their initial training tend to use more diverse approaches when teaching reading to pupils at the fourth grade. They are more likely to:

- organize mixed ability groups, use individualized instruction and make pupils work independently;
- approach reading as an active process inviting pupils to produce various responses to what they have read: write something, answer oral questions, do a project or take a written quiz or test;
- teach pupils different reading strategies (for example, skimming/ scanning, self-monitoring) and explain vocabulary;
- use strategies which develop reading comprehension including identifying the main ideas, making predictions or generalizations, drawing inferences and describing the style or structure of the text students have read;
- use textbooks and material both made for and by children, prefer short material to longer texts and use external libraries more frequently;

- use more diverse assessment methods such as oral presentations, multiple-choice questions on materials read, portfolios (samples of pupil's work), etc.;
- give particular attention to discussing (reporting) a child's progress in respect of reading ability with his/her parents;
- deepen and update their knowledge by means of in-service training on reading, reading more books on teaching (generally and specifically for reading) and more children's books.

Emphasis on how to teach reading during initial education thus seems related to effective practice in reading instruction (as outlined in Section 2.2.1) and stronger participation in professional development. Those teachers whose initial training emphasised areas related to the teaching of reading have the ability to use different teaching approaches adapted to individuals and groups, which, according to Myrberg's (2007) review of research on teacher education and pupils' reading achievement, is the crucial skill in teacher competence.

Links between teacher quality and pupil achievement

Despite clear relationships between the content of teacher education and the reported use of effective teaching approaches, it is difficult to establish a definite link between teacher characteristics and pupil achievement. As discussed, in many countries teachers have the same or very similar level of formal qualification. In those countries where variation does exist, it often reflects changes in teacher education and required qualifications. Therefore, it is difficult to isolate the effects of teacher education from generational effects. Moreover, variation in qualifications and frequency of teaching reading strategies is found within countries. For example, formal certification might be a relevant attribute in Sweden. As Myrberg (2007) analysis of PIRLS 2001 Swedish data showed, pupils who had teachers with adequate certification achieved better results than those who were taught by teachers with no certification or teachers who were certified for teaching in higher grades.

There are numerous contextual factors that impede the separation of the teacher effect. For example, pupils in the fourth grade of primary education might have already been taught by several different teachers who contributed to their reading literacy development in various ways. In general, as Wayne and Youngs (2003) concluded, most of the variation in teacher quality is unobserved.

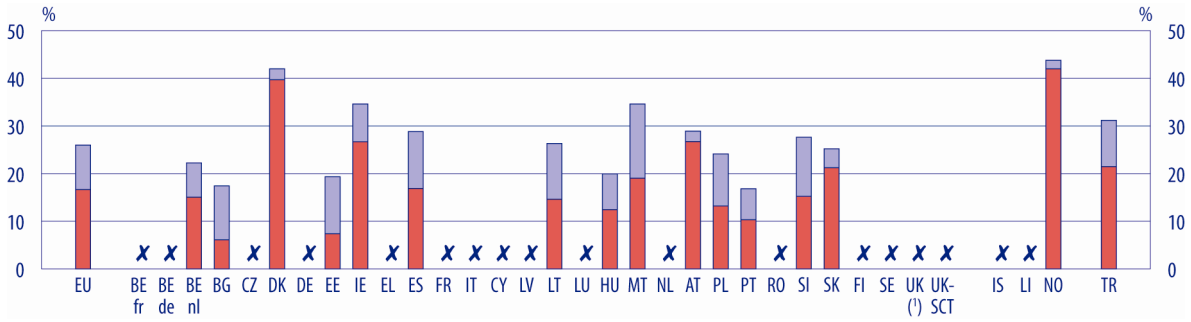
2.2.2. CPD of teachers who teach reading, writing and literature at ISCED 2

This subsection explores the continuing professional development (CPD) of teachers who teach reading-related subjects in terms of general participation rates, average number of days spent, types of activities attended and the perceived impact. The analysis is based on teachers' answers to the OECD Teaching and Learning International Survey (TALIS) 2008. It covers 16 of the education systems in the Eurydice network. The TALIS target population were teachers of lower secondary education teaching various subjects but, for the purpose of the current study, the analysis is limited to teachers who were teaching reading, writing and literature at the surveyed schools. This includes reading, writing and literature in the mother tongue, in the language of instruction, and as a second language for speakers of other languages (OECD, 2010a).

Before starting the discussion of CPD for teachers of reading, it is important to note that teachers at ISCED level 2 often teach more than one subject (reading, writing and literature are defined as one subject in this part of the analysis). In European countries at ISCED level 2, specialist teachers are usually specialised in two subjects, while semi-specialists are trained to teach three to five subjects. In countries where teachers generally teach several subjects, responses to CPD questions might take

other subjects into account as well. As Figure 2.2 indicates, on average in the participating education systems of the EU, approximately 9 % of teachers were teaching reading, writing and literature but no other subjects. 17 % were teaching one or more additional subjects, usually social sciences or foreign languages.

Figure 2.2: Percentage of teachers teaching reading, writing and literature as the only subject and together with other subjects, at ISCED level 2, 2008



Reading and other subjects Only reading ✗ Countries not participating in the study

	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Reading and other subject(s)	16.7	15.1	6.1	39.7	7.4	26.7	16.9	14.6	12.4	19.0	26.7	13.2	10.3	15.3	21.2	42.0	21.5
Only reading	9.3	7.2	11.3	2.3	12.0	7.9	11.9	11.7	7.5	15.6	2.2	10.9	6.5	12.4	4.0	1.8	9.7
Total	26.0	22.3	17.4	42.0	19.3	34.6	28.8	26.3	20.0	34.6	28.9	24.1	16.8	27.6	25.2	43.8	31.2

Source: OECD, TALIS 2008 database. UK (1): UK-ENG/WLS/NIR

Explanatory note

Reading includes writing and literature.
Answering 'no' to each sub-question of 'what subject do you teach?' was treated as missing (2.8 % of missing values in participating EU countries).

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Country specific notes

Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

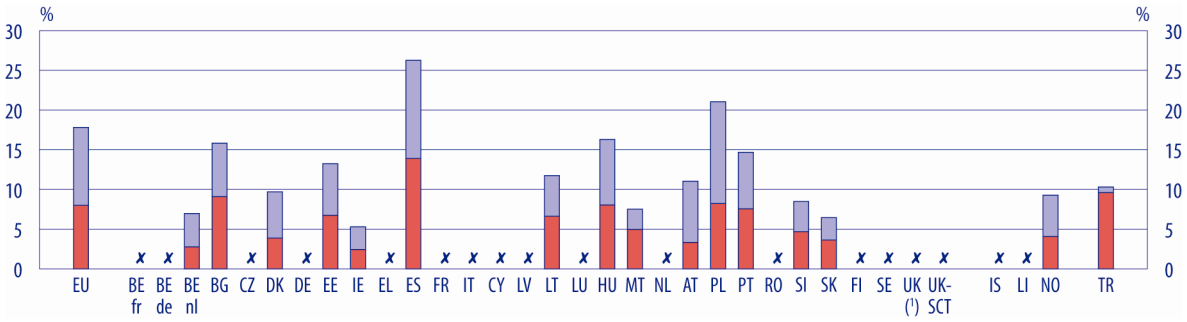
There is some variation in the proportion of teachers who teach reading, writing and literature across European countries. In Denmark and Norway, more than 40 % of teachers taught reading-related subjects at least for some part of their working week, but very few teachers (less than 3 %) taught reading, writing, and literature only. In Bulgaria and Estonia most teachers teaching reading, writing and literature taught only that subject.

Country differences in the CPD of teachers of reading, writing and literature reflect differences in the general organisation of professional development. There were very few differences compared with the CPD of other subject teachers. Therefore the section mostly shows how the general CPD framework is manifested in the CPD patterns of teachers of reading, writing and literature. The CPD initiatives specifically targeted at teachers of reading are discussed in Section 2.3.6.

According to TALIS data, at least 90 % of teachers in participating European countries who teach reading, writing and literature attended at least one CPD activity during the last 18 months. In Estonia, Lithuania, Poland and Slovenia the numbers were the highest, reaching over 98 %. The differences in attendance at CPD across European countries are evident in the average number of CPD days attended (see Figure 2.3), ranging from 5 in Ireland to 26 in Spain. Teachers teaching reading-related

subjects in the EU attended, on average, 18 days of CPD (median ([6]) value 10), 8 days of which were compulsory. The number was considerably higher in Spain, where a teacher of reading, writing and literature spent on average 26 days (median 20) in various professional development activities. Approximately one quarter of reading literacy teachers in Spain attended 40 or more days of CPD during the 18 months prior to the TALILS survey. In Spain CPD is clearly linked to career advancement and salary increases; for example teachers who enrol for a certain amount of training are eligible for a salary bonus (Eurydice, 2008). This, however, reflects the general organisation of CPD and is therefore not specific to teachers of reading, writing and literature.

Figure 2.3: Average number of CPD days during the last 18 months attended by teachers of reading, writing and literature at ISCED level 2, 2008.



Compulsory Not compulsory ✗ Countries not participating in the study

	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Compulsory	8.0	2.8	9.1	3.9	6.8	2.4	13.9	6.6	8.0	5.0	3.3	8.2	7.6	4.7	3.6	4.1	9.6
Not compulsory	9.8	4.2	6.7	5.8	6.5	2.9	12.4	5.1	8.2	2.5	7.7	12.8	7.1	3.8	2.8	5.2	0.7
Total	17.8	7.0	15.8	9.7	13.3	5.3	26.3	11.7	16.3	7.5	11.0	21.1	14.7	8.5	6.5	9.3	10.3

Source: OECD, TALIS 2008 database. UK ([1]): UK-ENG/WLS/NIR

Explanatory note

As extreme values have a large impact on the mean, responses above the 99th percentile on the EU level were considered as missing. Only the values below 120 days (about 5 months) of CPD activities were included in the analysis. The omission concerned the Flemish Community of Belgium (0.3 %), Bulgaria (4.2 %), Poland (5.1 %) and Portugal (1.2 %).

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Country specific notes

Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

In all countries analysed, teachers teaching reading-related subjects attended CPD activities voluntarily. Turkey was the only country where almost all attended CPD was compulsory. In all other European countries at least one third of attended CPD days were not compulsory. Teachers of reading, writing and literature in Spain and Poland attended the greatest number of voluntary CPD days, i.e. 12-13 days during the previous 18 months. However, the answers relating to compulsory CPD might include subjective teachers' perceptions. For example, in Spain 'lifelong training constitutes a right and a duty for teachers' ([7]), yet attendance at a specific CPD activity is voluntary. Teachers might perceive CPD as mandatory since it is linked to a pay bonus called the 'continuing teacher training complement'.

([6]) Median number of days is the amount which divides the distribution of attended CPD days into two equal groups, half having attended above that amount, and half having attended below that amount.

([7]) Act on Education 2/2006, art. 102.1.

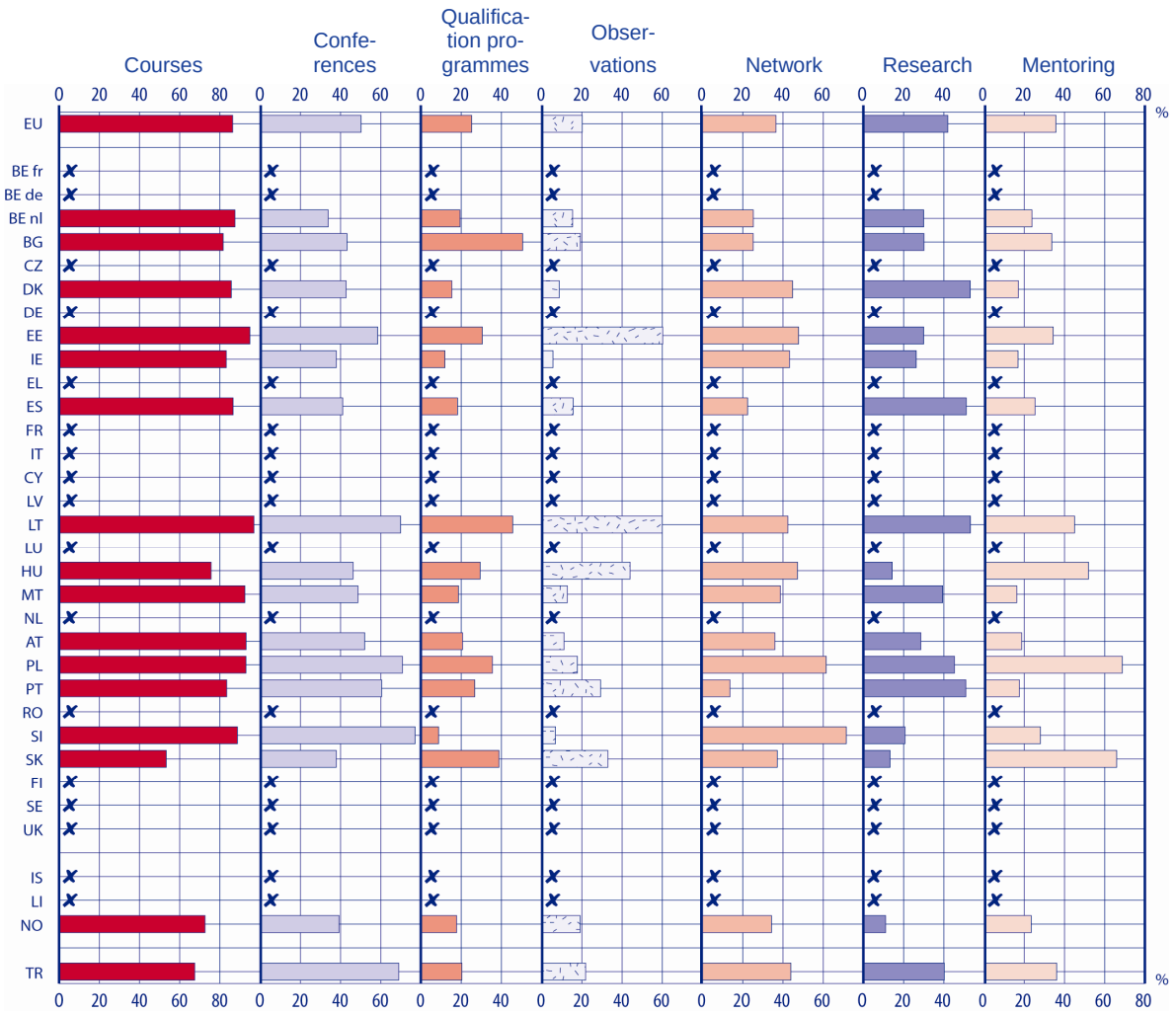
On average in the EU, teachers teaching reading-related subjects reported participating in one more day of CPD activities than other subject teachers. However, the difference is mostly due to Hungary, where teachers teaching reading-related subjects participated in two more days of CPD than other teachers (total 16 and 14 days respectively).

The literature review (see Section 2.1) highlighted that ongoing, long-term professional development is more successful than short one-off workshops or courses. However, as Figure 2.4 indicates, courses/workshops on reading-related subject matter or methods and/or other education-related topics were undoubtedly the most common form of CPD. On average in the EU, 86 % of teachers teaching reading, writing and literature attended at least one course or workshop during the previous 18 months. Percentages were high in Estonia, Lithuania, Malta, Austria and Poland (reaching over 90 %), and in Hungary, Slovakia, Norway and Turkey were somewhat lower (53-76 %). Another form of one-off training, i.e. conferences, was also very common. Approximately half of the teachers of reading, writing and literature attended education conferences or seminars where teachers and/or researchers presented their research results and discussed educational problems.

In contrast to short-term courses and conferences, conducting research is ongoing, job-embedded professional learning which enables teachers to generate their own knowledge about effective teaching and learning. It is therefore encouraging that, on average in the EU, 40 % of teachers reported involvement in individual or collaborative research. Over 50 % were doing so in Denmark, Spain, Lithuania and Portugal. However, very few teachers (less than 15 %) were research-oriented practitioners in Hungary, Slovakia and Norway. The average numbers of teachers involved in qualification/degree programmes were lower than those in research, indicating that research is a common activity even for those teachers who do not follow a formal study programme. As Ritchie (2006) explains, most teachers become involved in research through a personal invitation. Teachers who are already conducting research invite other teachers to join such collaborative reflection and inquiry.

Participation in formal teacher education was a less common form of long-term ongoing professional development. On average in the EU, one quarter of teachers teaching reading-related subjects attended a qualification/degree programme. The numbers were higher in Bulgaria and Lithuania, where 46-50 % of teachers attended such programmes. The teacher promotion system in these countries strongly rewards the acquisition of formal qualifications.

Figure 2.4: Percentage of teachers teaching reading, writing and literature at ISCED level 2, who participated in CPD activities, by type, during the last 18 months, 2008



	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Courses	86.3	87.4	81.6	85.7	94.9	83.2	86.5	96.9	75.6	92.4	93.0	93.0	83.4	88.7	53.3	72.6	67.5
Conferences	50.2	33.9	43.2	42.7	58.4	37.8	41.1	69.8	46.2	48.6	52.0	70.7	60.4	77.1	37.9	39.2	68.9
Qualification programmes	25.2	19.3	50.5	15.3	30.5	11.9	18.2	45.6	29.4	18.7	20.7	35.5	26.7	8.7	38.8	17.7	20.3
Observations	20.2	15.4	19.2	8.8	60.2	5.6	15.6	60.0	43.9	12.8	11.1	17.7	29.3	6.9	32.9	19.1	21.9
Network	36.5	25.3	25.2	44.8	47.7	43.3	22.4	42.4	47.2	38.7	35.9	61.5	13.6	71.5	37.2	34.3	43.9
Research	42.0	29.9	30.1	53.2	30.0	26.2	51.2	53.2	14.3	39.4	28.6	45.3	51.0	20.7	13.2	11.0	40.2
Mentoring	35.7	23.8	33.7	17.1	34.4	16.9	25.4	45.0	52.0	16.3	18.7	68.7	17.5	28.0	66.0	23.4	36.1

Source: OECD, TALIS 2008 database.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Country specific notes

Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

The importance of teacher collaboration, teamwork and sharing knowledge was strongly emphasised throughout the study. Yet peer support activities are a somewhat uncommon form of formal CPD. Participation in a network of teachers and mentoring (including peer observation and coaching) involved ca. 35 % of teachers each across EU countries. Approximately half of teachers participated in at least one of these peer activities during the previous 18 months. Conversely, peer support activities seem to be popular forms of CPD in many central and eastern European countries (Lithuania, Hungary, Poland, Slovenia and Slovakia). In Poland 60-70 % of the teachers teaching reading-related subjects reported involvement in both networking and mentoring. This might be related to the fact that the Polish expression 'cooperation networks' could be understood as informal cooperation. Yet a more plausible explanation might relate to the age of teachers. In comparison with other countries Poland has relatively young teachers and therefore many of them are still involved in mentoring as part of induction programmes.

The least common form of CPD was observation visits to other schools. Only one fifth of teachers teaching reading-related subjects reported involvement in such a CPD activity. Yet observations were very common in Estonia and Lithuania, where approximately 60 % of the teachers of reading, writing and literature conducted at least one observation visit to another school during the previous 18 months. Observation visits and being observed during a class are part of the process of certification for Lithuanian teachers, while in Estonia the tradition of school visits was very vibrant during the Soviet period and is probably sustained through subject teachers' associations.

There are certain noticeable country patterns of participation in CPD in Europe. As shown in Figure 2.4, teachers of reading, writing and literature in Belgium (Flemish Community) and Norway reported levels of participation in all forms of CPD that were lower than or about the same as the EU average, with approximately 16-19 % of teachers of reading-related subjects reporting participation in courses during the previous 18 months. In contrast, in Lithuania and Poland teachers teaching reading-related subjects reported higher than the EU average participation in all forms of CPD. In these countries most teachers reported participation in several CPD activities, i.e. more than 90 % of teachers had participated in at least two different kinds of CPD, and more than 80 % in at least three kinds during the previous 18 months.

The differences in participation rates might be related to measures that countries take to encourage attendance in CPD. For example, teachers in Spain, where CPD is clearly linked to career advancements and salary increases, spend the highest number of days on CPD activities. Similar rewards exist in Lithuania and Poland, which have highly-developed and well-established traditions of CPD (Ministerstwo Edukacji Narodowej/IBE, 2009), and where almost all teachers attend several forms of CPD. Successful completion of CPD programmes in Lithuania is one of the main preconditions for accessing a higher qualification category, which is linked to higher pay (Eurydice, 2008). In addition, there is an ongoing comprehensive reform in the Lithuanian education system. Special in-service training courses and programmes (some of them obligatory) are being devised for teachers and head-teachers in order to ensure the implementation of reforms. Also in Poland, participation in CPD is a formal requirement for professional advancement, which is related to higher levels of remuneration. The training provision is very extensive and accessible both geographically and financially.

In contrast, Belgium (Flemish Community) and Norway have not established a clear link between CPD and promotion or salary increases, which could be one of the factors influencing the lower CPD participation rates. In Belgium (Flemish Community) there are no established formal mechanisms that automatically link participation in professional development to salary increases or promotions. In

Norway only some CPD courses provided by higher education institutions grant extra study credits, which lead, only in some cases, to salary increases.

As discussed, various forms of CPD influence teacher professional development in different ways. In order to account for the perceived effects of CPD, teachers were asked to evaluate the impact of CPD attended (see Table 3 in the Annexes, Appendix Section 2.2). Teachers' perceptions reflected the distinction between short one-off training and longer ongoing forms of professional development highlighted in the research literature. According to the responses from teachers, education conferences or seminars and observation visits to other schools had a lower perceived impact among the specified types of CPD, although still evaluated on average as having a 'moderate' impact. Conducting individual or collaborative research on a topic of professional interest and taking part in a qualification (degree) programme had the highest average impact. Approximately 45 % of teachers participating in these programmes reported a large impact. Teachers in Denmark valued qualification/degree programmes extremely highly: approximately 85 % reported a large impact on their professional development. These numbers might indicate the satisfaction of those teachers who attend a supplementary qualification to become a specialist in teaching reading literacy *(Laesevejleder)* (see more in Section 2.3.5). Teachers in Malta also perceived a high impact on their teaching as a result of qualification programmes. Several reading-related programmes organised by the University of Malta might have accounted for this high evaluation: a one-year voluntary certificate course for specialist reading teachers; an 18 month post-graduate certificate course on assessment and support for learners with dyslexic-type difficulties; and a Masters Degree in Literacy.

The next section on 'National policies on Teacher Education and Skills' discusses in greater detail continuing professional development programmes that are aimed specifically at teaching reading skills.

2.3. National policies on teacher education

This section examines to what extent prospective and fully qualified teachers acquire and develop the necessary skills to teach reading. The teachers in question are those who teach the language of instruction in primary and lower secondary education ([8]). Looking first at initial teacher education, it examines whether prospective teachers are given the opportunities to learn the necessary skills for teaching reading and whether they are able to practice them during in-school placement (teaching practice). It also presents how, and in which countries, prospective teachers are trained to use educational research results in their everyday teaching. It shows whether prospective teachers' own skills in reading are specifically assessed and, where this is the case, specifies when this assessment takes place - before, during or at the end of their teacher education. It then provides information on specific qualifications in teaching reading developed by higher education providers. Finally, the section looks at a wide range of continuing professional development (CPD) programmes which help teachers improve and update their skills in teaching reading.

([8]) At primary level except in Denmark, teachers teaching the language of instruction are general teachers, qualified to teach all or almost all subjects or subject areas in the curriculum. At lower secondary levels, they are specialists (i.e. qualified to teach one or at most two different subjects) or semi-specialists (i.e. qualified to teach a group of subjects (at least three but not more than five)).

2.3.1. Knowledge and skills for teaching reading in initial teacher education

Given the variation in the level of autonomy granted to initial teacher education (ITE) institutions in determining the content of their programmes, it is difficult to report accurately on how well teachers are prepared to teach reading. Nevertheless, in their guidelines for ITE institutions, eighteen countries explicitly refer to the knowledge and skills for teaching reading, usually for prospective teachers in language of instruction at both primary and lower secondary levels (Figure 2.5). These guidelines are the main source of information for this sub-section. In addition, information on courses or modules provided by ITE institutions is also used. All information presented applies to initial education for both levels of education, except where otherwise specified.

In twelve countries, there are no central guidelines for ITE institutions explicitly referring to the training of prospective teachers to teach reading; it is left to institutions to decide how this should be done. This does not, however, imply that the preparation for teaching reading is not covered well in these countries. Indeed, in Estonia ([9]) and Ireland ([10]) for instance, there are no central guidelines in this matter but ITE institutions offer courses or modules on methods of teaching reading.

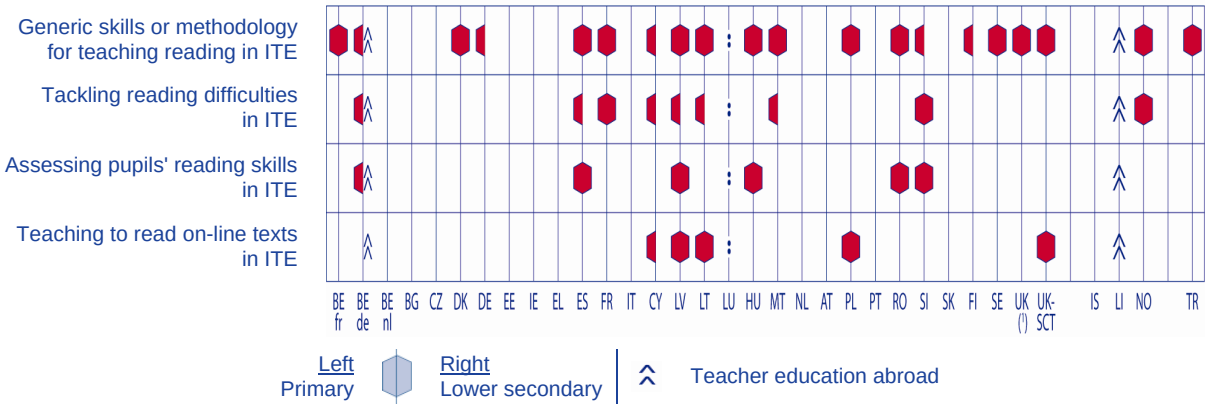
Central guidelines for ITE institutions on preparing prospective teachers responsible for teaching reading vary in their content and degree of specificity. They usually mention either the methodology for teaching reading or set broad goals in terms of the knowledge and skills to teach reading that newly qualified teachers responsible for teaching reading should master. Central guidelines more rarely address more specific skills, e.g., assessment in the field of reading instruction, teaching to read on-line texts or tackling reading difficulties. In Germany, Cyprus and Slovenia, central guidelines only relate to prospective primary teachers.

Some of the guidelines relate to specific aspects of teaching reading skills. In Belgium (German-speaking Community), ITE for the primary level provides teaching courses focusing on the different stages in reading competence, from learning to decode to strategies for comprehension and text interpretation. In Turkey, prospective teachers of compulsory education receive one course on basic reading skills development and another one on comprehension methods in reading. In Spain, Latvia, Lithuania, Hungary and Poland, the emphasis for prospective lower secondary teachers is on training to conduct literary analysis and employing higher-level reading skills (i.e. deeper comprehension and critical reading). In Norway, prospective teachers take a subject focusing on how to teach beginner readers, in addition to courses on the Norwegian language.

([9]) In the three higher education institutions offering ITE, both class teachers (grades 1-6) and mother tongue teachers (grades 1-9) have to take courses in mother tongue didactics. These courses encompass methodology and assessment in the field of teaching reading. In addition, for class teachers, a course of strategies to tackle reading difficulties are either compulsory or optional, depending on the providers.

([10]) According to a survey carried out by the national unit of Ireland, which covered the five State funded providers of initial teacher education at ISCED 1 level, as well as 4 of the 13 providers at ISCED level 2, prospective primary teachers must take at least two out of the 6 possible modules on literacy as part of their English methodology course. These modules encompass the methodology of teaching reading, strategies to tackle reading difficulties and assessment in the field of literacy. Prospective lower secondary teachers attend some sessions on developing literacy in their subject.

Figure 2.5: Knowledge/skills in reading instruction for prospective primary and lower secondary teachers of reading: central guidelines for ITE, 2009/10



Source: Eurydice.

Explanatory note

Teachers under consideration are the ones teaching the language of instruction, whether they are generalist, semi-specialist or specialist. Central guidelines under consideration are the ones explicitly relating to prospective teachers' competences for teaching reading.

Country specific notes

Belgium (BE de): Initial teacher education for lower secondary level is provided outside the German-speaking Community. Most teachers are trained in the French Community of Belgium.
Cyprus: Information is based on the University of Cyprus curriculum for prospective teachers.
Liechtenstein: Initial teacher education for primary and lower secondary level is provided abroad.

In France, Sweden and the United Kingdom all newly-qualified teachers are expected to be able to develop pupils' reading literacy skills, not just teachers in the language of instruction. In Sweden, for example, all prospective primary and lower secondary teachers should be able to demonstrate knowledge of the significance of learning to read for the acquisition of knowledge by pupils and children. In addition, prospective teachers of the first three years of primary school should be able to show in-depth knowledge of learning how to read.

In the United Kingdom, in order to qualify as a school teacher ([11]), all prospective teachers have to demonstrate professional competence in teaching reading skills by the end of their training. For instance, in England, in order to qualify as a teacher, trainees must be able to 'design opportunities for learners to develop their literacy skills' (TDA revised 2008, p. 9). This is one of a set of 'Professional Standards for Qualified Teacher Status', which apply across all ITE pathways. In Scotland, the Standard for Initial Teacher Education sets out the expectation that new teachers should have the knowledge, understanding and practical skills relating to literacy. More particularly in relation to their responsibilities for the cross-curricular theme 'literacy', prospective teachers for secondary level should know how to promote attainment in literacy necessary for pupils' work in their subject area.

In France and the United Kingdom, these requirements reflect the fact that the development of reading literacy skills has been designated a cross-curricular task in the respective curricula of these countries.

([11]) In accordance respectively with the 'Professional Standards for Qualified Teacher Status' (TDA, revised 2008) in England; the 'Qualified Teacher Status Standards Wales 2009' (Welsh Assembly Government, 2009) in Wales; 'Teaching: the Reflective Profession' in Northern Ireland (GTCNI, 2007) and the Standard for Initial Teacher Education (GTCS, revised 2006) in Scotland.

Tackling reading difficulties

The teaching of reading demands appropriate strategies to tackle the problems of individual pupils (see literature review in Section 1.1). A majority of countries either have not issued any guidelines on this topic for ITE institutions or include it within more general courses or objectives. These courses may be focused on a range of subjects including techniques for differentiating teaching to meet the diverse learning needs of pupils (e.g., altering the pace of teaching; adapting teaching to accommodate the needs of pupils with special educational needs; addressing specific learning difficulties of various kinds; or teaching the language of instruction as a second language).

As Figure 2.5 shows, nine countries have guidelines on teacher education directly related to tackling reading difficulties, mostly for prospective primary teachers. In Belgium (German-speaking Community), Spain and Cyprus, courses for prospective primary teachers cover the methodology for teaching the language of instruction (or teaching reading) and this includes how to address reading difficulties. In Norway, this kind of training also applies to prospective lower secondary teachers. In Belgium (German-speaking Community), student-teachers for primary level learn to apply the appropriate strategy for the particular difficulty, covering decoding techniques as well as comprehension and interpretation.

In Spain (some universities), Malta and Lithuania, the ITE of prospective primary teachers includes courses specifically dedicated to tackling reading difficulties. Some Spanish universities offer optional subjects specifically related to learning difficulties in reading instruction. In Malta, the programme of studies includes a module on Reading and Writing Difficulties for Young Learners. In Lithuania, theoretical and practical training time is devoted to the teaching of reading to children with a range of special educational needs.

The ability to identify obstacles to the development of pupils' reading skills is one of the final competences French teachers are required to master by the end of their initial education. In Latvia, the Standard of Teacher Profession requires that prospective primary teachers acquire competences to deal with various reading difficulties such as the inability to read aloud or read fluently or difficulties with the pronunciation of sounds corresponding to certain letters.

The Slovenian National Literacy Strategy (2006) includes recommendations for addressing reading difficulties during the initial education of all prospective teachers of reading. Accordingly, teacher trainers prepare prospective teachers to use teaching aids, learning materials and diagnostic instruments specifically designed to identify and tackle reading difficulties.

Assessing pupils' reading skills

As highlighted in the literature review, formative assessment can play an important role in supporting pupils' reading skills development. In practice, a good majority of countries have central guidelines related to preparing prospective teachers to carry out various forms of pupil assessment. However, few of these guidelines mention training teachers in the specific competences for assessing pupils in the area of reading literacy.

In Spain, Romania and Slovenia, prospective teachers of reading are trained in assessment methods specific to the subject(s) they intend to teach. Belgium (German-speaking Community), Latvia, Hungary and Austria report that prospective teachers are trained to assess the level of attainment in reading skills. In Belgium (German-speaking Community), prospective primary teachers learn to develop their diagnostic abilities through the use of standardised screening instruments. In Latvia, prospective teachers must acquire the skills to assess pupils' reading, to interpret results and plan the

development of pupils' literacy accordingly. In Hungary, initial teacher education emphasises the ability to identify reading difficulties in order to refer pupils to an appropriate specialist. In Austria, where ITE is not highly-regulated, at some education colleges *(Pädagogische Hochschulen)*, prospective teachers must design a diagnostic and intervention tool based on standardised tests.

Teaching to read on-line texts

Reading on-line texts, which is increasingly practised, needs additional skills to those needed for reading paper-based texts but are teachers trained to integrate the new media when teaching reading? Around half of the countries have issued guidelines on the inclusion of theoretical and practical knowledge of the use of ICT in initial teacher education. However, in only five countries (Cyprus, Latvia, Lithuania, Poland and the United Kingdom (Scotland)) do these guidelines explicitly refer to teaching to read on-line texts.

This applies in Cyprus (prospective primary teachers) to language of instruction courses. In Cyprus, the Bachelor's degree in primary school teaching also includes a lecture specialising in multi-literacies and multi-modalities.

In Latvia, one of the aims of in-school placement is that prospective teachers should be able to teach pupils to find information on-line and use it in different subjects. In Lithuania, teacher education programmes require prospective teachers to introduce pupils to the most up-to-date technologies and tools for reading, and initiate them in the skills for on-line reading. In Poland, classes on the use of the internet for finding and communicating information are included in teacher training programmes.

In the United Kingdom (Scotland), ITE is expected to enable prospective teachers to develop pupils' abilities to deal with a wide range of texts, as required by the central curriculum which, through its framework for literacy and English, reflects the increased use of multi-modal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives.

2.3.2. Teaching practice for prospective teachers of reading

Longer and repeated in-school placements may strengthen student-teachers' perceptions of links between education research results and implementation (Darling Hammond and Bransford, 2005). As emphasised in the literature review, this is indeed one of the crucial aspects in training effective teachers of reading.

In a majority of countries, the duration of in-school placement is established centrally (see Figure 2.6). The minimum time allotted to in-school placements during ITE varies widely across European countries. For prospective primary teachers, it ranges from 40 hours in Latvia to 900 hours in Austria. For prospective lower secondary teachers, at the lower end of the scale is Turkey with 34 hours and, at the higher end, there is the United Kingdom (England, Wales and Northern Ireland) with 778 hours. However, these are minimum times to be devoted to in-school placements and the actual time spent in schools may vary.

Figure 2.6: Regulations on the minimum number of hours to be spent in in-school placement during initial education of prospective primary and lower secondary teachers of reading, 2009/10

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
ISCED 1	480	600	●	150	●	●	80	390	●	●	●	352	●	60	40	540	:
ISCED 2	480	⌃	●	150	●	●	160	390	●	●	●	324	●	●	40	540	:

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	TR
ISCED 1	610	375	●	900	180	●	45	300	●	●	●	583	630	●	⌃	●	44
ISCED 2	435	375	●	165	180	●	78	120	●	●	●	778	630	●	⌃	●	34

● Institutional autonomy ⌃ Teacher education abroad

Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

In-school placement is a placement (remunerated or not) in a real working environment lasting typically not longer than a few weeks. It is supervised by a teacher and includes periodic assessment by teachers from the training institution. These placements are an integral part of professional training.
Values in the table apply to the most common educational path in each country which is specified in the country specific notes for the countries with more than one path. They were identified through the most recent national data available on the new qualified teachers' degrees, ranging from 2009/10 until 2006/07.

Country specific notes

Belgium (BE de): Same as for Figure 2.5.
Bulgaria: ISCED level 1 and 2 data relate to the Master's programmes in pedagogy.
Czech Republic (ISCED level 2 data), **Estonia** (ISCED level 1 and 2 data) and **Austria** (ISCED level 2): Relate to the Master's programmes in education.
Denmark: ISCED level 1 and 2 data relate to the professional Bachelor's programmes.
Ireland: According to the above-mentioned surveys on initial teacher education providers for primary level, average time allocated to in-school placement is 480 hours.
Latvia and **Malta**: ISCED level 1 and 2 data relate to the Bachelor's programmes in education.
Lithuania and **Poland**: ISCED level 1 and 2 data relate to the Bachelor's programmes in pedagogy (and andragogy).
Portugal: Minimum time devoted to in-school placement is centrally defined as 30 ECTS for ISCED 0 and first cycle of ISCED 1 teachers, and 36 ECTS for 2nd cycle of ISCED 1 and ISCED level 2 teachers.
Slovenia: ISCED level 2 data apply to the Master's programmes in specialist teacher education.
Sweden: Minimum time devoted to in-school placement is centrally defined as 30 ECTS which is the equivalent of half a year.
United Kingdom (ENG/WLS/NIR): Data for both ISCED 1 and 2 relate to the Postgraduate Certificate in Education (PGCE). A bachelor's degree in education (1037 hours in-school placement) is also a common route for intending ISCED 1 teachers.
Liechtenstein: Same as for Figure 2.5.
Turkey: Although, formally, there is no ISCED level 2 in the Turkish education system, for a matter of comparison with other countries, grades 1-5 can be treated as ISCED 1, and 6th, 7th and 8th grades can be treated as ISCED 2.

Exactly what prospective teachers should do during their in-school placement is often not more specifically defined than in terms of an obligation to practise teaching the subjects they are being trained for, or to gain experience of the teaching-learning process.

Eight countries explicitly state that skills relating to the teaching of reading must be practised during in-school placements (Cyprus, Latvia, Lithuania, Hungary, Romania, the United Kingdom (England and Wales), Norway and Turkey).

For instance, in Cyprus, prospective primary education teachers are required to allocate approximately a quarter of their in-school placements to teaching the Greek language, which includes the teaching of reading. In Lithuania, prospective teachers must have practical experience of teaching reading to pupils with special needs. In Latvia, in compliance with the national standards for primary and lower secondary education adopted in December 2006, one of the tasks of prospective teachers during their in-school placements is to gain experience in improving pupils' reading skills in all subjects, especially in the primary school subjects.

Romanian prospective primary teachers have to give priority in their placements to the teaching of Romanian, which involves teaching reading.

In accordance with the Professional Standards for Qualified Teacher Status (TDA, revised 2008), ITE providers in the United Kingdom (England) are expected to design opportunities for all prospective teachers to develop their skills in teaching literacy, including reading. Similar professional standards for teachers relating to teaching literacy also apply in Wales and Northern Ireland. At ISCED 1, most ITE providers in England participate in the Leading Literacy Schools initiative. This programme aims to strengthen initial teacher training in teaching and assessing literacy during this phase. The providers work with schools selected because of their capacity to specialise in training to teach literacy skills. The programme involves developing a range of activities and longer-term projects which will benefit both trainee teachers and enhance practising teachers' professional development.

In Turkey, prospective classroom teachers (grades 1-5) have to practise the teaching of reading-writing literacy mainly with 1st grade pupils. The aim is to support the 2005/06 shift in literacy teaching policy from analytical to synthetic phonics instruction.

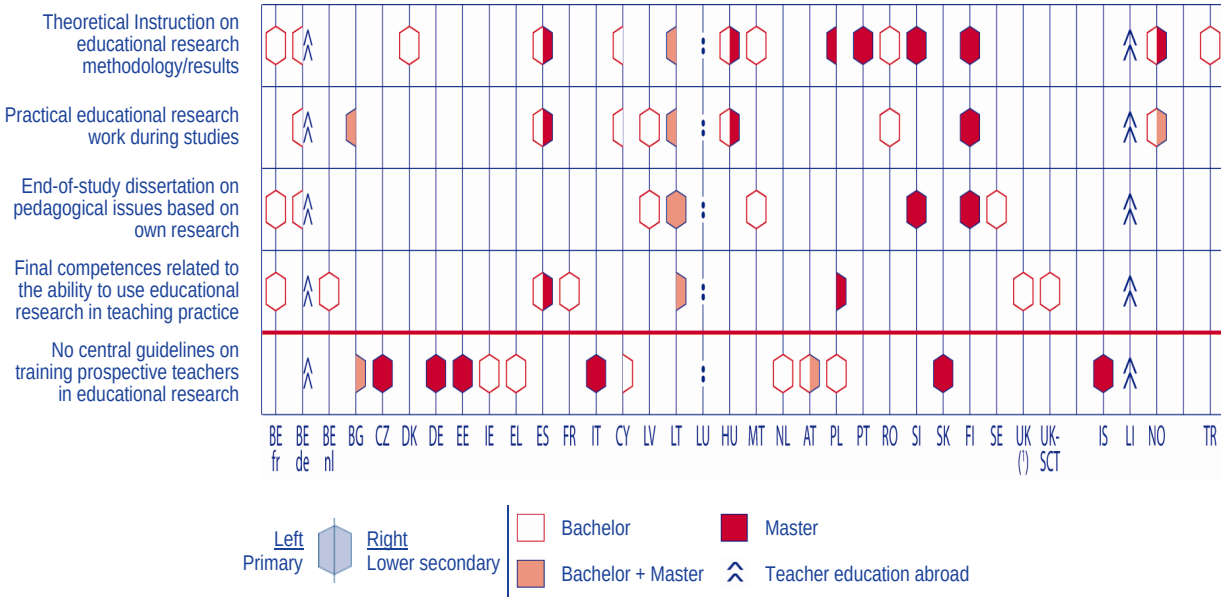
Moreover, in Ireland, according to the above-mentioned surveys on initial teacher education providers, all prospective primary teachers are required to plan, teach and assess reading for all year groups during their in-school placement. At lower secondary level, prospective language teachers have to teach reading during their in-school placement. In the United Kingdom (Scotland), the report on literacy in initial teacher education by Her Majesty's Inspectorate of Education (HMIE, 2002) recommended that the formal recorded assessment of the performance of prospective teachers of English on placement should always include comments on their ability to promote pupils' literacy skills. However, there has been no formal action to implement this recommendation.

2.3.3. Training prospective teachers in educational research methods and practice

In order to be able to develop students' reading skills effectively, teachers should adopt a research-oriented attitude towards their work. Therefore, they need to be well acquainted with research methodology and the results of research relating to language development and literacy. According to the literature review (see Section 2.1), effective teachers of reading also need to be aware of the educational research on how students become successful readers and how teachers may support this process. This sub-section deals with the central guidelines requiring initial teacher education to ensure that prospective teachers' acquire knowledge of educational research and the ability to use it in their future work.

The level of initial teacher education and its structure varies across Europe and sometimes within countries (see Figure 2.7). Although our examination of central guidelines targeted on training in educational research knowledge and skills did not reveal any clear differences between levels of qualification, one would normally expect that a Master's programme would include more emphasis on research in a broader sense than a course leading to a Bachelor's degree.

Figure 2.7: Central guidelines on training prospective primary and lower secondary teachers in educational research knowledge and practice, 2009/10



Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

Central guidelines represented in the figure apply to the professional part of initial teacher education, which provides prospective teachers with both the theoretical and practical skills needed to be a teacher.
Educational research refers to systematically analyzing teaching and learning processes in order to identify ways to improve practice.

Country specific notes

Belgium (BE de): Same as for Figure 2.5.
Cyprus: Information is based on the University of Cyprus curriculum for prospective teachers.
Poland: The teaching on educational research refers to classes on research methods in psychology and social sciences provided within the framework of the Master's in Pedagogy programme enabling teachers to teach at the first three grades of primary education.
Portugal: Higher education institutions providing the Master's degree in teacher education must choose to include in the programme either a scientific dissertation or an original project specially designed for this purpose, or a professional internship subject to a final report.
Iceland: Until 2010/11, students can still become teachers with a level 5A Bachelor degree.
Liechtenstein: Same as for Figure 2.5.

In a majority of countries, central guidelines indicate that initial teacher education programmes should develop students' knowledge and skills relating to educational research. These requirements or recommendations can apply to training paths at both Bachelor's and Master's level with academic or professional orientation.

In most cases, guidelines require prospective teachers to: have knowledge of research methodologies; to develop an understanding of the results of educational or pedagogical research; or to carry out practical educational research work. Students may also be required to produce a dissertation at the end of their course based on their own research. Belgium (German-speaking Community), Lithuania (all training paths for prospective primary teachers), and Finland are the only countries or regions with guidelines relating to all these methods of improving research skills.

In Belgium (French and Flemish Communities), Spain, France, Lithuania (ISCED 2 teachers) and the United Kingdom, the set of final competences to be mastered by the end of initial teacher education

relate to the ability to use educational research skills in professional practice. In Belgium (French Community), one of the 13 competences to be developed by prospective teachers relates to a critical and independent overview of past developments and future trends in educational research. In the Flemish Community, one of the basic competences relates to the idea of the teacher as researcher. In Spain, central requirements relating to teacher education refer to the capacity to critically analyse the teaching process on the basis of quality indicators. Guidelines on the content of sub-modules dedicated to research aspects encompass theoretical knowledge of methodologies and research techniques in education, as well as the ability to develop and implement research, innovation and evaluation projects. France prescribes that qualified teachers must be aware of current issues in research relating to the methodology of the subjects they teach.

In the United Kingdom, trainee teachers, on completion of their ITE, should be able to evaluate the effectiveness of their own teaching and identify areas for improvement. In England, Wales and Northern Ireland, this is one of the professional standards they must meet in order to attain either 'Qualified Teacher Status' (QTS – England and Wales) or 'Eligible to Teach' status (Northern Ireland). To enable them to meet this standard, ITE providers usually set trainees written assignments based on professional enquiry underpinned by their own and others' research. In Scotland, students are usually asked to undertake a research project on one aspect of teaching practice and to write up their results as a dissertation. However, in the path where professional training is concentrated in the one-year Post-Graduate Diploma in Education, the limited time available makes full implementation of practical research work impossible. Students are nevertheless expected to plan an investigation and are encouraged to implement it during their induction year as teachers.

The inclusion of guidelines relating to research methodology and practice in initial teacher education programmes are usually similar across the various training paths available in certain countries. However, in Poland there are no recommendations related to educational research for Bachelor's programmes, nor for the 3-year programmes offered by teacher training colleges.

Finally, ten countries do not have any central guidelines for ITE providers relating to the knowledge and practice of educational research for prospective primary teachers of reading. The picture is the same for lower secondary teachers, with the addition of Bulgaria and Cyprus (Bachelor's degree for specialist teachers). In all these cases, the development of prospective teachers' skills in educational research is determined by the higher education institution. For instance, in Ireland ([12]), prospective primary teachers can choose to follow a literacy module on the critical examination of international research relating to best practices in literacy teaching, which involves individual research.

2.3.4. Assessment of prospective teachers' skills

Teachers who teach reading need to have excellent reading skills themselves. This sub-section aims to establish whether prospective teachers are required to demonstrate their proficiency in these skills before, during, or at the end of their studies. It focuses on exams and tests assessing prospective teachers' skills in the language of instruction, and, more specifically, their reading skills. Tests and exams focusing on the study and analysis of literature are not included within the scope of the analysis. Likewise, tests taken after initial teacher education, such as examinations to enter the teaching profession, are not taken into account.

In ten countries, students' access to higher education institutions depends on their results in centrally-developed tests or exams in reading or, more generally in the language of instruction. These centrally-

([12]) According to the above-mentioned survey on initial teacher education programmes.

developed tests allow public authorities to set the competence requirements they expect from students leaving upper secondary education or entering higher education. These exams do not only focus on reading skills but test other competences as well.

In Lithuania, Hungary, Poland, Latvia, Romania and Slovenia, in order to access higher education, all prospective students have to sit an examination at the end of upper secondary level education which includes tests on reading skills. In the last three countries, students' choice of university depends on the grades obtained.

In Bulgaria, Greece, Spain and Turkey, all prospective students have to pass an entrance examination in which reading skills are assessed in order to access higher education. In Spain, for example, a compulsory part of the exam specifically assesses students' capacity to understand, summarise and comment on written texts of a non-specialised nature.

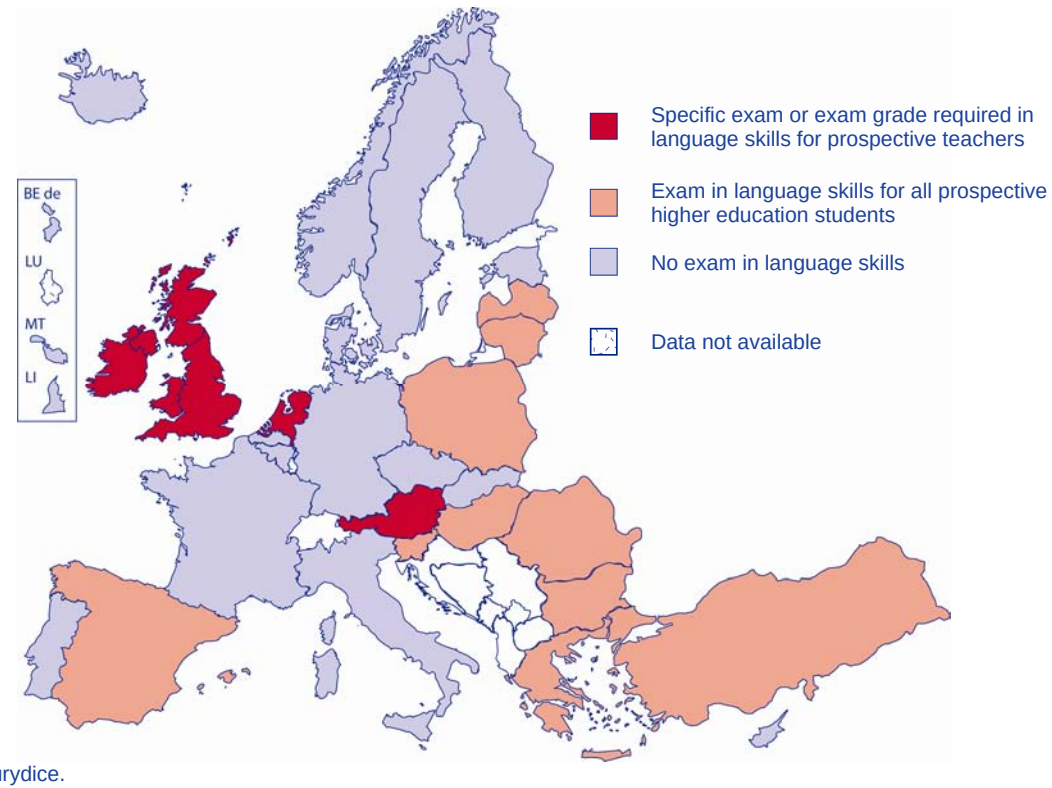
In Ireland, the Netherlands, Austria and the United Kingdom, special rules apply to prospective teachers. In Ireland, all entrants to initial teacher education to teach pupils at ISCED level 1 must have achieved a standard equivalent to a Grade C3 Ordinary Level or D3 Higher Level in the Leaving Certificate English Examination and a Grade C3 Higher Level in the Leaving Certificate Irish Examination. In the Netherlands, students starting a primary school teacher training course have to take a test to establish whether their knowledge of the Dutch language is adequate. If not, they are given extra support. However, if they fail the test again at the end of their first year, and they have a maximum of 3 chances during the first year to pass the test, they will not be allowed to continue their course. In Austria, all students wishing to take a BA degree in education have to pass a language test. Some teacher education institutions include reading comprehension tests while others test only German spelling and grammar. The BA degree in education corresponds to the required minimum qualification for teaching at primary level and in the *Hauptschule* at lower secondary level. In the United Kingdom (England, Wales and Northern Ireland), all entrants to initial teacher education must have achieved a standard equivalent to a grade C in the GCSE examination in English (normally taken by students aged 16 at the end of compulsory education). In Scotland, prospective teachers require a qualification in English linked to the Scottish Credit and Qualifications Framework ([13]) level 6.

Only one country reports having established a standardised test in reading during, or at the end of teacher education. In the United Kingdom (England), in order to be awarded Qualified Teacher Status, all trainee teachers have to pass centrally administered computerised skills tests in literacy, numeracy and ICT.

In some countries (Belgium (French and German-speaking Communities), Czech Republic, Greece, Spain, France, Latvia, Poland, Portugal, Romania and Slovakia) teacher education institutions themselves usually assess prospective teachers' knowledge of the language of instruction. In France, for example, trainee teachers are assessed on their capacity to master the French language to teach and communicate. In Portugal, one of the compulsory requirements to enrol in any cycle leading to a Master's degree with qualifications for teaching is to demonstrate mastery of Portuguese both orally and in writing, although each higher education institution meets this requirement using the assessment methods it considers to be the most appropriate.

([13]) http://www.scqf.org.uk/

Figure 2.8: Centrally-developed exams in the language of instruction for accessing higher education courses, 2009/10



Source: Eurydice.

Explanatory note

This figure focuses on centrally-developed and standardised tests/exams in the language of instruction which prospective higher education students have to pass (or achieve a specific grade) either at the end of secondary education or just before starting a higher education course. Specific exams/tests organised for students who were not previously educated in the language used for their chosen higher education course are excluded from the scope of this figure.

Country specific note

Netherlands: The figure only shows the situation for prospective teachers of primary education. There is no specific exam in language skills for prospective teachers of secondary education.

2.3.5. Specific qualifications in the teaching of reading

This sub-section aims to establish whether fully-qualified teachers can obtain additional, specific qualifications in teaching reading. Qualifications which cover wider aspects of literacy but include reading are also briefly mentioned.

Denmark, Ireland, the United Kingdom (England) and Norway are the only countries where fully-qualified teachers can obtain an additional qualification to become a specialist in teaching reading. In Denmark, a university college programme worth 30 ECTS leads to a qualification as a specialist in teaching literacy *(Laesevejleder)*. It focuses on children's language development, literacy including reading and writing difficulties, assessment and counselling. In schools, the main function of these specialists is to advise classroom teachers on successful methods and appropriate learning materials. They also interpret and communicate screening test results to teachers and parents. In Norway too, fully qualified teachers can take a higher education course focusing on teaching reading. It is worth 60 credit points and leads to certification.

In the United Kingdom (England), the Every Child a Reader (ECaR) programme funds schools (either individually or as a cluster) to employ and train specialist teachers for 'Reading Recovery', an early literacy intervention. 'Reading Recovery' is a programme originally developed in the 1970s by New Zealand educator Dr Marie Clay. In Europe, training programmes in 'Reading Recovery', now a registered trademark, are accredited by the European Centre for Reading Recovery, based at the Institute of Education in the United Kingdom. The Centre has accredited programmes in the United Kingdom, Ireland and Denmark. Teachers wishing to undertake this professional development programme must first have local authority and school backing. The programme, which is taught part-time for a full academic year, trains experienced teachers to assess young children's literacy difficulties and to design and teach an individually-tailored, intensive intervention which will enable these children to catch up with their peers.

In Ireland, as part of the educational inclusion initiative, 'Delivering Equality of Opportunity in Schools' (DEIS), teachers teaching in primary schools located in the most socially disadvantaged areas can access training in the delivery of 'Reading Recovery' (see above). Teachers in DEIS schools can also access training in 'First Steps', a research-based literacy resource which originated in Australia and is now available in many countries worldwide. 'First Steps' offers class teachers an accurate means of assessing and monitoring children's competencies and progress in reading, writing, spelling and oral language. Training in these programmes is provided under the aegis of the teachers' professional development service. Teachers in other schools may also access this training but priority is given to teachers who work in schools that are designated as disadvantaged. The training of teachers in 'Reading Recovery' is part-time and after an intensive initial two-day course on administering the tests and analysing the results, training takes place on a fortnightly basis over an academic year. Teachers who train in 'First Steps' receive 3-5 days off-site training and receive on-site support afterwards, as required, from the teachers' professional development service. Teachers who train in 'Reading Recovery' are registered as 'Reading Recovery' teachers with the Institute of Education in London. Teachers who train in 'First Steps' receive a certificate from the teachers' professional development service through its links with Steps Professional Development in the United Kingdom.

In Belgium (French Community), teachers can also specialise in remedial teaching. The course addresses issues related to verbal and non-verbal communication. It also teaches appropriate teaching methods to deal with pupils with learning difficulties as well as differentiated teaching and learning. In addition, students have optional modules focusing directly on reading difficulties. In Estonia (Tartu University), those who train to be remedial teachers earn the qualifications needed to teach pupils with reading difficulties. Both primary and post-primary teachers in Ireland can also take a part-time one-year course that leads to a diploma in learning support. This course includes a strong reading literacy component and is intended for teachers wishing to undertake learning support roles in their schools.

Fully-qualified teachers can also specialise in special needs education and get specific training to deal with reading and literacy issues. This is the case in Finland, Sweden, the United Kingdom (England, Wales and Northern Ireland) and Iceland.

In Belgium (German-speaking Community), secondary school teachers, but also school librarians, can train to become *Mediothecar* (information literacy specialists). The training enables them to teach information skills for a multimedia environment. It is worth 10 ECTS and combines theoretical and practical approaches. The job of the *Mediothecar* is different than that of a specialist reading teacher as they are mostly concerned with teaching search methods to access online information. However, when pupils demonstrate reading difficulties, *Mediothecars* support and work with teachers to devise and implement specific remedial measures.

2.3.6. Continuing professional development programmes on teaching reading skills

Continuing professional development (CPD) is a professional duty for teachers in the majority of European countries and, as was shown in Section 2.2, is widely practiced (EACEA/Eurydice, 2009a) ([14]). The organisation of provision varies greatly between education systems and a variety of accredited providers are operating in most countries including in-service training centres, teacher associations, schools, higher education institutions, private providers, etc. Within this diverse context, many countries report having CPD programmes focusing on reading literacy. Information in this sub-section is limited to CPD projects directly linked to reading literacy and do not include data on CPD in general. Furthermore, it is by no means exhaustive. It principally aims to give an idea of some of the strategies used and actions taken within European education systems.

In Spain, Lithuania, Austria and Norway, the development of CPD programmes on literacy-related topics is currently part of an overall national strategy on improving reading and literacy skills. In 2008/09, 11 out of 17 Autonomous Communities in Spain decided to nominate reading and writing, foreign languages and bilingualism a priority area for teachers' professional development. The Parliament of Lithuania declared the year 2008 as the reading promotion year. As a consequence, CPD providers were encouraged to develop programmes related to reading skills. In Austria, a nationwide initiative on pupils' reading literacy *'Lesen fördern'*, initiated by the Ministry of Education in 2005, included certain guidelines for CPD. For example, teacher training institutions were obliged to spend 10 % of their budget on reading literacy CPD programmes. Since 2009, the new Coordination Point LITERACY ([15]) is coordinating all CPD programmes throughout Austria. It is also responsible for updating teachers on all aspects of literacy (including reading, writing and using the new media). In Norway, teachers can take a higher education course worth 60 credit points focusing on the teaching of reading.

Some countries develop comprehensive strategies to improve pupils' knowledge of the language of instruction (not only their reading skills). This has been the case in Belgium (Flemish Community) since 2007 and in Portugal since 2006. In the latter country, initial teacher education and CPD programmes are at the core of the programme strategy and actions which target first cycle primary school pupils.

Denmark, Ireland and Malta report having recurrent and specific CPD programmes on reading literacy. In Denmark, these programmes offer training courses to become a specialist reading teacher *(Laesevejleder)* (see Section 2.3.5). In Ireland, guidance and professional development for ISCED 1 teachers in reading comprises the key areas of reading fluency, reading comprehension and reading in the context of English as an additional language. The programme for ISCED 2 teachers aims to raise awareness of the impact of general literacy skills. It covers the awareness of reading literacy in learning across the curriculum and provides teachers with insights into and experience of a range of strategies that can support reading literacy development and improvement in a school context. There is also the 'Reading Recovery' programme (see Section 2.3.5). In Malta, all teachers of years 1-3 must follow in-service training on teaching and assessing literacy core skills.

In some countries, such as in Spain, Lithuania, Poland and Slovenia, some CPD programmes on reading literacy target all teachers rather than focusing only on those teaching the language of instruction. In Belgium, (Flemish Community), the comprehensive strategy mentioned earlier encourages every teacher, whatever the subject taught, to take some responsibility for improving pupils' language skills.

([14]) See *Key Data on Education 2009*, Chapter D, Section on Teachers.

([15]) http://www.literacy.at

Some countries report tailor-made CPD programmes designed to meet the needs of teachers as identified through pupil tests. These exist in Belgium (German-speaking Community) and Austria. In the United Kingdom (Northern Ireland), the Curriculum Advisory and Support Service (CASS) coordinates the Raising Achievement (in literacy) Programme which provides tailored support to schools in the form of centre-based in-service training. These activities are based on individual school improvement plans. Initiatives such as these, which demonstrate a bottom-up approach, might also help build a collective dimension to CPD within schools (at least among professionals dealing with reading literacy). According to the literature review (see Section 2.1), it is important to generate a shared knowledge among teachers in schools. In Wales, 'Basic Skills Cymru' supports the development of 'action research' projects enabling teachers to undertake small-scale classroom-based research. An example of this is the delivery of a pilot 'Teaching Reading' action research project through the medium of Welsh.

Enhancing teachers' skills to deal with struggling readers is also the focus of some CPD programmes. In Belgium (French Community), in 2009/10, the CPD organisational bodies delivered training focusing directly on reading literacy. The main objective was to train teachers teaching 1st stage secondary school pupils to quickly detect reading difficulties and to develop remedial strategies. In Germany, the Institute for Quality Development in Schools of Schleswig-Holstein offers a course for school heads and teachers to promote the implementation of the project 'Nobody is left behind – reading makes you strong'. This project aims at supporting pupils with reading difficulties. The United Kingdom (England) offers an e-learning course for experienced teachers which helps them to identify and support children with dyslexia, speech, language and communication problems. The course is part of a broader strategy, 'Removing Barriers to Achievement', which was launched in 2004. In Cyprus, training sessions to equip teachers with the skills to teach literacy across educational levels target those ISCED 2 teachers responsible for implementing the programme on 'functional illiteracy'.

Finland offers an example of a CPD programme focusing on reading literacy and new media. In 2009, a continuing education programme, 'Reading Literacy Teaching and New Social Media', set out to develop new ways of teaching reading without pens and notebooks. Students uploaded texts onto the web and used social networking facilities to develop their reading literacy skills.

Since 2001/02, a course on school libraries has been organised in Spain for teachers of all educational levels. It is designed to help teachers become familiar with the world of information and libraries, and provides teaching strategies for the development of pupils' reading literacy competences in all curriculum areas. Teachers are also trained to enable pupils to work with various information sources, both printed and digital.

Finally, in some countries, comprehensive CPD programmes on reading literacy support the implementation of new curricula. In Belgium (German-speaking Community), all teachers are required to attend a training course in order to implement the new curriculum for reading literacy. In France, the new curricula (2008) put a particular emphasis on learning to read. Some CPD programmes have been developed accordingly. In September 2009, a new core curriculum was also introduced in Poland and specific CPD programmes were designed in order to help teachers implement the changes. In the United Kingdom (Scotland), the implementation of the Curriculum for Excellence (2004), with its significant focus on literacy (and numeracy), indicates the current emphasis of CPD. Literacy (and numeracy) across the curriculum also feature in the current work of Learning and Teaching Scotland (LTS), the national body providing support for curriculum and learning/teaching. This body is organising meetings around the country to familiarise teachers with the Curriculum for Excellence documents.

Conclusions

Qualified teachers who have a solid foundation in teaching reading are essential both for pupils who are learning to read and students who are reading to learn. Crucial elements to include in initial teacher education are a foundation in research and theory, preparation to use a range of teaching strategies and a variety of material, and appropriate assessment techniques. In addition, balance and consistency between a theoretical knowledge base and field experiences are also acknowledged as important features of initial training programmes for teachers of reading. Teachers certificated through programmes demonstrating the characteristics described above are more likely to provide high-quality and successful teaching in reading. A secondary analysis of PIRLS 2006 data also suggests that emphasis on how to teach reading during initial education is related to effective reading instruction.

The variation in the level of autonomy granted to initial teacher education institutions in Europe makes it difficult to give a detailed picture of teacher training content and quality. Nevertheless, 18 countries have issued central guidelines directly related to preparing prospective teachers of reading. Thus in a majority of countries, national policies underline the importance of appropriate initial education for prospective teachers of reading. In the remaining countries, however, initial teacher education providers might cover aspects of reading instruction in their programmes, despite the absence of central guidelines on this matter, or indeed, a requirement to teach certain literacy-related topics.

Combining research with teaching practice is very enriching for teaching practice, and in two thirds of countries, central guidelines for initial teacher education include requirements on educational research theory and practice.

Central guidelines refer in general terms to preparing teachers to teach reading. It is less common for guidelines to relate directly to specific aspects of reading instruction. For example, in only six countries or regions do they specifically mention the importance of the ability to assess reading skills. Research, however suggests that teacher assessment is an important strand in the teaching of reading. It might be more effective than standardised external evaluation in determining the exact reasons for low achievement in reading (RAND RSG 2002).

Reading of electronic texts via today's communication technologies is becoming increasingly important in contemporary society. The changing nature of reading calls for this skill to be taken into account in initial teacher education (IRA, 2009). Despite these trends, only five countries have central guidelines directly referring to training which is intended to enable teachers to make pupils more proficient in reading via the new media.

Only in three countries are there initial teacher education recommendations for teaching reading that apply to prospective teachers of subjects other than the language of instruction. This seems out of step with the growing awareness that developing pupils' reading skills is also an important issue for teachers teaching subjects other than the language of instruction.

International student assessment surveys clearly show that a significant proportion of pupils in their fourth year at school as well as 15-year-olds lack basic reading literacy skills. Tackling reading difficulties as soon as they arise is essential to give struggling pupils the chance to become competent readers. There are many different ways for education systems to respond to the needs of these children. One option is for schools to have available teachers specialised in reading literacy. Only four countries (Denmark, Ireland, the United Kingdom and Norway) have so far developed qualifications whereby qualified teachers can specialise further in reading literacy teaching. In addition, guidelines

related to specific courses on measures to tackle reading difficulties apply more often to initial teacher education for primary rather than lower secondary education.

Initial teacher education is necessary for entering the profession, but continuing professional development is essential for maintaining and further development of effective teaching practices. It is therefore encouraging that participation in continuing professional development is very common among teachers in European countries. Survey data shows that about 90 % of ISCED Level 2 teachers of reading, writing and literature attended at least some form of CPD during the last 18 months. However, the most common forms of professional development are short, one-off courses, workshops or conferences. More fruitful long-term and ongoing forms of professional development, such as conducting research or networking, are far less common. On average in the EU, 40 % of teachers teaching reading-related subjects are involved in educational research, yet the proportion is very low in several countries (Hungary, Slovakia and Norway). Collaborative forms of CPD, i.e. knowledge-sharing or peer-learning activities, are more common in central and eastern European countries than in the rest of Europe. Yet such activities have the potential to improve the teaching of reading literacy.

CHAPTER 3: PROMOTION OF READING OUTSIDE OF SCHOOL

Reading is learned and mastered not only in school, but in many out of school contexts and environments; as such, schooling is not the only influence on reading development. Parents who enjoy reading and want to share this with their children foster positive attitudes towards it. Early literacy activities at home establish a basis for children to learn to read in school. Later on, leisure-time reading and reading for pleasure reinforce reading abilities which, in turn, increase the amount of reading children do. Those who read more become better readers. Being surrounded by books and reading at home in the family, having magazines available as well as newspapers are all important for the further development of reading literacy. In a broader sense, living in an environment where reading is valued is crucial for a child to become a competent reader.

School-related factors which influence reading achievement, i.e. teaching methods and teacher education, have been extensively analysed earlier in the study. This concluding chapter looks beyond school towards wider society. It starts with an overview of the academic literature on out-of-school factors influencing reading achievement. Home environment, parental literacy activities and reading engagement are the main themes discussed. These influences are further illustrated with the results of international student achievement surveys.

The efforts to promote reading in European countries constitute the main part of the analysis and discussion. The aim of reading promotion outside the school environment is to provide optimum learning opportunities for children and adolescents as well as adults, and to target the needs of those who may benefit from additional support with literacy. Some countries have developed comprehensive strategies for reading promotion and many have established a national coordinating body for this purpose. The great majority of countries have large-scale state-funded programmes for promoting reading, some examples of which are presented in the last part of this chapter.

3.1. Review of the academic literature on out-of-school factors influencing reading achievement

This literature review addresses two of the widely discussed out-of-school factors which influence reading development and achievement: the home environment and leisure-time reading. It also briefly discusses existing research results concerning the impact of multimedia (computers, specialised reading programmes and television) and libraries on reading.

Home and family literacy

Literacy activities engaged in by parents at home are crucial for the development of children's reading abilities, especially before they start school. Parental involvement in their children's education in general and their children's literacy development in particular influence motivation and achievement in reading. As home and family literacy has the highest impact during children's early years, it will be the main focus of this section.

Parents can have a significant influence on their children’s educational achievement through supporting their learning at home. Longitudinal studies confirm a strong link between the regular engagement of parents in home learning activities and children's intellectual as well as social development (Harris and Goodall, 2007; Melhuish, Sylva, Sammons et al., 2001). Although parental involvement and support have the greatest impact during early childhood, it continues to have a significant effect on educational and literacy outcomes in adolescence (Desforges and Abouchaar, 2003).

Parental involvement is particularly important for children's reading development (Brooks et al., 2008; McElvany and Steensel, 2009; McElvany et al., 2010; Steensel, 2009). Results from the National Early Literacy Panel review (NELP, 2008) indicate that reading activities conducted by parents at home support the development of children's oral language skills and general cognitive abilities. Other studies have found a positive link between parental involvement and children's early word-reading and fluency skills (Sénéchal and LeFevre, 2002) as well as their motivations for reading, their interest in reading and their enjoyment of reading (Baker and Scher, 2002; Baker, Scher and Mackler, 1997).

Certain types of literacy activities that parents share with their children are more effective than others. Sénéchal's (2006) meta-analysis compared three types of parental involvement: teaching specific literacy skills, parents listening to their children read and parents reading to their children. The results showed that parental involvement generally had a positive effect on reading achievement. Parents teaching specific literacy skills to their children – such as the alphabet, word reading and letter-sound correspondences – were twice as effective as parents listening to their children read and six times more effective than parents reading to their children. These outcomes held for children at risk of developing reading difficulties as well as for those children not at risk. The socio-economic status (SES) of the families did not impact on the effectiveness of the interventions in any way.

Parental involvement can be supported through family literacy programmes. These programmes can be organised according to the following broad target areas (Nickse, 1991):

- children's skills, achievement, and/or attitudes;
- parent/child literacy interactions;
- parent achievement, literacy habits and confidence/self-esteem (with benefits expected to impact on children).

Examples of literacy programmes targeting families in European countries are discussed in more detail at the end of this chapter (see Section 3.4.). The majority of them focus on the second aspect, i.e. on fostering parent/child literacy interactions. The most common programmes are book gift schemes and initiatives involving reading aloud for and together with children.

An increasing body of research indicates clear benefits of family literacy programmes for children's reading skills, achievement and attitudes. Together, these findings suggest that there are many things that parents can do to improve the literacy development of their young children and that different approaches influence the development of a different set of essential skills for reading (NELP, 2008).

Leisure-time reading and reading for pleasure

Research activities and policy developments in the area of reading literacy have traditionally focused on cognitive aspects of reading, such as word recognition and reading comprehension. A growing body of evidence suggests that another important factor behind differences in children's reading achievement is leisure-time reading and reading for pleasure.

It has been consistently shown that those who read more are better readers. With an increased amount of reading, reading ability improves, which in turn encourages more reading (Cunningham and Stanovich, 1998). Furthermore, Clark and Rumbold's meta-review (2006) showed that reading for pleasure is positively linked to text comprehension and grammar, breadth of vocabulary, greater self-confidence as a reader and pleasure of reading later in life.

In trying to answer the question of why some people engage in leisure-time reading more than others, some researchers and practitioners have pointed to the importance of reading motivation. Guthrie and Wigfield (2000, p. 405) have defined reading motivation as 'the individual's personal goals, values and beliefs with regard to the topics, processes and outcomes of reading'. They argue that reading motivation plays an important role in the so-called 'Matthew effect' (Stanovich, 1986): increasing competence is motivating, and a high level of motivation leads to more reading, which again improves achievement.

Reading motivation is itself influenced by the reading environment and culture surrounding the reader. Strommen and Mates (2004) found that children and adolescents who engage in reading as a leisure activity see themselves as members of a reading community who interact socially around books and share a love of reading. In fact other readers, such as parents, friends and teachers, can often best impart reading habits by being role models demonstrating the pleasure reading can bring (Sheldrick-Ross, McKechnie and Rothbauer, 2005).

The choice of reading material is also related to motivation (Krashen, 1993) as well as achievement (Hung, 1996, 1997). Studies have shown that outside of school children and adolescents read a diverse range of materials, including materials not traditionally regarded as reading matter. For example, the Reading Connects survey launched by the National Literacy Trust in the United Kingdom (Clark and Foster, 2005) showed that magazines, websites, text messages and books/magazines about TV programmes were the most popular reading choices for pupils outside the classroom. Over half the pupils also indicated reading emails, fiction, comics and newspapers on a regular basis.

Cross-country comparisons of pupils' reading engagement, choice of reading material and reading frequency can be drawn from international student achievement surveys on reading literacy (e.g. PISA and PIRLS). The main findings and some important differences among European countries are highlighted in the next section (see Section 3.2).

The role of multimedia

The reading behaviour of children and adolescents is thus undergoing change. There is a shift from the traditional reading of books for pleasure to taking up new reading opportunities through the internet and other multimedia systems. Computers as well as other devices, on which text, pictures, movies and sounds can be presented in combination, are commonly used tools that can support the development of children's reading skills.

A recent survey conducted in the United Kingdom (Clark, Osborne and Dugdale, 2009) shows that technology-based materials are the most frequently read, with nearly two-thirds of children and adolescents reading websites every week. Half the sample also read blogs and networking websites as well as e-mails every week. Secondary pupils read more technology-based materials than primary pupils, in particular websites, blogs and networking sites.

Some studies show that early computer use is in fact beneficial for children’s cognitive and psychological development. Haugland (1992) found that children exposed to developmentally appropriate software showed significant gains in cognitive, verbal and non-verbal skills. Li and Atkins (2004) found that home computer use fosters the development of cognitive and psycho-motor skills in young children, even when controlled for differences in children’s developmental stage and family socio-economic status. Also, for upper-secondary students, Nævdal (2007) found that achievement in English was higher when more time was spent on computer use at home (when adjusting for gender, subject interest, reading disabilities, and different computer activity categories).

Computers can be helpful in reading development for several reasons. The main argument in favour of the computer is that learning can be individualised: every child learns independently and at their own pace. More closely related to the process of learning to read are advantages including immediate feedback, repetition, and sustaining the attention of the learner (Van Daal, 2008). Computer applications can also be used by parents in supporting their children's reading development. However, there is a need for evaluation research to assess whether these applications are more effective than, for example, more traditional forms of literacy activities.

Television is another aspect of the media which has been examined to ascertain its effect on reading. The so-called 'on-screen reading hypothesis' (Beentjes and van der Voort, 1988) argues that children improve their reading by reading texts and subtitles on television. Contrary to this, some research papers discuss the inhibitory effects of television, emphasising that children may be hindered in acquiring reading skills due to watching television. Koolstra, Van der Voort and Van der Kamp (1997) found partial support for both arguments. Applying a longitudinal design they found that television watching had an inhibitory effect on reading comprehension, but endorsed its benefits for the development of decoding skills through the reading of subtitles. The inhibitory effect on reading comprehension was, according to their interpretation, partly due to reduction in leisure-time reading and to negative attitudes that children developed towards reading.

The effect of television on reading may also be related to the types of programmes watched and the amount of time spent watching. Ennemoser and Schneider (2007) found in a German longitudinal study that watching educational TV programmes was positively correlated with reading comprehension, whereas watching entertainment programmes had a negative influence. Not surprisingly, television programmes that aim to promote literacy in young children were found to have a positive effect on the development of specific early literacy skills (Moses, 2008).

Despite the shift towards wider reading and learning opportunities through computers, internet or television, there is little focus on multimedia among the main programmes for promoting reading in European countries (see Section 3.4). Initiatives aiming to raise motivation for and engagement in reading still mostly focus on fiction books.

More research evidence would help in clarifying the specific impact various kinds of initiatives have on reading development. Reading literacy is influenced by a range of interconnected factors that are rather difficult to disentangle. The next section presents the results from international student achievement surveys which shed further light on the factors influencing reading development and achievement.

3.2. Home reading environment, reading patterns and achievement – Evidence from international student assessment surveys

Attitudes towards reading, engagement in reading, parents'/guardians' reading habits and home reading environment are surveyed in the Progress in International Reading Literacy Study (PIRLS). The Programme for International Student Assessment (PISA) cycles focusing on reading (2000 and 2009) also provide some interesting data on students' reading behaviour and environment. This section presents some of the most important findings from the PIRLS and PISA studies on how reading engagement and home educational environment relate to reading achievement (for more details on the surveys, see Chapter 'Reading Achievement: Evidence from International Surveys').

These and other major international student assessment surveys confirm the arguments presented in the previous section that children's engagement in literacy activities closely relates to their reading

abilities (Elley, 1992; Mullis et al, 2003, 2007; OECD, 2010d). The PIRLS 2001 international report summarises the findings as follows: 'students who enjoy reading usually read more frequently, thus broadening their knowledge of text situations, expanding their literary experiences, and improving their comprehension skills' (Mullis et al. 2003, p. 257).

Access to books and parental literacy activities with children

PIRLS surveys include a parent/guardian ([1]) questionnaire which collects data on different characteristics of home environment that are considered important for understanding how young children learn to read. In order to establish which home environment factors are most closely associated with pupil achievement, a simple linear regression on PIRLS 2006 data was run (see Figure 3.1). The employed variables can be grouped in two categories, using Bloom's (1980) distinction:

1. Alterable variables: attitudes toward reading, reading activities with the child and time spent on reading and on reading for enjoyment;
2. Non-alterable variables: highest level of parent occupation and education.

Not surprisingly, the effect of non-alterable variables was quite substantial in all countries, even when controlling for other variables, including the number of books at home and reading activities with the child (see Figure 3.1). The EU-27 average regression coefficient was equal to 0.19 for the occupation status and 0.13 for the educational level. The effects of parent education level on children's achievement in reading were significant in all analysed European countries, with the effects ranging from 0.07 in Latvia to 0.28 in Hungary. Parents' highest level of occupation did not make a difference to children's reading abilities in Bulgaria, Spain, Italy, Austria, the United Kingdom (England) and Iceland, when other variables in the regression model were taken into account.

However, alterable variables also had a substantial effect on children's performance in reading. The reading environment, measured through the number of books and the number of children's books at home, had an impact on pupil performance even when controlled for parents' education and occupation. Interestingly, the number of children books was more important than the number of other books (the EU-27 average effects are respectively 0.12 and 0.09). The effects of the number of children's books at home were significant in all European countries studied, while the effects of the presence of books at home were significant only in some.

In the European countries studied ([2]), 29 % households with children in the fourth grade had between 26-50 children's books; 23 % of households have 51-100 books; and 15 % of parents reported possession of more than 100 children's books. However, many children in European countries had fewer books at home, with 20 % of parents reported holding 11-25 children's books, and 12 % fewer than 10 children books. Pupils in Scandinavian countries (Denmark, Sweden, Iceland and Norway) and the United Kingdom had the highest numbers of children's books at home. Pupils in Central and Eastern European countries (except Hungary), Italy and Spain had fewer children's books. In Bulgaria and Romania most pupils had none or only up to 10 children's books (34 % and 41 % respectively) (for exact country figures, see Mullis et al. 2007, pp. 114-115).

([1]) To be referred to simply as 'parents' in the remainder of the chapter.

([2]) Here, and later in the chapter the EU averages are based on Eurydice calculations.

Figure 3.1: Home environment variables predicting reading achievement for pupils in the fourth grade, 2006

	Intercept	Parental engagement in reading	Reading activities with the child	Number of books at home	Number of children's books at home	Highest level of occupation	Highest level of education	Number of hours spent reading	Number of times spend reading for enjoyment
EU-27	**0.12**	**0.08**	**0.09**	**0.09**	**0.12**	**-0.10**	**-0.13**	**0.02**	**0.03**
BE fr	**-0.38**	0.05	**0.08**	0.05	**0.19**	**-0.14**	**-0.15**	-0.01	0.01
BE de	x	x	x	x	x	x	x	x	x
BE nl	**0.22**	**0.07**	**0.08**	0.01	**0.07**	**-0.10**	**-0.18**	0	0.02
BG	**0.48**	-0.01	-0.03	**0.10**	**0.21**	-0.06	**-0.17**	0.03	0.04
CZ	x	x	x	x	x	x	x	x	x
DK	0.06	**0.11**	**0.08**	0.05	**0.07**	**-0.13**	**-0.11**	-0.01	0.04
DE	**0.31**	**0.06**	0.03	0.02	**0.23**	**-0.10**	**-0.14**	0	0
EE	x	x	x	x	x	x	x	x	x
IE	x	x	x	x	x	x	x	x	x
EL	x	x	x	x	x	x	x	x	x
ES	**-0.13**	0	**0.12**	**0.11**	**0.10**	-0.04	**-0.13**	0.01	0.02
FR	**-0.10**	**0.08**	**0.05**	0.04	**0.16**	**-0.11**	**-0.15**	0.02	0.03
IT	**0.44**	**0.13**	**0.06**	0.01	**0.10**	-0.02	**-0.13**	0.01	0.01
CY	x	x	x	x	x	x	x	x	x
LV	**0.13**	0.03	**0.09**	0.03	**0.20**	**-0.11**	**-0.07**	0.01	0
LT	**0.10**	**0.07**	**0.06**	0.02	**0.11**	**-0.08**	**-0.19**	0.02	**0.05**
LU	**0.42**	0.01	**0.03**	**0.15**	**0.18**	**-0.06**	**-0.09**	**0.06**	0.02
HU	**0.27**	**0.08**	0.03	**0.07**	**0.15**	**-0.06**	**-0.28**	0.04	0.05
MT	x	x	x	x	x	x	x	x	x
NL	**0.24**	**0.10**	**0.08**	0.01	**0.08**	**-0.06**	**-0.12**	-0.01	0.02
AT	**0.16**	**0.06**	**0.09**	**0.10**	**0.18**	-0.06	**-0.12**	0	**0.04**
PL	-0.01	**0.12**	**0.14**	0.04	**0.13**	**-0.05**	**-0.24**	-0.04	0.03
PT	x	x	x	x	x	x	x	x	x
RO	-0.05	0.08	**0.19**	**0.17**	**0.14**	**-0.19**	**-0.19**	-0.06	0.01
SI	**-0.12**	**0.06**	**0.06**	0.02	**0.16**	**-0.12**	**-0.21**	0	0.03
SK	**0.12**	**0.11**	**0.10**	**0.08**	**0.23**	**-0.12**	**-0.19**	0	0.01
FI	x	x	x	x	x	x	x	x	x
SE	**0.08**	**0.06**	**0.07**	**0.11**	**0.07**	**-0.10**	**-0.16**	0.01	0.03
UK-ENG	**0.14**	**0.12**	**0.19**	0.07	**0.14**	-0.05	**-0.22**	0.01	**0.10**
UK-SCT	-0.08	0.09	**0.14**	**0.08**	**0.20**	**-0.16**	**-0.11**	**-0.11**	0.02
IS	**-0.44**	0.03	**0.18**	0.04	**0.15**	-0.04	**-0.17**	-0.01	-0.01
LI	x	x	x	x	x	x	x	x	x
NO	**-0.68**	0.06	**0.08**	0.05	**0.15**	**-0.07**	**-0.18**	-0.01	0.03
TR	x	x	x	x	x	x	x	x	x

Source: IEA, PIRLS 2006 database.

Explanatory note

Values that are statistically significantly (p<.05) different from zero are indicated in bold.

The table shows standardised linear regression variables with mean 0 and standard deviation 1. Standardised coefficients can be interpreted as partial correlations between the independent and dependent variable, controlling for the other variables in the model.

The independent variables are based on parents'/guardians' answers to the 'Learning to Read Survey':

Parental engagement in reading is an index based on question 14, where parents/guardians indicate on a four-item scale from 'agree a lot' to 'disagree a lot' answers to statements 'I read only if I have to' (reverse coded), 'I like talking about books with other people', 'I like to spend my spare time reading', 'I read only if I need information' (reverse coded), and 'reading is an important activity in my home'.

The index reliability is satisfactory: Cronbach alpha is equal to 0.81 at the EU level and the smallest alpha at a country is equal to 0.74.

Reading activities with child index is based on question 2 'Before your child began ISCED level 1, how often did you or someone else in your home do the following activities with him or her?: read books; tell stories; sing songs; play with alphabet toys; talk about things you had done; talk about what you had read; play word games; write letters or words; read about signs or labels; visit a library (answer categories 'often', 'sometimes', 'never or almost never').

The index reliability is satisfactory: Cronbach alpha is equal to 0.76 at the EU level and the smallest alpha at a country is equal to 0.70.

Number of books at home is question 15 'How many books are there in your home?' (With answer categories [0-10], [11-25], [26-100], [101-200] and 'more than 200'.)

Number of children's books at home is question16 'About how many children's books are there in your home? (Do not count children's magazines or school books). With answer categories [0-10], [11-25], [26-50], [51-100] and 'more than 100'.

Highest level of occupation is PIRLS derived variable with answer categories 'professional', 'small business owner', 'clerical', 'skilled worker', 'general labourer', 'never worked outside home for pay' (recoded descending).

Highest level of education is PIRLS derived variable with answer categories 'finished university or higher', 'finished post-secondary, but not university', 'finished upper secondary', 'finished lower secondary', 'some primary, lower secondary or no schooling' (recoded from lowest to highest category).

Number of hours spent reading is question 12 'In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work?' With answer categories 'less than one hour a week', '1-5 hours a week', '6-10 hours a week' and 'more than 10 hours a week'.

Number of times spent reading for enjoyment is question 13 'When you are at home, how often do you read for your own enjoyment?' with answer categories 'every day or almost every day', 'once or twice a week', 'once or twice a month', 'never or almost never'.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Parental reading activities with the child also had a significant effect (EU-27 average 0.09) ([3]). The effects were significant in all countries except in Bulgaria, Germany and Hungary. In other countries, children whose parents read books with them, told stories, sang songs, played with alphabet toys or word games, etc., on average had higher reading achievement than those children with whom nobody engaged in such activities at home. Parents in Belgium (Flemish Community) and Luxembourg reported the most frequent reading activities with their children before the beginning of compulsory education.

Parental engagement in reading, or how much parents themselves enjoy reading, had a significant effect on children's reading achievement in more than half of the countries studied. Finally, the time spent reading by adults, and reading for personal enjoyment did not have significant effects. In other words, parental investment in children's reading, i.e. making children's books available and taking part in literacy activities with their child, are more important than the adult reading behaviour per se.

Types of reading material

As highlighted in the review of academic literature above, students' choice of reading material is related to reading motivation and achievement. Survey results suggest that fiction books might be the most important reading material for younger children who are learning to read. Yet, for adolescents, or pupils who are reading to learn, diversity of reading material seems to be the key to proficient reading.

Reading stories or novels had the strongest relationship to achievement of pupils in the fourth grade compared to other types of reading materials, as PIRLS 2006 data show (Mullis et al., 2007). On

([3]) Similarly, according to PISA 2009, students whose parents reported that they had read a book with their child 'every day or almost every day' or 'once or twice a week' during the first year of primary school performed higher in PISA 2009 than students whose parents reported that they had done this 'never or almost never' or 'once or twice a month' (OECD, 2010c).

average in Europe, and in most countries except in Spain and Hungary, pupils who reported reading novels and short stories more frequently had higher average achievement than those who read less frequently ([4]). Pupils who never or almost never read stories or novels had the lowest achievement in most countries (Mullis et al. 2007, pp. 147-151). In Europe, the average achievement difference between pupils who read novels or short stories daily or almost daily and those who never or almost never read them was 28 points on the PIRLS reading scale (more than a quarter of the international standard deviation). Nearly one third of pupils (30 %) reported reading stories or novels outside of school every day or almost every day, and an additional 27 % did so at least once a week. Yet, approximately a quarter of children (24 %) reported never or almost never reading a novel or short story. The highest percentages of pupils who reported reading stories or novels every day or almost every day were in the Netherlands (45 %) and Iceland (42 %). The highest proportions of non-readers (approximately 43 %) were in Italy and Slovakia. However, compared with the previous measurement in 2001, which showed even higher proportion of non-readers in Italy, there was a significant improvement. Reading information materials, i.e. books that explain things, magazines, newspapers, etc. was less common. Moreover, this type of reading had a less straightforward relationship with reading achievement.

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). Students who regularly read fiction and other materials, such as magazines, newspapers and non-fiction, tended to perform particularly well in reading surveys. Reading comic books 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 were generally more proficient readers than students who did little online reading (OECD, 2010d). Online reading activities include reading e-mails, chatting online, reading news online, using an online dictionary or encyclopaedia, participating in online group discussions and searching for information online. These results suggest that materials normally considered to be of less value in schools than fiction, e.g. magazines, newspapers and online reading materials may in fact help some pupils to become more proficient readers. A wider variety of reading materials provided in schools might, for example, be particularly helpful in increasing boys' interest in reading as they traditionally tend to find fiction less appealing than girls.

Policy makers may play a role by subsidising children's books, providing them to poorer families and supporting family literacy programmes. For adolescents, it is crucial to facilitate engagement in reading, especially the reading of diverse materials. The next section presents the infrastructure established to support the promotion of reading outside schools in European countries and provides various examples of programmes aiming to increase engagement in reading.

([4]) Eurydice calculations. Correlation between reading achievement and frequency of reading novels outside the school was -0.13 (standard error 0.01) in participating EU-27 countries. The frequency of reading novels was measured by students' answers to a question 'How often do you read these things outside of school?', option (b) 'I read stories or novels' with answer categories 'every day or almost every day', 'once or twice a week', 'once or twice a month' and 'never or almost never'. The correlation is negative because of coding of frequency from highest to lowest.

3.3. National policies on the promotion of reading

Promotion of reading literacy in society typically involves various bottom-up initiatives managed by a range of organisations, such as libraries and library networks, non-governmental bodies, charities and reading associations. These bodies organise numerous activities, e.g. book discussions and clubs, themed events featuring national or foreign writers, exhibitions, book fairs, awards and prizes, research conferences, book donations, courses and workshops, etc. Examples of such initiatives are presented in the next section (see Section 3.4.). On a central/national level, these initiatives are usually backed by various funding schemes. In addition, reading promotion might be also supported by establishing coordinating bodies and adopting strategies for promoting reading literacy. This section therefore examines the various types of support structure for reading literacy and provides examples of national strategies and national coordinating bodies.

National strategies for reading promotion

Several European countries (Flemish Community of Belgium, Spain, France, Lithuania, Hungary, Portugal and Norway) have adopted specific strategies, programmes or plans to improve levels of literacy. National governments approve these documents and allocate funds to implement proposed actions. The broad aim of literacy promotion strategies is exemplified by the 2007 Act on Reading, Books and Libraries in Spain ([5]), which sees reading as 'a basic tool for exercising the right to education and culture within the framework of the information society' and stresses the importance of reading to people's lives and the importance of promoting the habit of reading in society in general. More specifically, national strategies usually make provision for the funding of various reading programmes as well as promoting: research in reading; cooperation and partnerships between various bodies in the reading sector; the training of teachers; and the funding and advancement of libraries.

Strategies may target the whole population or focus on specific groups identified as having problems in reading literacy. The Lithuanian national reading promotion programme (2006-2011) ([6]), Hungarian 'Reading Country' strategy (2006/07-2013) ([7]) and the Portuguese National Reading Plan (2006) ([8]) all promote initiatives covering the entire population, from infancy to adulthood. Strategies in some other countries put more emphasis on specific groups. The Flemish Community of Belgium 'Operational plan to increase literacy' (2005-2011) focuses on adult literacy and the skills needed for work. The National Plan for the Promotion of Reading (2001) in Spain ([9]) paid special attention to vulnerable groups (immigrants, disabled or imprisoned persons). The French 'Plan for the prevention of illiteracy' (2010) focus on early literacy acquisition ([10]). The main aim of the Norwegian strategic plan, 'Make Space for Reading!' (2003-2007) ([11]), was to improve reading skills and the motivation to read among children and adolescents, especially boys. It had a strong focus on local activities: schools and municipalities initiated several hundred large and small projects for teaching reading at all levels, providing literature, and encouraging reading and the use of school libraries.

([5]) Spanish Act on Reading, Books and Libraries (June 22, 10/2007): http://www.boe.es/boe/dias/2007/06/23/pdfs/A27140-27150.pdf

([6]) Skaitymo skatinimo programa, http://www.skaitymometai.lt

([7]) http://www.okm.gov.hu/letolt/kultura/kulturalis_modernizacio_iranyai_061213.pdf

([8]) http://www.planonacionaldeleitura.gov.pt/

([9]) Plan de Fomento de la Lectura: http://www.mcu.es/libro/MC/PFL/index.html

([10]) http://www.education.gouv.fr/cid50953/presentation-plan-prevention-illettrisme.html

([11]) http://www.skolenettet.no/nyUpload/Moduler/Gi_rom_for_lesing/UDIR_MakeSpaceforReading.pdf

Most of the European reading promotion strategies are fairly recent (adopted after the year 2000). The Norwegian strategic plan was completed between 2003 and 2007. Some countries are still in the process of designing their reading strategies. For example, the Romanian 'Development of Reading Skills' programme is currently being piloted in seven counties. Based on its results, the National Programme for the Development of Reading Skills will be finalised and implemented from the 2011/12 school year. The Scottish Government has also recently (January 2010) made a policy commitment to produce a literacy action plan (Scottish Government, 2010). It is currently developing this in consultation with major stakeholders, including the Literacy Commission ([12]).

Some countries have abandoned the process of strategy development due to changes in government or government policies. Denmark has a report from the Committee set up to prepare the National Plan of Action for Reading ([13]) from the year 2000. Although most of the suggested actions have by now been implemented, no national plan was adopted. The Slovenian National Literacy Strategy ([14]), although adopted by three relevant councils of experts on education matters in 2006, was never adopted at governmental level and many actions, among them the establishment of the National Council for Literacy, were never implemented.

In Latvia, the Netherlands, Poland, Sweden and the United Kingdom reading promotion is a part of broader strategies on culture, language or skills development. The importance of reading in these strategies varies considerably. For example, Latvian strategies mention reading only in a few brief sentences whereas in Poland there is a long tradition of the specific promotion of reading within the framework of cultural policy, which is reflected in lengthy passages.

National bodies for reading promotion

There are several different types of national infrastructure to support reading in Europe. Many countries have a directly-funded, central or national body for reading promotion with an explicit mandate from the state. It can be a separate legal body, a part of a ministry or another organisation with a broader cultural role. In some countries, several influential organisations have a state mandate for reading promotion, while in others reading promotion is a task for the non-governmental sector.

The functions usually performed by national bodies for reading promotion include:

- coordinating efforts in the field of reading promotion, e.g. cooperating with public administrations, local organisations and libraries, schools of all kinds and levels, as well as with associations, foundations, and professionals in the publishing and book/reading promotion sectors;
- funding, developing, or implementing various literary events and programmes (for further information, see Section 3.4);
- encouraging the dissemination of the national literary heritage, e.g. distributing support for authors and translators, organising participation in international book fairs, managing bibliographical databases and distributing information on books published in the country.

In those countries where reading strategies, programmes or plans are adopted, national bodies are often created as a result of the strategy and are responsible for their implementation.

([12]) http://www.sptc.info/pdf/consultations/FinalLitComdraft1.5.pdf

([13]) http://www.uvm.dk/~/media/Files/Udd/Folke/PDF05/051101_national_handlingsplan_laesning.ashx

([14]) http://arhiv.acs.si/publikacije/NSRP.pdf

In some countries the national bodies for reading promotion also:

- develop library services;
- record, gather and publish information about reading promotion activities implemented in the country (usually on a designated website);
- instigate or run educational activities, research projects and conferences on reading.

Separate national bodies, whose main purpose is the promotion of reading, have been established in the Flemish Community of Belgium ([15]), Denmark ([16]), Greece ([17]), France ([18]), Italy ([19]), the Netherlands ([20]), Poland ([21]) and Norway ([22]). These not-for-profit statutory bodies were founded by the ministries responsible, usually as part of their reading promotion strategies or policies. For example, the National Book Centre of Greece was established by the Greek Ministry of Culture to design and implement national policy for the promotion of books and reading. The Centre's main priorities are fostering book reading in Greece, promoting and marketing Greek books abroad and recording activities in the sector. The French Anti-Illiteracy Agency promotes dialogue, and directs and coordinates the activities of the public authorities and other organisations in the field. In line with the guidelines set by the government, it determines the priorities to be established to combat illiteracy. In Denmark and Norway, reading centres mostly conduct research on reading and develop educational materials for teachers and parents.

There is a specific unit within the relevant ministry dedicated to reading promotion in the French Community of Belgium, Spain, France, Cyprus, Austria and Portugal. The Directorate for Literature and Books ([23]) in the French Community of Belgium supports various groups within the reading field including authors, illustrators, publishers and libraries. It also promotes reading, the French language and regional dialects. In Spain, there is a sub-directorate for the Promotion of Books, Reading and Spanish Literature within the Directorate General for Books, Archives and Libraries in the Ministry of Culture ([24]). Its role is the development of reading promotion programmes, the funding of promotional activities and the donation of books and journals to public libraries and other institutions. The Committee of Language in the Cypriot Ministry of Education and Culture provides guidance and suggestions for reading promotion in schools as well as working with libraries and organising book fairs; it even decides which books are appropriate for school libraries. In Austria, a 'Coordination Point LITERACY' ([25]) within the Ministry of Education is a steering body which co-operates with teacher training institutions and schools. It also works with other institutions and organisations which promote reading as well as implementing and supporting various literacy events, e.g. book fairs, book talks, library conferences, etc. The French National Reading Observatory ([26]) is a unit within the Ministry of Education which mainly supports language teaching at school, but also carries out research into the reading practices of adolescents and generally promotes reading. The Portuguese General

([15]) Flemish Reading Foundation: http://www.stichtinglezen.be/
([16]) National Centre for Reading: http://www.videnomlaesning.dk/ and Centre for Children's Literature: http://www.cfb.dk/
([17]) National Book Centre of Greece: http://www.ekebi.gr/
([18]) National Agency against Illiteracy: http://www.anlci.gouv.fr/
([19]) Book and Reading Centre: http://www.cepell.it/
([20]) Foundation Reading: http://www.lezen.nl/
([21]) Book Institute: http://www.instytutksiazki.pl/
([22]) National Centre for Reading Education and Research: http://lesesenteret.uis.no/
([23]) http://www.lettresetlivre.cfwb.be/
([24]) http://www.mcu.es/libro/index.html
([25]) http://www.literacy.at/
([26]) http://onl.inrp.fr/

Directorate for Books and Libraries (DGLB) ([27]) is a body under the aegis of the Ministry of Culture, which coordinates and implements an integrated policy for non-school books, libraries and reading. Besides units on books and libraries, it also incorporates the National Library (Évora Public Library) ([28]). It has a strong emphasis on the dissemination of Portuguese literature and the provision of support for Portuguese authors.

One of the most commonly used ways to promote books and reading amongst children and adolescents as well as adults, is traditionally through public libraries. Libraries generally provide access to a wide range of books, works of fiction, information and learning resources for the whole community. In their capacity as a neutral space open to a broad range of users, they assume a central role in the promotion of reading skills. The UNESCO and International Federation of Library Associations and Institutions guidelines for the development of public library services (IFLA/UNESCO, 2001) highlight the fact that libraries have a mission to facilitate access to information resources for individuals' personal development and to promote reading as a meaningful recreational activity. Accordingly, in several European countries, national libraries have a specific mandate from the state to coordinate reading promotion initiatives and plan reader development activities. The national libraries, or a specific unit within them, are the central bodies for reading promotion in Latvia and Lithuania. Martynas Mažvydas National Library of Lithuania ([29]) has been a national cultural centre of literacy and reading promotion since its establishment in 1919. The library currently manages the reading promotion strategy and a library rejuvenation project. It was in charge of the National Year of Reading in 2008. In the National Library of Latvia, the Children's Literature Centre ([30]) has a specific aim to promote reading and library services for children. On a smaller scale, the 'Media centre' ([31]) in the German-speaking Community of Belgium performs a similar role.

Libraries promote reading in society in many ways. A variety of programmes are carried out in, and through libraries, which aim to encourage children and adolescents to read and enjoy a wide range of fiction and non-fiction. They include reading competitions, book clubs, author visits and storytelling sessions. Moreover, libraries can facilitate family literacy activities through book fairs, festivals and similar events bringing together parents and children from a young age to read for pleasure (see examples of such initiatives in Section 3.4).

Reading promotion can be integrated into a wider programme of arts or cultural promotional activities. For example, the Swedish Arts Council ([32]) has a broader role to implement cultural policy. It distributes grants for reading promotion activities to municipalities, libraries, schools, and other organisations. It is the central body for the collection of statistics and for research and development in the cultural sphere, including libraries and reading promotion.

In some countries, several national or sub-national agencies are involved in the promotion of books and reading. In the United Kingdom, for example, there are a number of organisations with a strong state mandate. In Scotland, the Scottish Book Trust ([33]) is the leading agency for the promotion of literature, reading and writing in Scotland, while the Literature Forum of Scotland ([34]) fosters literary

([27]) http://www.iplb.pt/sites/DGLB/English/Pages/home.aspx
([28]) http://www.evora.net/bpe/
([29]) http://www.lnb.lt/
([30]) http://www.lnb.lv/en/for-librarians/consultative-work/the-childrens-literature-centre
([31]) http://www.mediadg.be/seiten/medienzentrum.html
([32]) http://www.kulturradet.se/
([33]) http://www.scottishbooktrust.com/
([34]) http://www.booksfromscotland.com/

heritage, the National Library of Scotland ([35]) is an 'information treasure trove' of Scotland's knowledge and the Scottish Library and Information Council ([36]) supports the library and information sector. Where a number of national agencies are responsible for the promotion of reading there is a risk of duplication of effort. The 2008 National Year of Reading's self evaluation report in England found a 'plethora of apparently overlapping and competing national services and initiatives provided by national organisations of the reading sector' (Reading for Life 2010, p. 74).

The attempts to promote reading risk being even more fragmented in federal states. Germany seeks to overcome these problems with a joint venture by the federal and state governments to create a portal ('Reading in Germany' ([37]) for the promotion of reading skills outside of school. The portal is administered by the German Institute for International Education Research (DIPF) ([38]) which has a broader remit to provide information on education at a national level.

There is no clear central coordinating body for the promotion of reading literacy in Bulgaria, the Czech Republic, Estonia, Ireland, Malta, Romania, Slovenia, Slovakia, Finland, Iceland, Liechtenstein and Turkey. Yet similar functions might still be carried out by several organisations, reading associations or library networks. For example, most European countries have non-governmental national reading associations ([39]), which support literacy professionals through a wide range of resources, disseminate research and information about reading, and encourage the lifelong reading habit. In Hungary and Slovenia, these voluntary associations are important coordinating bodies for reading promotional activities. In Ireland, local authority library services have a key role in promoting reading among all age groups and their work is co-ordinated nationally by the Library Council.

The next section highlights concrete examples of the different types of initiatives and programmes developed and implemented by the various coordinating bodies and organisations responsible for reading promotion.

3.4. Main programmes for promoting reading in society

In almost all European countries, major programmes exist for promoting reading in society. These programmes are largely funded by public sources and implemented in most parts of particular countries ([40]). They target different sections of the population and use a variety of approaches to promoting reading. Many of them have been developed in response to the outcomes of national and/or international surveys which revealed gaps in the reading skills of the population. The programmes are usually monitored and evaluated by their coordinating bodies. They are mostly ongoing programmes which have been continued in recent years due to their success in attracting a large number of participants.

Below are some examples of these reading promotion programmes. National experts were asked to present the five main programmes from their respective countries and these were subsequently classified according to the specific target group they addressed. Most countries have programmes in each of the categories; Finland is the only country where the majority of programmes focus more specifically on those with learning difficulties.

([35]) http://www.nls.uk/
([36]) http://www.slainte.org.uk/slic/slicindex.htm
([37]) http://www.lesen-in-deutschland.de/
([38]) http://www.dipf.de/
([39]) See http://www.reading.org/General/LocalAssociations/EUROCouncil.aspx
([40]) The complete list of main programmes is presented in the Annexes.

It should be noted that many countries have other similarly important programmes which could not all be presented here. The list of programmes is not exhaustive. It is rather intended to present an overview of some of the major initiatives carried out in Europe for fostering reading achievement and encouraging reading for pleasure. In addition, in a number of countries important local or regional bottom-up initiatives can be found which are also not presented here as it would exceed the scope of the study.

Among the main programmes for promoting reading in European countries, there are a large number **targeting the whole population**. Some of them use advertising campaigns and other means to promote reading. For example, the '2008 National Year of Reading' in the United Kingdom (England) was a national campaign, involving the collaboration of organisations across the sector, aimed at developing a reading culture in the country, promoting reading in the family and beyond, and helping to build a nation of readers. Wales also had its own 'National Year of Reading 2008'. In Italy, an awareness raising initiative was carried out in 2009 *(Leggere è il cibo della mente: passaparola!)* to highlight the importance of reading for knowledge, growth and personality development. The campaign was promoted through television and radio commercials, advertisements in the press and on the web as well as billboards.

Another main feature of programmes targeting the whole population is their focus on the promotion of books, for example through national events, as in the case of annual Hungarian 'National Book Week and Children's Books Days'. It combines a series of events where readers are informed about recently published books, meet authors and discuss the year's works. Similarly, the 'Vilnius Book Fair' is an important cultural event in Lithuania bringing together readers, authors, librarians, publishers, book traders and other specialists to discuss books and the meaning of reading in society. Books are, moreover, being promoted through book clubs which are widespread for example in Greece and Cyprus. In Poland, too, around 600 'Discussion Book Clubs' have been established since 2007 which aim to create communities of readers who enjoy reading and discussing literature.

As mentioned in the previous section on national policies on reading promotion, a number of countries aim to encourage reading among the whole population through public library use. In Austria, for example, during a week-long campaign ('Austria Reads. Meeting-point Library') libraries draw attention to the pleasures of reading by hosting a number of events such as public readings, literary tours, book exhibitions and other cultural activities. Similar programmes also take place in Liechtenstein ('Public Relation Activities of the National Library') and Portugal ('Promote Reading in Public Libraries'), both offering workshops, literature courses and lectures, exhibitions, performances, concerts, library tours etc. to create wide publicity for reading and public libraries.

Among the latter programmes, some aim to improve library services and make them more attractive to the whole population by developing library infrastructure as well as upgrading the skills of library staff. An example of these kinds of programmes can be found in Spain ('Promotion of Public Libraries'). Its main objective is to construct and modernise buildings, facilities and equipment of state public libraries in order to make them more comfortable and attractive, and to make it easier for citizens to get closer to culture, leisure, education and information. In Italy, the 'National Library Service' has been developed. It combines almost 4 000 public libraries, local bodies, universities, schools, academies and private and public institutions into a cooperative system based on a national network. As a result, although Italian libraries are autonomous, they are joined together through the shared catalogue of the collections held by participating libraries in the network.

Several other countries are implementing programmes involving the modernisation of their library systems through ICT, such as Poland ('Library +') and Lithuania ('Libraries for Innovation'). In Scotland, a

course leading to a 'Diploma in the Application of ICT in Libraries: Supporting Reader Development' has been implemented to provide a qualification in ICT to library staff. This qualification is intended to ensure that the 'reader development' skills of library staff are appropriate for supporting people to take advantage of the reading opportunities now available through recent advances in technology.

As with programmes targeting the whole population, there are a large number of programmes specifically **targeting children and adolescents**. They often take an interactive approach whereby children engage in reading activities and afterwards discuss and compare them and vote for their favourite book. This is, for example, the case in Latvia ('Children's Jury') and the Netherlands ('Judgement and Taste Development'). The aim of such programmes is to promote critical reading skills in children and adolescents, show respect for their opinions and choices, and stimulate a joy of reading among them. In some other countries such engagement programmes take the form of competitions and games. The former is the case, for example, in Romania, where in the framework of 'Literature Circles', competitions are taking place to promote reading for leisure purposes among children and adolescents. An example of the latter type of programme involving play and games can be found in Liechtenstein *(Lesesäcke / Leseweg / Lesewurm – Quartett)*. Children receive a pass and stamps for every book they read. Additionally, playing cards have been designed with biographical information on authors, and they are given to children as a prize for having read a certain number of books.

Reading promotion programmes directed at children and adolescents often make use of information and communication technologies (ICTs). An example of this kind of approach is a programme implemented in Estonia entitled 'Reading is fun' which aims to motivate children to read in their leisure time. Children freely choose the books they want to read and afterwards discuss and exchange ideas about them online. A similar programme in Italy *(Laboratori)* offers a series of online activities and workshops for children and adolescents to promote books, library use and a reading culture around works of fiction and non-fiction.

Yet another set of programmes relies on the work of volunteers for promoting reading among children and adolescents. This is the case, for example, in the French programme 'Lire et faire lire'. It aims to develop a joy of reading through inter-generational cooperation, i.e. by having volunteers aged over 50 spend some of their free time with small groups of children in recreation centres, nurseries, libraries, etc. and reading for and with them. In a programme in Portugal ('Reading Hour in Paediatric Hospitals'), volunteers provide books and read to children in paediatric hospitals, who are temporarily removed from school and family, to develop their reading for pleasure and general reading habits.

Programmes for promoting reading among children and adolescents are also implemented through public libraries and their cooperation with schools. In Denmark, for example, the 'National Reading Campaign for School Children' aims to encourage children's joy of reading by having libraries organise different kinds of reading competitions in collaboration with local schools. The participating classes form teams and the whole class supports the team throughout the local, regional and national rounds of the tournament. In a Czech programme ('I am already a Reader – A Book for the First-Grader'), teachers register children in the first year of school for library membership and for taking part in various reading promotion activities such as meetings with authors, book exhibitions, discussions, performances, etc. The children who participate in these activities receive a book specially written for this purpose at a ceremonial event. Another example can be found in the form of a programme in the German-speaking Community of Belgium *(Leselotta Karotta)*. Here a doll that lives in the public library 'writes' a letter to all pupils who are in first year of primary school and who are learning to read and to write. The pupils are encouraged to write back and become pen pals with the doll. At the end of the school year, the pupils are invited to visit their pen pal in the library to see its 'home' among the books.

As highlighted in the literature review, parents' literacy activities with their children are crucial for their reading development. Accordingly, a large number of programmes for reading promotion **target families** as a whole. The most noteworthy family literacy programmes are book gift programmes such as 'Bookstart' (across all parts of the United Kingdom ([41]), which provide free packs of books to every baby or child, and help parents to inspire, stimulate and create in children a love of reading and establish foundations for their early literacy and later learning. Such programmes can also be found for example in Belgium (German-speaking Community), Denmark, Latvia and the Netherlands. In some countries, Bookstart programmes are complemented by other activities. For example, in Latvia and in the Netherlands they include excursions for the whole family to public libraries. In the United Kingdom, book gifting programmes aim to inspire a love of reading by giving free books and guidance materials to all children at key stages of their development. The schemes are long-term and progressive, starting with Bookstart for babies, toddlers and pre-school children, 'Booktime' for children shortly after they start school, and 'Booked Up' for children in their first year of secondary school. The 'Letterbox Club' is for children in local authority care.

Similarly, a number of family literacy programmes put a particular emphasis on reading aloud to children. They can be found, for example, in the Czech Republic ('Every Czech Reads to Kids') and in Poland ('The Whole of Poland Reads to Children'). Both programmes are based on the idea that reading aloud in a friendly atmosphere is an effective way of both supporting children's emotional, psychological and intellectual development as well as forming a habit of reading that can continue into their adult life. In both cases, not only are parents encouraged to read to their children, but there are also actors, singers, writers, sports persons, politicians, etc. who come into schools, libraries, bookshops and hospitals and read different books to children. The Polish programme, on the other hand, is embedded in a larger campaign, which complements the home reading activities with media initiatives and the involvement of kindergartens, schools, local communities and libraries.

Other family literacy programmes focus entirely on helping parents with literacy support strategies for their children by providing training courses. For example, in Malta, activities of the 'Wider Community Initiatives' include meetings, seminars and other learning activities for parents to help them understand the needs of their child when encountering difficulties in literacy development. In the Portuguese programme 'Reading+ Gives Health', doctors advise parents during paediatric consultation on reading and appropriate books, and explain how reading can be important for the child's development.

In some European countries, there are initiatives among the main programmes for reading promotion that **address specific population groups**. They focus, for example, on the needs of immigrant children and adults to learn the language of the host country and to read fluently in it, as is the case in the German-speaking Community of Belgium *(Multikulturelles Deutschatelier)*, in Cyprus ('Promotion of Literacy') and in Finland ('Reading Literacy Training for Adult Immigrants'). Other programmes target families from low socio-economic backgrounds, for example in France *(Association de la Fondation Étudiante pour la Ville)* where student volunteers support socially disadvantaged families whose children are having difficulties at school to develop a culture of reading, writing and learning. In a similar programme in Slovenia ('Reading for knowledge and pleasure'), professional mentors help less educated parents and their children with literacy education. In Turkey, a gender specific programme can be found which addresses literacy training specifically for girls and women who live in poverty and have low educational attainment.

In other programmes, reading promotion is being connected to popular activities in order to reach children and adults with literacy problems. For example, an initiative that can be found in the United

([41]) In the United Kingdom (Scotland), in 2010, the book gift scheme 'Bookstart' has been renamed 'Bookbug'.

Kingdom (England) is 'Playing for Success'. It aims to contribute to raising educational standards of lower achieving pupils, especially in literacy and numeracy, within professional sports clubs' grounds and sporting venues. In Scotland, too, a programme with the title 'SPL (Scottish Premier League) Reading Stars' aims to use the motivating power of sport, in this particular case professional football, to attract families who need support with literacy in a positive and friendly environment.

The programmes targeting specific groups also include those for children and adults with learning difficulties. Such programmes can be found for example in Finland ('Reading Literacy Service Point') and Malta ('Reading and the Dyslexic Learner'). There are also programmes dealing with illiteracy by organising awareness raising, prevention and education activities. They can be found for example in Liechtenstein ('Illiteracy – Reading and Writing Difficulties') and in Turkey ('National Campaign Support for Education').

Conclusions

Engaging in reading activities outside the formal learning environment of schools is crucial for the development of successful readers. A considerable proportion of learning to read and reading to learn activities takes place outside the formal teaching context. Therefore, in attempting to improve the levels of reading literacy in Europe, it is important not only to address the teaching of reading in schools, but also to support the general reading culture.

European countries invest a great deal of effort into promoting reading. Numerous reading encouragement programmes are implemented, both as bottom-up initiatives and as state-supported actions. National bodies for reading promotion have been established in many countries to coordinate and fund actions in the field. Several countries have adopted specific strategies for reading promotion. In others, encouragement of reading is often a part of broader strategies on culture, language or skills development.

Reading literacy development starts at home in the family. Parental literacy activities with children are fundamental to the development of early literacy skills. International surveys indicate that children, whose parents read books with them, tell stories, teach the alphabet or play word games, etc., have higher reading levels than those children with whom nobody engages in such activities at home. Many family literacy programmes in European countries therefore provide advice and training for parents, most of them emphasising the importance of reading aloud to children. Research evidence shows, however, that reading aloud to children is not sufficient. Effective parental literacy programmes should also help parents learn how to teach their children specific literacy skills as well as encouraging them to listen to their children read aloud.

Access to books from an early age and a large choice of reading material in later school years are crucial for becoming a proficient reader. Children and adolescents should have a range of suitable reading material available at home. Accordingly, some of the most common family literacy programmes in European countries are book gift schemes, starting with book packages for newborn babies. But adolescents, too, need a variety of reading options, both in school and at home. This holds especially true for adolescent boys, who are often less attracted to fiction than girls and may have lower reading levels. However, specific programmes targeting boys are rare among the major reading promotion programmes in Europe. Investments in school and public libraries, in terms of modernisation of infrastructure, broadening the range of materials held and the types of services offered are examples of the more usual efforts to increase the variety of reading opportunities.

Those who enjoy reading usually read more frequently, thus further improving their reading skills and getting even greater pleasure from reading. This self-reinforcing nature of reading literacy may be a powerful tool for social inclusion. The promotion of reading as a meaningful recreational activity is therefore a major aim of most national strategies and programmes.

Many reading promotion initiatives take the form of literacy activities which may largely attract those who are already interested in reading. Events such as book fairs, voting for a favourite book, meetings with authors, public readings and discussions in book clubs are more likely to cater for the needs of already active readers. However, survey results indicate that approximately one quarter of pupils in the fourth grade in Europe never read a novel or short story. It is evident that these sections of the community, who have lower literacy levels, and are probably not participating in many of the existing reading programmes, require a special focus. Although this is happening in some countries, these types of programmes need to become more widespread to extend the benefits of reading and ultimately of educational and employment opportunities to the less advantaged sections of society.

GENERAL CONCLUSIONS

Reading literacy is of crucial importance in our knowledge-based society and economy. However, international surveys clearly indicate that pupils' reading levels in reading need to be improved in many countries. Indeed, teaching reading and how to help pupils improve their reading skills is a very challenging task. Education decision-makers and teachers of reading have a critical role to play in raising the reading literacy levels of young people in Europe. However, to be most effective, their efforts should be part of broader strategies addressing wider issues.

Reading difficulties are accounted for many factors which stem from both inside and outside the school system. According to international surveys, family background in terms of socio-economic status, parents' level of education, and having to learn the language of instruction as a second or additional language, all have significant effects on pupils' level of reading attainment. The gender dimension too is an important factor in accounting for differences in reading scores between pupils, with girls performing consistently better than boys. Other factors which impact on the acquisition of reading skills arise from structural characteristics of education systems. National changes in PISA scores between 2000 and 2009 can be explained by system changes such as postponing the age at which pupils are streamed into different educational paths or tracks, increasing exposure to national testing or a widening of the socio-economic gap between schools.

These more general aspects should be kept in mind when trying to make clear recommendations about which approaches work best in improving reading literacy skills. It is usually the case that a combination of factors, which may be peculiar to a specific education system and tradition, operate together to bring about improvement. However, this study has shown that lessons can be learned from the findings of international surveys and research, and general principles for the successful teaching of reading skills can be formed which, if put into practice, can make a strong contribution to improving attainment in this area. The conclusions below will highlight the key issues for further discussion and indicate where new research or policy development is needed in order to raise reading achievement levels and improve the motivation of children and young people in Europe to read more.

Improving reading instruction and reading engagement

Academic research on teaching reading is now very advanced and indicates which general approaches and specific teaching methods can provide high-quality reading instruction. With some reservations, one can say that the curricula (or steering documents) established at central level in European countries reflect this body of knowledge relatively well in terms of both cognitive aspects and reading engagement. This comparison, however, is limited in some respects, since the extent to which the teaching of reading is framed in national curricula differs between countries due to national traditions of teacher autonomy as well as differences in the wider educational context. The absence of detailed guidelines on a specific area of practice in steering documents does not imply that a particular practice does not occur in the classroom. Teachers often translate broad goals into their classroom teaching strategies using a variety of materials such as model syllabuses, schemes of work or textbooks. However, before addressing content issues, it is worth reflecting on the level of detail and degree of clarity in national curricula since this may also have an influence teaching quality.

Too rigid curricular guidelines on what pupils are supposed to know at various given stages might hinder teachers from providing the tuition most appropriate to their pupils' needs. On the other hand, broad goals specified for the end of a level of education might result in a lack of focus on the common

competences that all pupils should achieve. Finding the right balance between detailed and broad guidelines seems to be a recurrent concern in education policy to which no absolute or definitive answers can be provided. Policy movements in opposite directions can be observed. For instance Poland has recently lightened its curricular guidelines in order to provide teachers with more autonomy. In contrast, Denmark, the Netherlands and Sweden have just introduced more detailed objectives for basic skills, including reading, into their general goal-oriented guidelines.

Cognitive aspects in reading instruction

All curricula contain guidelines for pre-primary teachers requiring or recommending that they start developing the emergent literacy skills which lay the foundations for learning to read in primary school. Most curricula for younger and primary level children underline the various competences that contribute to the fluent decoding of written text.

In their steering documents for primary and lower secondary levels, all countries have assigned objectives relating to reading comprehension, which is a crucial area of reading instruction. The vast majority of primary and lower secondary curricula contain some processes or strategies aimed at enhancing pupil comprehension. However, although research strongly supports the combined use of several strategies, only one third of countries includes a broad range of five or six key strategies for enhancing pupil's reading comprehension in their steering documents for the primary level. Moreover, two of the higher-level skills in reading comprehension, i.e. the ability of pupils to self-correct misunderstandings and reflect on their own reading practices, are referred to in only approximately half, and one third, of primary curricula respectively. At lower secondary level, the occurrence of recommendations in steering documents for teachers to cover a wide range of comprehension strategies, or references to the higher-level comprehension skills mentioned above, are rarer than at primary level.

Reading engagement

Besides cognitive aspects, reading engagement is also a crucial element in becoming a good reader. Frequent practice of reading improves reading ability. As a pupil’s range of literary experiences expands and comprehension improves, they are, in turn, motivated to read more. Pupil engagement in leisure-time reading is an important factor behind individual differences in reading achievement. Findings from PISA 2000 and 2009 suggest that pupil engagement in reading has the potential to balance the reading achievement differences between boys and girls or between students from various social backgrounds.

Offering a diverse choice of reading materials to pupils is an important way to encourage their motivation to read, particularly for those beyond the initial stages and ready to read to learn. Most curricula underline the importance of developing pupils’ pleasure and interest in reading and support the use of a broad range of books and other written materials in reading instruction. The general trend is to encourage teachers to use a wide range of fiction and non-fiction as well as non-book material such as magazines and newspapers, rather than rely solely on a traditional canon of literary texts.

Reading engagement also needs to be supported, perhaps most importantly, outside school. Although learning to read is one of the key activities in primary education, many reading related activities take place outside the formal teaching context. Promoting reading activities in the home, and creating a general environment where reading is valued, are both very important factors in producing high-level readers. A plethora of large-scale state-funded programmes exist in Europe which promote reading

either across the whole of society or in particular sections. However, many reading promotion initiatives take the form of literacy activities which may largely attract those already interested in reading. Targeted programmes for groups with low literacy levels, or for boys, appear to be rare. Moreover, there is little focus on multimedia literacies among the main programmes for promoting reading in European countries, despite their increasing significance in pupils' lives. Initiatives to raise motivation for and engagement in reading still mostly focus on fiction books.

Parental literacy activities with children are fundamental to the development of early literacy skills. Many family literacy programmes in European countries therefore provide advice and training for parents, most of them emphasising the importance of reading aloud to children. Research evidence shows, however, that reading aloud is not sufficient. Effective parental literacy programmes should also help parents learn how to teach their children specific literacy skills as well as encouraging them to listen to their children read aloud.

Tackling the difficulties experienced by struggling readers

Addressing learning difficulties in reading is a widespread educational concern in Europe. Latest international surveys in reading point to significant numbers of low achievers both among fourth grade pupils at primary level (PIRLS 2006) and 15-year-old students (PISA 2009). The issue of struggling readers is a much greater problem in some countries than in others. In this context, the EU Member States have established a benchmark which calls for the proportion of 15-year-old low achievers in reading to be reduced to under 15 % by 2020 ([1]).

High quality reading instruction is likely to yield benefits to all pupils, including struggling readers. Nevertheless, it is crucial to tackle the difficulties experienced by pupils at various stages of learning to read by using appropriate teaching and assessment methods, specific interventions and targeted programmes.

When pupils face reading difficulties and low achievement, there are a number of factors relating to the home and family background that may contribute to the problem. High-quality teaching, including the adoption of a research-oriented perspective, can help mitigate these factors. However, according to PIRLS 2006 data, the view that pupils will overcome reading difficulties as a natural result of increased maturity, resulting in a 'wait and see' strategy, is still widespread. It is particularly evident in Belgium (French Community), Italy, Latvia, Luxembourg and Austria and suggests a need for renewed efforts in initial education and continuing professional development that will lead to more proactive methods to support struggling readers.

Individual or small-group intensive and targeted interventions can help overcome various types of difficulties in mastering basic reading skills or developing reading comprehension. Implementing these interventions often requires additional support staff to work within the classroom. However, the current provision of professional support to help teachers deal with struggling readers raises some issues, in terms of both availability and degree of specialisation in reading instruction. According to PIRLS 2006, an additional staff member was available to work in a classroom alongside a teacher, at least sometimes, for approximately 44 % of pupils in the EU. However, these numbers include a teacher-aide or other adult who often lack specific training in reading difficulties. Reading specialists were never available to work in-class for 75 % of fourth grade pupils. Indeed, in only eight European countries are there policies in place to have professional staff specialised in teaching reading to help

([1]) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020). OJ C 119, 28.5.2009.

pupils with reading difficulties in class or in school. In the other countries, other kinds of professional staff such as speech therapists or (educational) psychologists provide support to teachers, sometimes inside the classroom but most commonly outside of the classroom and school.

The effectiveness of professional support may also be limited because of the lengthy and complex procedures involved in organising it. A considerable amount of time may elapse from when a pupil has been identified with reading difficulties until support measures become available. However, timely and early intervention is crucial when tackling reading difficulties, especially since these difficulties have an impact on learning in most subjects not only on the language of instruction.

Formative assessment by teachers is a fundamental aspect of reading instruction. It is a very efficient tool to help determine where to focus subsequent attention and for addressing reading difficulties. However, the latest PIRLS results raised some concerns regarding the diagnostic skills of teachers. They highlighted that teachers tended to slightly underestimate the number of pupils who needed extra help compared to the actual numbers of struggling readers according to the PIRLS achievement scale.

Such findings call for more effort to be made to provide teachers with the specific knowledge base and tools for assessing pupils in their reading acquisition. The inclusion of achievement scales for reading in national curricula, which at present can be found in the curricula of a limited number of countries, could be a useful practice in this respect. This single assessment tool, shared by all teachers, could assist teachers of reading as it helps improve consistency across year groups and between schools in terms of defining key literacy milestones and, in some cases, stating when these milestones should be reached by pupils. Furthermore, among the successful initiatives reported by countries for helping struggling readers were various teaching methods and materials designed to identify individual pupils' difficulties and measure their progress. Such initiatives could also be very helpful elsewhere if they were readily accessible and systematically used.

A stimulating learning environment for reflective teachers

A key aspect in reading instruction is teachers' ability to adopt the stance of research-oriented practitioner towards reading difficulties. Therefore, teachers need to receive appropriate initial training which provides them with solid foundations in educational research and methodology. In particular, coupling the development of theoretical knowledge with field experience appears to be very effective in reconstructing any prior beliefs inconsistent with effective reading instruction, such as attributing reading difficulties solely to home background. PIRLS data confirm that the emphasis on areas relevant to teaching reading during initial teacher education is correlated with good practice in terms of reading instruction. In a majority of European countries, teacher education is framed by central guidelines which refer to the preparation of prospective teachers to teach reading. Countries with no central guidelines on this matter also report that higher education institutions include modules or courses related to reading instruction. Considering the importance of initial education for teachers of reading, existing practices or policies such as employing teachers without formal certification, developing alternative employment-based training paths, or not making practical training a requirement, need to be monitored carefully.

Continuing professional development (CPD) also has a fundamental role to play in helping teachers to adopt research-oriented and reflective practices. According to academic research findings, the forms of CPD that are more likely to promote lasting and positive changes involve a long-term perspective and provide opportunities for teachers to reflect on their own work. In addition, they attest to the

benefits of sharing knowledge between teachers, leading to a collective approach to improving reading instruction. However, according to the TALIS data, the most common form of CPD for teachers teaching reading-related subjects is the short, one-off course, workshop or conference. On average in the EU, a minority of teachers reported participating in research-oriented, knowledge-sharing or peer-learning activities.

How to promote more effective CPD in the area of reading instruction is a challenge for the future. This study has revealed practices occurring in some countries which might be useful for reflecting on this challenge. For example, continuing professional development is encouraged by linking it to career advancement and salary increases; CDP activities are included in national strategies to improve reading skills and national coordinating bodies have been established to support these strategies; opportunities exist for teachers to undertake post-graduate courses to qualify as reading specialists; teachers are encouraged to undertake small-scale action-research projects which have significant potential in improving their teaching practices; and, finally, examples of good practice exist in the area of teacher networking, such as the sharing of knowledge and skills on effective teaching as well as exchanging information on activities used in high-performing schools.

Adolescent readers

A key issue for further investigation arising from the study is how to teach more advanced reading skills to adolescents. At lower secondary level in particular, technical and specialist vocabulary vary according to subjects, as well the patterns of language critical to understanding. According to curricular guidelines in a majority of countries, all subject teachers at lower secondary level are responsible for improving the reading ability of their pupils. However, it is unclear if this principle is supported by sufficiently strong foundations. For example, cross-curricular reading instruction suggests that all prospective teachers, regardless of subject area, should receive some training in teaching pupils to read. At this time, only France, Sweden and the United Kingdom provide initial teacher education institutions with recommendations for teaching reading that apply to teachers of subjects other than the language of instruction.

Further research is needed to understand more about how engagement with ICT may exert a positive influence on children and adolescents' reading proficiency. Given the increasing popularity of online reading among adolescents, including electronic media in the reading curriculum might play an important part in promoting their interest in reading. Indeed, a vast majority of curricula mention the use of digital texts for reading instruction. However, although the integration of digital competences in teaching reading as well as in other subjects is well stated in central curricula, if it is to be implemented effectively, new developments in terms of teacher training might be required. For instance, central guidelines for initial teacher education institutions often address the theoretical and practical knowledge in the use of ICT without referring to subject-specific skills. Given its potential effect on reading motivation and, in turn, on improving the reading abilities of young people, decision-makers might want to take further steps to ensure that teachers have sufficient knowledge and skills to integrate the new media into their reading instruction.

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This review of the main issues surrounding the learning and teaching of reading and, in particular, national policies to improve reading achievement and promote reading in society, has identified several crucial areas where education decision-makers could intervene. These include improving the knowledge and skills of teachers delivering reading instruction, providing them with enough support to identify and tackle reading difficulties; ensuring that all subject teachers, not only those teaching the language of instruction have sufficient grounding in the theory and practice of teaching reading; and promoting reading outside school, in the wider environment, in order to encourage pupil engagement in reading, especially among boys.

Some countries are already addressing some or all of these issues, either because they have an education system which operates in a culture geared to promoting equity in educational outcomes and/or because they have taken targeted measures to raise standards in reading literacy. However, this study has shown that reading literacy is influenced by a range of interrelated factors and, to be successful in raising reading literacy levels amongst children and young people in Europe, there should be a combined approach to addressing all the key issues highlighted in this report.

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GLOSSARY

Country codes

EU-27	European Union
BE	Belgium
BE fr	Belgium – French Community
BE de	Belgium – German-speaking Community
BE nl	Belgium – Flemish Community
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
IE	Ireland
EL	Greece
ES	Spain
FR	France
IT	Italy
CY	Cyprus
LV	Latvia
LT	Lithuania
LU	Luxembourg
HU	Hungary
MT	Malta
NL	The Netherlands

AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK	The United Kingdom
UK-ENG	England
UK-WLS	Wales
UK-NIR	Northern Ireland
UK-SCT	Scotland
EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IS	Iceland
LI	Liechtenstein
NO	Norway
Candidate country	
TR	Turkey

Statistical code

: Data not available

International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ([1]) distinguishes seven levels of education.

ISCED 97 LEVELS

Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least three years.

ISCED 1: Primary education

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry.

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6: Tertiary education (second stage)

This level is reserved for tertiary studies that lead to an advanced research qualification (Ph.D. or doctorate).

([1]) http://unescostat.unesco.org/en/pub/pub0.htm

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				Within classroom support						
	wait	s.e.	homework	s.e.	work individually	s.e.	different speed	s.e.	help other students	s.e.
EU-27	32.9	1.19	55.6	1.08	87.0	0.90	64.6	1.23	59.9	1.31
BE fr	**53.3**	4.02	**37.1**	3.87	**73.2**	3.27	**79.6**	2.80	53.2	3.46
BE nl	**42.9**	3.99	**44.3**	3.81	86.8	2.86	**75.9**	3.25	**75.9**	3.73
BG	37.5	4.10	**96.5**	1.78	**97.7**	1.37	63.6	4.32	55.1	4.6
DK	32.5	3.64	**30.7**	3.94	83.5	2.61	**44.2**	3.92	**34.7**	4.16
DE	**25.3**	3.53	62.7	5.11	**80.5**	3.26	**70.8**	3.07	**69.0**	3.9
ES	**25.4**	3.74	**79.4**	3.21	87.0	2.84	65.4	3.64	**36.6**	3.88
FR	**41.4**	3.60	**23.4**	3.07	82.3	2.87	**78.0**	3.15	58.5	3.5
IT	**47.9**	3.85	**72.0**	3.56	**91.8**	2.19	**75.6**	3.14	**82.9**	3.15
LV	**90.5**	1.92	**80.1**	3.20	82.9	2.95	**75.9**	3.35	56.6	3.22
LT	**48.8**	3.54	**75.1**	2.95	**97.6**	1.04	**76.1**	3.21	54.7	3.63
LU	**43.0**	0.21	**48.1**	0.19	**72.8**	0.17	**80.4**	0.15	**46.7**	0.18
HU	32.8	4.33	**78.9**	3.14	**98.0**	0.90	**74.6**	3.35	56.6	4.14
NL	**18.3**	3.06	55.4	4.37	**94.3**	1.91	**44.0**	4.17	**81.7**	3.28
AT	**44.8**	3.73	**69.2**	2.85	86.3	2.41	**77.9**	2.66	61.4	3.31
PL	**14.3**	3.18	54.9	3.83	**99.2**	0.56	**74.5**	3.46	**47.1**	4.33
RO	36.1	3.84	**90.3**	2.85	**95.9**	1.88	65.8	3.64	66.9	3.68
SI	**11.3**	2.13	53.8	3.27	**96.6**	1.13	**72.8**	2.93	53.9	3.09
SK	**24.3**	3.27	**28.8**	3.34	**95.5**	1.44	**82.2**	2.37	53.6	3.85
SE	30.1	3.32	**78.5**	3.50	90.5	2.54	**38.0**	3.67	**34.6**	3.41
UK (1)	34.2	4.02	**38.6**	3.97	**77.9**	3.43	**25.1**	3.97	53.4	4.59
UK-SCT	**17.1**	3.65	**68.1**	4.01	**91.5**	1.92	**10.7**	2.70	**44.8**	4.72
IS	**26.4**	0.36	**77.3**	0.31	**78.7**	0.28	**25.6**	0.33	**16.9**	0.32
NO	**24.2**	3.21	**30.8**	3.38	**96.3**	1.16	**28.2**	3.88	**17.6**	4.01

Source: PIRLS, IEA.

UK (1): UK-ENG/WLS/NIR

Values that statistically significantly (p<.05) differ from EU mean are indicated in bold. S.e. indicates standard errors.

Explanatory note

The table lists teacher answers to a question 'What do you usually do if a student begins to fall behind in reading?'

a) I wait to see if performance improves with maturation (column 'wait')

b) I spend more time working on reading individually with that student (column 'work individually')

c) I have other students work on reading with the student having difficulty (column 'help other students')

g) I assign homework to help the student catch up (column 'homework')

Table indicates the percentages of pupils whose teachers answered 'yes' to the sub-question. The answers were not mutually exclusive.

'Different speed' column lists the percentages of pupils whose teachers chose 2nd option to a question 'Which of these best describes how you use reading instructional materials for students at different reading levels?'

(1) I use the same materials with all students because all students are at the same reading level

(2) I use the same materials with students at different reading levels, but have the students work at different speeds

(3) I use the same materials with all students regardless of reading level and have students work at the same speed

(4) I use different materials with students at different reading levels

For standard errors see the appendix available on
http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Appendix Section 2.2 / Table 1: Significant correlations between 'taught reading' index and other variables, in participating EU-27 countries, 2006

	Questions	*Correlation*
Organise pupils	Create mixed-ability groups	**0.19**
	Use individualised instruction for reading	**0.21**
	Pupils work independently on an assigned plan or goal	**0.17**
	Pupils work independently on a goal they choose themselves	**0.16**
Teaching	Teach or model different reading strategies for pupils*	
	(for example, skimming/scanning, self-monitoring)	**0.24**
	Teach pupils strategies for decoding sounds and words*	**0.25**
	Teach pupils new vocabulary systematically	**0.18**
	Help pupils understand new vocabulary in texts they are reading	**0.15**
	Ask pupils to answer reading comprehension questions in a workbook or on a worksheet about what they have read	**0.17**
	Ask pupils to write something about or in response to what they have read	**0.23**
	Ask pupils to answer oral questions about or orally summarize what they have read	**0.15**
	Ask pupils to do a project about what they have read (e.g., a play or art project)*	**0.22**
	Give a written quiz or test about what they have read*	**0.14**
	Ask pupils to identify the main ideas of what they have read	**0.15**
	Ask pupils to compare what pupils have read with experiences they have had	**0.20**
	Ask pupils to compare what pupils have read with other things they have read*	**0.21**
	Ask pupils to make predictions about what will happen next in the text they are reading*	**0.15**
	Ask pupils to make generalizations and draw inferences based on what they have read*	**0.27**
	Ask pupils to describe the style or structure of the text they have read	**0.18**
	Take or send the pupils to a library other than the classroom library	**0.15**
	Assign reading as part of homework (for any subject)	**0.14**
Materials	Use textbooks	**0.19**
	Use reading series (e.g., basal readers, graded readers)*	**0.17**
	Use children's newspapers and/or magazines	**0.16**
	Use materials written by pupils	**0.17**
	Give pupils to read short stories	
	(e.g., fables, fairy tales, action stories, science fiction, detective stories)	**0.20**
	Give pupils to read poems	**0.22**
	Give pupils to read plays	**0.14**
Assessment	Assess pupils' performance in reading by multiple-choice questions on material read	**0.18**
	Assess pupils' performance in reading by oral questioning of pupils	**0.15**
	Assess pupils' performance in reading by meeting with pupils to discuss what they have been reading and work they have done	**0.16**
	Use assessment to adapt the instruction	**0.16**
	Use assessment to provide data for national or local monitoring	**0.20**
	Use portfolios (collection of samples of pupils' work, a reading log, etc.) a part of the assessment of pupils' progress in reading	**0.18**
	Meet or talk individually with the child's parents to discuss his/her progress in reading	**0.31**
	Send a progress report on the child's reading home to his/her parents	**0.18**
Professional development	In-service training that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)*	**0.26**
	Read books/ journals on teaching in general*	**0.19**
	Read books/ journals on teaching reading*	**0.32**
	Read children's books*	**0.18**

Source: IEA, PIRLS 2006 database.

* Correlations by participating education systems are listed in Table 2 in the Annexes.

Explanatory note

The original Likert scales were reversed so that increasing values indicate more frequent answers. The scale was not reversed in questions 'assign reading as part of homework' and 'in-service training' as it was already the correct direction.

The comparisons are based on statistical significance testing on p<.05 level. This means that the probability of making a false statement is set at less than 5 %.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php

Appendix Section 2.2 / Table 2: Significant correlations between 'taught reading' index and other variables, by education system, 2006

	Professional development				Teaching approaches							
	Read books/ journals on teaching reading	Read books/ journals on teaching in general	Read children's books	In-service training on reading	Teach reading strategies	Compare reading with other things they have read	Quiz or test about reading	Reading material: series	Teach decoding strategies	Do a project about what pupil's have read	Ask to make predictions in the text	Make generalisations and draw inferences
EU	**0.32**	**0.19**	**0.18**	**0.26**	**0.24**	**0.21**	**0.14**	**0.17**	**0.25**	**0.22**	**0.15**	**0.27**
BE fr	**0.20**	**0.18**	**0.18**	0.13	**0.17**	0.07	0.01	0.09	**0.19**	0.10	0.13	0.04
BE de	x	x	x	x	x	x	x	x	x	x	x	x
BE nl	**0.22**	0.09	**0.18**	**0.14**	**0.20**	**0.32**	**0.18**	0.07	0.05	0.08	**0.25**	**0.29**
BG	**0.36**	**0.21**	**0.17**	**0.21**	**0.21**	**0.18**	0.08	-0.01	**0.23**	0.14	**0.14**	**0.17**
CZ	x	x	x	x	x	x	x	x	x	x	x	x
DK	0.06	0.11	0.12	-0.03	0.07	0.04	**0.15**	0.06	0.11	0.01	0.05	0.07
DE	**0.24**	**0.20**	**0.14**	**0.28**	0.15	**0.21**	**0.13**	**0.29**	**0.17**	**0.34**	**0.17**	**0.16**
EE	x	x	x	x	x	x	x	x	x	x	x	x
IE	x	x	x	x	x	x	x	x	x	x	x	x
EL	x	x	x	x	x	x	x	x	x	x	x	x
ES	**0.28**	**0.34**	**0.15**	**0.29**	0.16	0.07	-0.01	0.16	0.10	**0.26**	**0.17**	0.10
FR	**0.20**	0.13	0.07	0.13	**0.15**	0.07	0.09	-0.11	0.09	0.04	-0.04	0.00
IT	**0.32**	0.11	**0.36**	**0.31**	**0.17**	**0.28**	0.09	0.14	**0.18**	**0.22**	**0.24**	**0.38**
CY	x	x	x	x	x	x	x	x	x	x	x	x
LV	**0.27**	**0.28**	**0.15**	**0.25**	**0.23**	**0.17**	**0.28**	**0.20**	0.13	**0.27**	0.13	0.12
LT	**0.27**	**0.21**	**0.19**	**0.24**	**0.14**	**0.18**	**0.14**	**0.25**	**0.19**	**0.15**	**0.24**	**0.15**
LU	**0.19**	**0.17**	**0.10**	**0.10**	**0.15**	**0.13**	**0.09**	**0.15**	**0.09**	**0.19**	**0.09**	**0.16**
HU	**0.17**	**0.18**	0.12	0.16	0.03	**0.19**	0.04	-0.06	**0.16**	0.04	0.00	-0.03
MT	x	x	x	x	x	x	x	x	x	x	x	x
NL	**0.23**	**0.23**	0.04	0.15	0.01	0.01	0.06	**0.21**	0.10	0.07	0.09	0.09
AT	**0.19**	**0.16**	0.07	0.10	**0.13**	**0.14**	**0.15**	**0.21**	0.12	0.09	**0.17**	**0.27**
PL	**0.20**	**0.19**	**0.16**	**0.23**	**0.17**	0.14	0.14	0.00	0.08	**0.18**	0.10	**0.16**
PT	x	x	x	x	x	x	x	x	x	x	x	x
RO	**0.31**	**0.25**	0.14	0.12	0.16	0.12	**0.15**	**0.18**	**0.27**	**0.23**	**0.21**	**0.17**
SI	**0.33**	**0.28**	**0.17**	**0.18**	**0.28**	**0.13**	**0.20**	-0.02	**0.23**	0.05	0.11	0.11
SK	0.09	0.08	0.02	-0.05	0.07	0.12	0.12	0.09		**0.16**	**0.14**	0.04
FI	x	x	x	x	x	x	x	x	x	x	x	x
SE	0.09	-0.06	0.07	-0.01	**0.25**	0.11	**0.18**	**0.22**	**0.17**	0.04	0.06	0.05
UK-ENG/WLS/NIR	**0.23**	0	**0.25**	0.04	0.08	0.11	0.01	-0.08	0.00	-0.04	0.13	**0.17**
UK-SCT	0.16	**0.18**	0.05	0.02	**0.23**	**0.18**	0.02	0.08	0.10	0.15	0.16	0.08
IS	**0.26**	**0.11**	**0.11**	**0.11**	**0.09**	**0.16**	**-0.19**	**0.04**	**0.30**	**0.03**	**-0.06**	**0.09**
LI	x	x	x	x	x	x	x	x	x	x	x	x
NO	**0.28**	**0.27**	0.14	**0.33**	0.03	**0.18**	**0.20**	**0.21**	0.07	**0.16**	0.17	0.12
TR	x	x	x	x	x	x	x	x	x	x	x	x

Source: IEA, PIRLS 2006 database

x Countries that did not participate in the study

Explanatory note

Values that are statistically significant (p<.05) are indicated in bold. Only those variables that yield significant correlations with 'taught reading' index in minimum 10 studied education systems are listed.

The original Likert scales were reversed so that increasing values indicate more frequent answers. The scale was not reversed in question 'in-service training' as it was already the correct direction.

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Appendix Section 2.2 / Table 3: Perceived impact of attending CPD activities, by type, among teachers teaching reading, writing and literature at ISCED2 level, by education system, 2008

	Courses	Conferences	Qualification programmes	Observations	Network	Research	Mentoring		Courses	Conferences	Qualification programmes	Observations	Network	Research	Mentoring
EU								**LU**	x	x	x	x	x	x	x
BE fr	x	x	x	x	x	x	x	**HU**	3.36	3.1	3.58	3.08	3.21	3.43	3.31
BE de	x	x	x	x	x	x	x	**MT**	2.84	2.76	3.67	2.95	2.89	3.32	2.77
BE nl	2.55	2.35	2.92	2.4	2.58	2.82	2.47	**NL**	x	x	x	x	x	x	x
BG	3.02	3	3.18	2.97	3.21	3.17	3.22	**AT**	2.88	2.61	3.29	2.7	2.76	3.33	2.91
CZ	x	x	x	x	x	x	x	**PL**	3.15	2.91	3.45	3.03	3.26	3.42	3.09
DK	3.27	3.19	3.81	3.13	3.33	3.46	3.1	**PT**	3.04	2.88	3.31	2.86	3	3.38	3.34
DE								**RO**	x	x	x	x	x	x	x
EE	3.09	2.87	3.31	2.87	3.13	3.31	2.97	**SI**	2.98	2.94	3.06	2.96	2.72	3.28	2.9
IE	3.04	3.01	3.54	3.11	2.98	3.32	2.99	**SK**	2.93	2.94	3.15	2.71	2.98	3.09	2.98
EL	x	x	x	x	x	x	x	**FI**	x	x	x	x	x	x	x
ES	2.92	2.88	3.04	3.04	3.04	3.32	3.02	**SE**	x	x	x	x	x	x	x
FR	x	x	x	x	x	x	x	**UK**	x	x	x	x	x	x	x
IT	x	x	x	x	x	x	x								
CY	x	x	x	x	x	x	x	**IS**	x	x	x	x	x	x	x
LV	x	x	x	x	x	x	x	**LI**	x	x	x	x	x	x	x
LT	3.19	3.08	3.24	3.26	3.15	3.25	3.18	**NO**	3	2.9	3.54	2.83	3.03	3.51	2.99
LU	x	x	x	x	x	x	x	**TR**	2.75	2.81	3.06	3.38	2.97	3.37	3.11

Source: OECD, TALIS 2008 database x Countries that did not participate in the study

Note: Scale from 1 to 4 (no impact, a small impact, a moderate impact, a large impact).

For standard errors see the appendix available on http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Appendix Section 1.4 / Initiatives for tackling reading difficulties: examples of good practice provided by national experts, 2009/10

Belgium – French Community

- External pupil assessment without certification *(Évaluation externe non certificative)*

  Every three years, external assessments without certification on competences to be developed in the field of reading/writing are organised for pupils of the 2nd and 5th years of primary education and 2nd and 5th years of secondary education. It allows teachers to analyse the performance of their students, and then use the didactical tools developed to solve the issues highlighted by the overall results.

  http://www.enseignement.be/index.php?page=24755

- Tools to assess competences in the field of reading *(Des outils pour l'évaluation des compétences dans le domaine de la lecture)*

  Assessment tools in different subjects are put at the disposal of schools. They indicate the type of tasks that have to be proposed to the pupils and the level expected at a given moment in the studies. Teachers can use these tools like they are or draw their inspiration from them to build their own assessments to measure the progress of their pupils and to understand their difficulties, in order to be able to adapt their approaches or to determine attainments.

  http://www.enseignement.be/index.php?page=24345

Belgium – German-speaking Community

- Project of the Greater Community Burg Reuland (*Projekt der Großgemeinde Burg Reuland)*

  In collaboration with the specialised support staff from the Centre for Learning Support and the Information Centre for Dyslexia *(Beratungsstelle für LRS e.V., Aachen-BRD)*, pupils who have been identified by their teachers as having learning difficulties receive individual, targeted support. The support is adapted to every pupil's learning development. Pupils are supported in homogeneous ability groups outside the classroom during the regular school hours.

Belgium – Flemish Community

- The IQRA-project (IQRA-*Vlaanderen*)

  The project intends to diminish or prevent learning arrears with allochtone children. The focus is also on mastering the instruction language.

  http://www.bredeschoolhetkeerpunt.be/index.php?section=1&page=27

- Digibib (ADIbib)

  This project of the NGO 'Die-'s-Lekti-kus' tackles the limitations in written communication of pupils with a normal intelligence. These pupils can function well at all levels of education if they are supported by the use of compensating tools. This project wants to offer these tools to these pupils. Two objectives are central: the development and refining of technical tools and making available of digital books via a digital library; and the training and increasing of the expertise of teachers and care takers to make the use of the tools possible by pupils and teachers

  http://www.letop.be

Czech Republic

- DYS-Centrum Association of the Czech Republic *(Dys-Centrum Česká republika)*

  The activities of the centre are focused on specific learning disabilities, especially on helping children with dyslexia. It cooperates with teachers and other educational staff in different places in the country.

  http://www.dyscentrum.org/

- Step by Step programme – Start together *(Začít spolu)*

  The programme introduces methods of work in pre-primary education and primary schools that make an individualised approach to teaching pupils possible.

  www.sbscr.cz

- Reading and Writing for Critical Thinking *(Čtením a psaním ke kritickému myšlení)*

  Reading workshops, which encourage pupils, including those facing reading difficulties, to read are carried out in some schools both at primary and lower secondary level of education by teachers trained in the 'Reading and Writing for Critical Thinking programme'.

  http://www.kritickemysleni.cz/aktuality.php

Denmark

- E-reading in school *(E-læsing i skolen)*

  The project implements reading and writing technology for dyslexic pupils in primary and lower secondary schools in the municipality of Holbæk. It aims to ensure that dyslexic pupils are able to attend school under the same conditions as other pupils.

- Word proposal programme for dyslexic young people *(Ordforslagsprogram for unge ordblinde)*

  IT-support in the form of a specific word proposal programme that helps improving spelling and writing among dyslexic pupils.

Germany

- Reading survey including a tripwire test *(Leseuntersuchung mit dem Stolperwörter-Test* – LUST-1*)*

  The survey analyses individual reading difficulties by use of a tripwire test and tries to improve reading in class by promoting a 'reading culture'.

  http://www.agprim.uni-siegen.de/lust/

- Start Reading – Reading initiative for Germany *(LESESTART – Lese-Initiative für Deutschland)*

  The aim is to strengthen the training, further training and continuing development of reading disseminators.

  http://www.lesestartdeutschland.de/

- LEKOLEMO – Programme for fostering reading literacy and reading motivation *(Förderung von Lesekompetenz und Lesemotivation)*

  The programme integrates tasks pertaining to the reading dimensions 'detecting information' and 'reflection and interpretation'. It explicitly aims at fostering reading motivation.

  http://bieson.ub.uni-bielefeld.de/volltexte/2009/1513/

Ireland

- Paired reading

  Practice involving a weak reader being paired with another reader to read together with the purpose of improving reading skills.

  www.education.gov.ie

- Junior Certificate School Programme (JCSP) reading initiatives including Drop Everything and Read, Word Millionaire and Make a book

  Programme for pupils in danger of early school leaving. Many have literacy and numeracy difficulties and therefore a whole school approach to literacy is promoted.

  http://jcsp.slss.ie/

- Junior Certificate School Programme – Library Demonstration Initiative

  Grants given to a number of disadvantaged schools with the purpose of setting up or expanding the school library.

  http://jcspliteracy.com/library.php

Greece

- Screening pupils with learning difficulties – Creation and standardisation of Twelve Assessment Tools (Porpodas 2008) *(Εξετάζοντας μαθητές με μαθησιακές δυσκολίες 'Κατασκευή και Στάθμιση 12 Διερευνητικών – Ανιχνευτικών Εργαλείων' (Πόρποδας 2008))*

Spain

- Literacy for everyone *(Lectoescritura para todos)*

  The initiative aims at promoting and developing reading literacy skills in pre-primary and primary education, and in particular amongst the at-risk population with difficulties to communicate orally.

  http://www.educacion.es/cide/espanol/publicaciones/colecciones/innovacion/colinn011/colinn11pc.pdf

- National Awards for Research and Educational Innovation *(Premios de Investigación e Innovación Educativa)*

  One of the focuses of the award is on difficulties in reading. As an example, recently, a winner of one of these awards for innovation has been the initiative 'Literacy for everyone'.

  http://www.educacion.es/cide/jsp/plantilla.jsp?id=conviei

- PROA-Reinforcement, Guidance and Support Plan *(Programas de Refuerzo, Orientación y Apoyo)*

  It aims at improving pupils' academic performance through direct or individual support measures or by providing resources to the schools. It is organised in two types of programmes: 1) School Monitoring Programme, aimed at improving school perspectives of pupils with difficulties (including in reading) in the last cycle of primary education and first grades of lower secondary education. 2) Support and Reinforcement Programme in Secondary Education, aimed at providing schools with supplementary resources that allow them to develop a comprehensive improvement of their educational action.

  http://www.educacion.es/educacion/comunidades-autonomas/programas-cooperacion/plan-proa.html

France

- Personalised program for educational success *(Programme personnalisé de réussite éducative)*

  Pupils who are at risk of not reaching the necessary competences at the end of a cycle are supported by personalised actions, particularly in French, mathematics and other languages, to achieve the knowledge and competences that are required.

  http://eduscol.education.fr/cid50680/les-programmes-personnalises-de-reussite-educative-ppre.html

- Jump-start *(Coups de pouce)*

  Intensive programme of assistance for beginning readers (1st grade) every day after school. It aims to establish dialogue between parents and schools, strengthen parents' confidence in their capacities as educators, and strengthen children's confidence in their capacity to succeed.

  http://www.coupdepoucecle.fr/

- To read and make read *(Lire et faire lire)*

  Programme aiming at developing a joy of reading through intergenerational solidarity, with volunteers aged above 50 spending some of their free time with small groups of children in recreation centres, nurseries, libraries, schools etc. and reading for and with them.

  http://www.lireetfairelire.org/LFL/

Italy

- I care – Learning Communicating Acting in an Educational Network *(Imparare Comunicare Agire in una Rete Educativa)*

  The project is dedicated to school and social integration problems of disabled pupils. It aims at fostering, in schools and at every educational level, systematic actions and training activities for teachers and school heads with a focus on crucial aspects of integration policy.

  http://archivio.pubblica.istruzione.it/dgstudente/icare/presentazione.shtml

- New Technologies and Disabilities *(Nuove Tecnologie e Disabilità)*

  The project foresees seven independent but coordinated actions aimed at integrating special education teaching with new technology resources in order to support learning and inclusion of disabled pupils in school.

  http://archivio.pubblica.istruzione.it/dgstudente/disabilita/ntd/allegati/studio_fattibilita.pdf

- E-Inclusion

  Through this project 110 schools, selected by a special board, are financed for integration initiatives in favour of pupils in risk areas and pupils with disabilities. Each school is supported in purchasing specific hardware and software.

  http://archivio.pubblica.istruzione.it/dgstudente/disabilita/e_inclusion/presentazione.shtml

Cyprus

- Functional Literacy Programme *(Programma Alfavitismou)*

  The programme aims at reducing school failure and prevention of school drop-out and social exclusion by developing pupils basic skills, including reading skills, reinforcing ability for personal expression, judgment and communication as was their self-image.

Latvia

- Websites created by Forum of Ideas *(Ideju Forums)*

  Websites providing many children's books in audio as well as written versions, as well as rhymes, riddles, tongue twisters, etc. The resources are free of charge, and many schools use the site for development of reading efficiency of their pupils.

  www.pasakas.net; www.skazki.com

- Cabinet of Ministers' Regulations No 335 (adopted 6 April 2010): 'Regulations on content and procedure of state centralised tests' *(Ministru Kabineta 2010. gada 6. aprīļa noteikumi Nr. 335 'Noteikumi par centralizēto eksāmenu saturu un norises kārtību')*

  The Regulations provide support measures for pupils with special educational needs, including pupils with reading difficulties, during the state tests. In addition, teachers are obliged to find methods that help their pupils to develop reading efficiency.

  http://izm.izm.gov.lv/upload_file/Normativie_akti/MK335_06042010.PDF

Lithuania

- National reading promotion programme *(Nacionalinė skaitymo skatinimo programa)*

  The objectives of the programme are to support financially different reading projects and sub-programmes, to develop professional skills of reading promotion and education specialists, to support cross-sectoral and cross-institutional cooperation, to develop a monitoring system of reading needs, scope and skills.

  http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=287765&p_query=&p_tr2=)

- Utena municipality pedagogical psychological service-PPS *(Utenos pedagoginė psichologinė tarnyba)*

  Specialists from PPS work with pupils with reading difficulties on a regular basis.

  http://www.ppt.utena.lm.lt/index.php?option=com_content&view=article&id=95&Itemid=55

Luxembourg

Data not available

Hungary

- Continuous discussion of reading development in programmes funded by the Ministry of National Resources, Research Institute for Linguistics of the Hungarian Academy of Science *(Eszmecsere az olvasásfejlesztésről a Nemzeti Erőforrás Minisztérium és az MTA Nyelvtudományi Intézete által finanszírozott programokban)*

  The New Pedagogical Review, Education, Language Arts Pedagogy, the various University Presses, e-journals and the local and regional conferences are all actively involved in educating those not familiar with reading difficulties and offer theoretical or research based papers on reading development and remediation.

- Pedagogical Counsellors Offices *(Nevelési Tanácsadók)*

  Initiatives and programmes of the Organisation of Pedagogical Counsellors and the local, regional Counsellor Offices draw attention to disorders and the need to explore treatment options. A good example is the Ferencváros District Pedagogical Counsellor Group that offers information to parents about causes and treatments for remediation.

  http://www.fernevtan.hu/szolgaltatasok/fejlesztes.htm

- Peto Institute, Budapest *(Pető Intézet, Budapest)*

  The Peto Institute of Hungary is an internationally known institution that helps motor disabled children between 2 and 17 years of age to integrate into society. Their comprehensive programmes offer help with many disabilities; their work includes care for reading development as well.

  http://peto.hu/

Malta

- Identifying 'at-risk' children, Whole School Approach to reading literacy/Core competences, Complementary Education (Remedial Education)

  Teachers are supported to identify pupils encountering difficulties by means of checklists. The aim is to identify pupils with reading difficulties at an early stage, and to give them the specific support required without having to wait for any formal assessment.

- Supporting the child in the class

  Complementary teachers offer regular support both in- and outside the classroom to help pupils encountering difficulties.

- Supporting dyslexic students at transition

  Teachers provide support to dyslexic children moving from primary to secondary school to cope with the extensive demands of secondary school.

The Netherlands

- Masterplan Dyslexie

  The Masterplan's activities aim at identifying reading problems and dyslexia and providing guidance to pupils with dyslexia in all schools for primary, special and secondary education. Quick and adequate counselling is the general aim.

  www.masterplandyslexie.nl

- Dr. Moomers Prize

  The Dr. Moomers Prize is for schools which work hard and with good results to improve the quality of their reading and language education, and which stimulate other schools to improve the quality of their reading and language education.

  www.mommersprijs.nl

- Foundation Reading and Writing *(Stichting Lezen en Schrijven)*

  The Foundation has as objective to draw attention to literacy related problems, to stimulate discussion about these problems and to contribute to their alleviation.

  http://www.lezenenschrijven.nl/

Austria

- Criteria-based individualisation in (initial) reading instruction (*Kriteriengeleitete Individualisierung im (Erst)Leseunterricht* – KIL)

  Individualising the process of learning how to read by use of a set of criteria each student has to reach.

- Computer aided reading programme for struggling readers *(Diagnose- und Therapiesoftware für Lese- und Rechtschreibschwäche)*

  Computer programme for diagnosis and remediation for poor readers at secondary level. Teachers trained in the use of this tool can identify the reasons for reading problems and offer individualised help.

  http://www.celeco.de/

- School for reading, Tyrol *(Schule des Lesens, Tirol)*

  Initiative of the school board in the Tyrol to support reading programmes at secondary level for struggling readers and for teaching reading literacy in general. The website offers downloadable material and online exercises. The team also organises CPD programmes for schools.

  http://www.legimus.tsn.at/sdl/index.html#schule_des_lesens.html

Poland

- Spelling competition – Great Painting of Spelling *(Konkurs Ortograficzny Wielkie Malowanie Ortografii)*

  The competition aims at showing adults pupils' problems with reading and writing (esp. spelling and dyslexia), to promote new teaching methods and inspire teachers to prepare their own didactic projects.

  http://www.ptd.edu.pl/aktualnosci/wielkie_malowanie_ortografii

- Day of free speech therapy diagnosis (*Dzień Bezpłatnych Diagnoz Logopedycznych* – DBDL)

  The action aims to provide easy access to professional diagnosis for persons with speech impediments, disseminate speech therapy related knowledge and consultation, and solving problems related to verbal communication.

  http://www.logopeda.org.pl/en/dbdl.php

Portugal

- School Libraries Network Programme *(Rede de Bibliotecas Escolares)*

  Providing school libraries in all schools allows remedial work and access to different kinds of books and other equipments.

  http://www.rbe.min-edu.pt/

- National Reading Plan *(Plano Nacional de Leitura)*

  Governmental initiatives to promote reading habits and many initiatives promoting family reading at home in articulation with schools.

  http://www.planonacionaldeleitura.gov.pt/

- National Plan for the Teaching of Portuguese *(Programa Nacional do Ensino do Português)*

  It aims to improve the teaching of the Portuguese language in the first four years of schooling (first cycle of *Ensino Básico*), especially concerning reading comprehension and oral and written communication. One teacher is selected from each applicant school to be trained in the higher education institution for one year. In the next year this teacher will replicate the training to a group of teachers in his/her school.

  http://sitio.dgidc.min-edu.pt/linguaportuguesa/Paginas/PNEP.aspx

Romania

- Literature circles (*Cercuri de lectură*)

  Activities aimed at increasing pupils' interest in reading, for leisure purposes, no matter the context in which it takes place (both in- and outside schools) in all cycles of education.

  http://www.anpro.ro/html/index.php?pag=cercuri&stanga=meniu_cercuri&dreapta=c_dreapta&nrcrt=3

- National Programme for the Development of Reading Skills *(Programul Național pentru Dezvoltarea competențelor de lectură)*

  The main objective is to promote reading in all environments (both in- and outside schools) for all pupils in school education.

  http://www.edu.ro

- Development of key skills – A premise to social inclusion. A FSE project. *(Dezvoltarea competentelor cheie – premisa a incluziunii sociale)*

  The project has the objective to improve key competences in primary education with the creation/testing/piloting and implementation of an integrated educational programme with a view to increasing the quality of education at system level.

  http://www.edu.ro/index.php/articles/c935/

Slovenia

- Programme for children with reading difficulties at the public primary school Osnovna šola Dravlje, Ljubljana *(Program za otroke z bralnimi težavami v javni osnovni šoli Dravlje, Ljubljana)*

  The objective is to improve pupils' reading skills through learning new words with diverse word games, short focus and comprehension exercises, and reading interesting literature. Once a week they practice quick reading and monitor individual advancement.

Slovakia

- Educational and psychological counselling *(Pedagogicko psychologické poradenstvo)*

  Assistance is given to pupils with dyslexia, dysorthography and problems in joining sounds into syllables. It is based on cooperation among class teachers, parents and the counselling service.

- Roma assistant teachers *(Rómsky asistent učiteľa)*

  They help classroom teachers in their work with Roma pupils to overcome difficulties resulting from a socially disadvantaged environment and to help these children achieve skills at basic reading literacy level, in particular by bridging between the Roma and Slovak language.

Finland

- Part-time special-needs education *(Osa-aikainen erityisopetus)*

  It is given to pupils who have mild learning or adjustment difficulties and who need special support, either in a small group or individually. The aim is to support pupils effectively at an early stage in order to prevent difficulties in other subjects too and during later schooling.

- Remedial teaching *(Tukiopetus*)

  A form of differentiation characterised by individual tasks, individualised use of time, and guidance and counselling. Remedial teaching starts as soon as learning difficulties are observed so that the pupil does not lag behind in his/her studies.

- Niilo Mäki Institute *(Niilo Mäki Instituutti)*

  The institute functions as a unit in multidisciplinary research and development work for learning disabilities. The area of operation is centralised in the prevention of the youth from dissociating with their educational responsibilities as early as possible.

  www.nmi.fi

Sweden

- Swedish National Agency for Education website *(Skolverket webbplats)*

  The website collects project ideas and presents them in a teacher-friendly way to make results available to all interested teachers.

  http://www.skolverket.se/

United Kingdom – England, Wales and Northern Ireland ([1])

- England – Every Child a Reader (ECaR)

  This is not a single intervention, but a model for the delivery of different interventions in the early years of primary education (age 5 to 7). Wave 1, for all children, provides high quality classroom teaching that develops speaking and listening skills and phonological awareness and uses a systematic phonic programme. Wave 2, for children just below national expectations at age 6, provides additional support through small group intervention programmes delivered by a teaching assistant. Wave 3, for children who are struggling at age 6, provides Intensive one to one support delivered by a teacher or a teaching assistant who has undertaken additional training for teaching children with reading difficulties. The most intensive Wave 3 intervention is Reading Recovery (see next entry).

  http://nationalstrategies.standards.dcsf.gov.uk/node/224811

([1]) United Kingdom (England, Wales and Northern Ireland): The reference date for the information is 2009/10 up to 31 March 2010.

- England, Wales and Northern Ireland – Reading Recovery (RR)

  Reading Recovery is a reading intervention that identifies the lowest attaining five and six-year-olds and aims to provide help before problems become consolidated. Selected children receive daily half-hour one-to-one lessons from a specially trained teacher, who provides highly responsive instruction tailored to the needs of each child. Reading Recovery is an intervention that has been used in a number of centrally and locally based initiatives in England and other parts of the UK since it was first introduced to the UK from New Zealand in 1990. It is currently a key element of the ECaR programme in England (see previous entry). In Wales, central funding for Reading Recovery has ceased but it continues to be supported by some local authorities. In Northern Ireland, a programme of training for teachers in Reading Recovery ran from 1998 to 2006 and funding continues to be provided for each Education and Library Board to employ an officer trained in Reading Recovery, who is available to support schools and teachers in each board area.

  http://www.everychildachancetrust.org/ecar/index.cfm

- England – Reading by Six – how the best schools do it

  The schools inspectorate, Ofsted, has identified 12 primary schools as examples of good practice. In these schools virtually every child learns to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities. Ofsted found that the success of these schools is based on a determination that every child will learn to read, underpinned by a very rigorous and sequential approach to developing speaking and listening and to teaching reading, writing and spelling through systematic phonics. Each school demonstrates a high degree of consistency and commitment to the chosen approach to teaching reading in which the leadership of the head teacher and the subject leader for literacy are key elements.

  http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2010/November/Reading-by-six-how-the-best-schools-do-it-Ofsted

- Wales – learning support assistants in Welsh-medium education

  The use of learning support assistants (LSAs) (also known as teaching assistants), to support teachers in the classroom is widespread in Wales. The schools inspectorate (Estyn) has highlighted an example of good practice in the use of LSAs in a Welsh-medium school where nearly all pupils come from homes where Welsh is not the first language. The LSAs, who are funded from the school budget, provide pupils identified as having a reading delay of a year with one to one support for 15 to 20 minutes three times a week. These sessions provide pupils with opportunities to practise and reinforce their oracy skills as well as develop their reading skills. Teachers and LSAs work very closely together to plan and assess pupils' work and progress and to maintain strong links with the other work that pupils do in the classroom.

  http://www.estyn.gov.uk/ThematicReports/best_practice_in_the_reading_and_writing_of_pupils_aged_five_to_seven_years.pdf

United Kingdom – Scotland

- West Dunbartonshire's Literacy Scheme

  Intensive programme of early intervention activity (in pre-primary school and the first two years of primary school) using a commercially published resource adopting a 'synthetic phonics' approach. It aims to optimise children's early grasp of phonemes and word recognition, and to promote reading for enjoyment and a positive attitude towards reading.

  http://www.nationalliteracytrust.net/policy/Scotinitiatives.html#eradicates

- North Lanarkshire Project: Active Literacy Pilot

  Programme aiming to ensure high expectations and high levels of literacy for all, with particular attention to ensuring the progress of pupils meeting difficulties in the early stages of reading development.

  http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/literacy/

- Literature Circles and Reading for Enjoyment

  Small groups of four to six children meet on a regular basis in class to discuss a book they are all reading. The approach promotes reading for enjoyment by harnessing the social networks that exist within the peer group.

  http://www.scotland.gov.uk/Publications/2005/11/SRLitCir

Iceland

- Beginning literacy *(Byrjendalæsi)*

  Beginning literacy is an interactive approach for teaching literacy in first and second grade. It integrates language arts, is inclusive, emphasises use of meaningful texts, collaboration, action learning and metacognition. In using this approach personal needs can be addressed within the classroom.

  http://www.unak.is/skolathrounarsvid/page/skolathroun_blbladid

- Screening as part of the nationally co-ordinated examination in grade 4 *(Skimun í samræmdum prófum í 4. bekk)*

  One part of the nationally co-ordinated examination in Icelandic in grade 4 is used to identify pupils with reading difficulties. No marks are given for this part, only a short comment that teachers can use to evaluate pupils' ability in reading.

- Audiobooks *(Hljóðbækur)*

  'Námsgagnastofnun' is a governmental institution that provides compulsory schools in Iceland with all kinds of educational materials. Pupils in compulsory schools that have reading difficulties can download audiobooks from the website of the institution, free of charge.

  http://www.nams.is/Languages/English-information/

Norway

- TRAS – Early Registration of Language Development *(Tidlig Registrering av Språkutvikling)*

  The project aims to prevent reading and writing disorders by identifying language problems in early years (in pre-primary education). It is a way of observing and working with children in a dynamic way.

  http://lesesenteret.uis.no/frontpage/
  http://lesesenteret.uis.no/kurs_og_boeker/boeker_og_hefter/article1989-588.html

- Reading Teacher project in Skedsmo Community *(Leselærerprosjektet i Skedsmo)*

  The project aims to train ordinary teachers to become reading teachers, based on an intervention reading programme.

  http://www.skedsmo.kommune.no/Hovedtema/Barnehage-og-Skole/

- National tests in reading basic skills at level 5 and 8 of primary and lower secondary education *(Nasjonale prøver i lesing, 5. og 8. Trinn)*

  The national tests are designed to provide information as to how far the pupils have acquired the basic skills in accordance with the learning objectives in the subject curricula.

  http://www.udir.no/

- Mapping tests in reading *(Kartleggingsprøver i lesing)*

  The purpose of the mapping tests is that the teacher/schools identify which pupils may need additional follow-up and adaptation. Mapping of basic skills in reading in grade 1, 2 and 3 in primary school is part of the follow-up of the individual pupil, and prevention of dropping out of secondary education.

Appendix Section 3.4 /Main programmes for promoting reading in society, as reported by national experts, 2009/10

Belgium – French Community

- Rage to read *(Fureur de lire)*

  Duration of programme: From 1991 – ongoing

  An annual reading event, mainly taking place in public libraries and bookshops, with the aim to promote reading through interviews with authors and illustrators, storytelling family walks, reading aloud to children, exhibits on comics, etc.

  Coordinating body / Website

  General service of letters and book *(Service général des lettres et du livre)*

  http://www.lettresetlivre.cfwb.be/ http://www.fureurdelire.cfwb.be/

- *Lectomaton*

  Duration of programme: Ongoing

  Lectomaton is a chain of reading to be shared all year long on the Internet. By recording itself via Webcam, mobile phone, camcorder, numerical camera, alone or with others, at home, on street, in a library, in a bookshop, reading an extract of text of its choice.

  Coordinating body / Website

  General service of letters and *book (Service général des lettres et du livre)*

  http://www.fureurdelire.cfwb.be/index.php?id=2826

- Small rage *(Petite Fureur)*

  Duration of programme: From 2006 – ongoing

  Small Rage is a competition organised by the French Community to encourage reading among children aged 3-13 and to promote authors and illustrators of Wallonie and Brussels.

  Coordinating body / Website

  General service of letters and book *(Service général des lettres et du livre)*

  http://www.fureurdelire.cfwb.be/index.php?id=1443

- Activities of public libraries *(Activités des bibliothèques publiques)*

  Duration of programme: Ongoing

  Public libraries organise a variety of events around the book, mentioned on the internet, among which are the following initiatives: Wandering words; Mikados books; Hour of the elder. Public libraries also use a bibliobus: a vehicle transformed to allow a book loan as well as a comfortable welcome of all visitors and readers.

  Coordinating body / Website

  General service of letters and book *(Service général des lettres et du livre)*

  http://www.bibliotheques.be/fr/homepage/ http://www.bibliotheques.be/fr/agendas/
  http://www.bibliotheques.be/fr/bibliobus/

- Brussels Book Fair *(Foire du livre de Bruxelles)*

  Duration of programme: From 1970 – ongoing

  The Brussels Book Fair is 'a platform for the promotion of the jobs linked to books, a sound box which encourages reading and stirs curiosity'. Next to the presentation of books, the conferences (for instance on the numerical book), reading by authors, animations (some aimed at schools) contribute to emphasize the book and reading.

  Coordinating body / Website

  Brussels Book Fair *(Foire du livre de Bruxelles (asbl))*

  http://www.flb.be/

Belgium – German-speaking Community

- Grow up with books *(Mit Büchern groß werden)*

  Duration of programme: From 1997 – ongoing

  Initiative aimed at highlighting the important role of books for children's development, and supporting parents to bring the joy of reading to their child's life. Parents receive information on the places in their vicinity where books can be borrowed and activities for reading promotion are offered.

  Coordinating body / Website

  Media centre of the German-speaking Community *(Medienzentrum der Deutschsprachigen Gemeinschaft)*

  www.medienzentrum.be

- The 'sponsors of reading' in the German-speaking Community *(Lesefreundschaften in der DG)*

  Duration of programme: From 2003 – ongoing

  Volunteers aged 10-75 years offer their time to read for and with groups of children, adults, disabled and elderly people in pre-primary schools, schools, nursing homes, libraries or at the occasion of special events.

  Coordinating body / Website

  Media centre of the German-speaking Community *(Medienzentrum der Deutschsprachigen Gemeinschaft)*

  www.medienzentrum.be

- Multicultural workshop of German *(Multikulturelles Deutschatelier)*

  Duration of programme: From 2007 – ongoing

  Project targeting specifically immigrant women with courses for promoting their language and reading skills.

  Coordinating body / Website

  Women's league *(Frauenliga)*

  http://www.frauenliga.be/

- Literary backpack *(Lesehits im Rucksack)*

  Duration of programme: From 2002 – ongoing

  Project in schools involving rucksack packed by libraries with age-appropriate books. The rucksack starts off in one school class and stays there for one month. Children read the books, discuss them, write comments about their favourite books and include these into the rucksack before it is sent to the next school class or to another school.

  Coordinating body / Website

  Media centre of the German-speaking Community *(Medienzentrum der Deutschsprachigen Gemeinschaft)* in partnership with libraries and the bus company (TEC)

  www.medienzentrum.be

- Charlotte plays with *(Leselotta Karotta)*

  Duration of programme: From 2005 – ongoing

  Project involving a doll that 'lives' in the library and writes a letter to primary school children starting to read and write. Children are asked to write back and become pen pals. At the end of the school year the pupils and classes are invited to visit their pen pal in the library to get to know its 'home' amidst the books.

  Coordinating body / Website

  Media centre of the German-speaking Community *(Medienzentrum der Deutschsprachigen Gemeinschaft)*

  www.medienzentrum.be

Belgium – Flemish Community

- Operational plan to increase literacy *(Stratisch Plan Geletterdheid Verhogen)*

  Duration of programme: From 2005-2011

  Operational plan to increase the literacy level of the whole population through scientific research, development of an instrument to screen literacy, promoting literacy at the workplace and in local social policy, financial support to the centre of basic adult education.

Coordinating body / Website

Department of Education of the Flemish Community

http://www.ond.vlaanderen.be/publicaties/eDocs/pdf/371.pdf

- Various programmes to promote reading culture of the national body for reading promotion *(Stichting Lezen)*

Duration of programme: From 1972 – ongoing

– Children's and Youths' Jury (*Kinderen- en jeugdjury*): is the biggest reading group in the country (www.kjv.be).
– Children's Book Week (*Kinderboekenweek*): is an annual festival for young readers (www.jeugdboekenweek.be).
– The Book Challenge (*Fahrenheit 451 en de weddenschap*): is a method for those over 15 years old in vocational and technical education (www.boekenzoeker.org, www.deweddenschap.be).
– Everybody reads *(Iedereen leest)*: inspires everyone to read! (www.iedereenleest.be)

Coordinating body / Website

Stichting Lezen: a national body for reading promotion

www.stichtinglezen.be

- Excuse me? *(Wablieft)*

Duration of programme: From 1984 – ongoing

Wablieft is the centre for clear and accessible language (focusing on adult literacy) with 3 main tasks: making an easy-to-read newspaper; advising companies on writing clearly and accessibly; and providing easy-to-read books for adults.

Coordinating body / Website

Stichting Lezen: a national body for reading promotion

www.wablieft.be

- Book.be *(Boek.be)*

Duration of programme: Ongoing

The organisation coordinates e.g. the Flemish Book Fair (www.boekenvak.be/boekenbeurs/loket/basisinfo) and the *Boekenbeestenbus*-Project (http://boekenbeesten.be). It represents the Flemish book sellers, importers and publishers. They organise campaigns in order to promote book selling, such as www.boekenvak.be, www.boekenbank.be, etc.

Coordinating body / Website

Stichting Lezen: a national body for reading promotion

www.boek.be

- LOCUS

Duration of programme: Ongoing

Organisation for support to libraries, local cultural and community centres. Organiser of The Library Week.

Coordinating body / Website

Stichting Lezen: a national body for reading promotion

www.locusnet.be

Bulgaria

- National Programme 'With care to each student' – Module 'Ensuring extra-training for students aimed at improving their achievements in the general education subjects' (*Национална програма „С грижа за всеки ученик" – Модул „Осигуряване на допълнително обучение за ученици, насочено към подобряване на техните постижения по основните предмети в училище"*)

Duration of programme: From 2008 – ongoing

The objectives of this module are:
– to provide possibilities for extra-training of children with problems in assimilating the educational contents;
– to foster motivation of teachers to work with the students taking in account their personal abilities and interests;
– to promote the application of innovative approaches in teaching and learning for children with different abilities.

Coordinating body / Website

Ministry of Education, Youth and Science

http://mon.bg/opencms/export/sites/mon/left_menu/projects/national_programs/2010pl8_s-grizha.pdf

- Be literate *(Бъди грамотен)*

  Duration of programme: From 2009 – ongoing

  A national campaign on the internet aiming to raise the overall literacy of young people through involving them in so-called literacy competitions.

  Coordinating body / Website

  Educational Portal – Akademika

  www.akademika.bg

- The Big Reading *(Голямото четене)*

  Duration of programme: From October 2008 to March 2009

  A national campaign on Bulgarian National Television, which gave opportunity to citizens to vote and select their favourite novel from Bulgarian and world literature. The aim was to raise public interest in reading.

  Coordinating body / Website

  Bulgarian National Television

  www.bnt.bg

Czech Republic

- Every Czech Reads to Kids *(Celé Česko čte dětem)*

  Duration of programme: From 2006 – ongoing

  Project supporting parents to read aloud to children in order to allow them to form reading habits that continue into their adult life. In addition to parents, actors, singers, writers, sportsmen, politicians, etc. come to schools, libraries, bookshops, hospitals and read books to children.

  Coordinating body / Website

  Celé Česko čte dětem, Non-profit organisation *(Celé Česko čte dětem, obecně prospěšná společnost)*

  http://www.celeceskoctedetem.cz/
  About the programme in English: http://www.celeceskoctedetem.cz/gb/

- Public Inquiry SUK – We all read *(Anketa SUK – Čteme všichni)*

  Duration of programme: From 1993 – ongoing

  Programme promoting reading and contemporary children's literature through a public inquiry in which children vote for their favourite book published in the previous year. It provides information for teachers and librarians on quality children's literature.

  Coordinating body / Website

  Comenius National Library of Education – a department of the Institute for Information on Education *(Národní pedagogická knihovna Komenského – divize Ústavu pro informace ve vzdělávání)*

  http://www.npkk.cz/

- I am already a Reader – A Book for the First-grader *(Už jsem čtenář – knížka pro prvňáčka)*

  Duration of programme: From 2009 – ongoing

  Programme in which first-graders attend a library and take part in various reading promotion activities (meeting with authors, book exhibitions, book discussions, etc.) in view of developing their reading skills from the start of school attendance, fostering reading habits and using public or school libraries as information sources.

  Coordinating body / Website

  Comenius National Library of Education – a department of the Institute for Information on Education. This project is supported by the Ministry of Education, Youth and Sports.

  http://www.npkk.cz/

- A Night with Andersen *(Noc s Andersenem)*

  Duration of programme: From 2000 – ongoing

  Initiative in libraries consisting of a night full of adventure, fairy tale reading, competition, games and surprise to promote children's interest in reading.

Coordinating body / Website

Association of Library and Information Professionals of the Czech Republic (*Svaz knihovníků a informačních pracovníků České republiky – SKIP*)

http://skip.nkp.cz/english/index_e.htm
About the programme in English: http://www.nocsandersenem.cz/english.html

- Growing with the Book *(Rosteme s knihou)*

Duration of programme: From 2005 – ongoing

Project addressing pre-school and school children with the aim of developing and deepening their positive attitude towards literature and books, increasing their literacy skills, improving their communication skills and broadening their overall cultural knowledge.

Coordinating body / Website

Association of Czech Booksellers and Publishers (*Svaz českých knihkupců a nakladatelů* – SČKN)

http://www.sckn.cz/
http://www.rostemesknihou.cz/
About the programme in English: http://www.svetknihy.cz/userdata/files/rsk_en.ppt

Denmark

- Bookstart *(Bogstart)*

Duration of programme: From 2009-2012

Programme focussing on the importance of early language stimulation. It supports parents to help their child develop early literacy competences by offering them a package of books, including CDs with music and reading.

Coordinating body / Website

Danish Agency for Libraries and Media *(Styrelsen for Bibliotek og Medier)*

http://www.bibliotekogmedier.dk/biblioteksomraadet/fokusomraader/boern/bogstart/
About the programme in English: http://www.bibliotekogmedier.dk/english/bookstart-program/

- Joy of Reading Programme *(Læselyst)*

Duration of programme: From 2008-2010

Programme aiming at encourage children's joy of reading through a broad range of initiative and activities, including kindergarten libraries, national reading campaigns for school children and literary activities for young people.

Coordinating body / Website

Danish Agency for Libraries and Media in cooperation with the Ministry of Culture, the Ministry of Education, and the Ministry of the Interior and Social Affairs *(Styrelsen for Bibliotek og Medier, Kulturministeriet, Undervisningsministeriet, Indenrigs- og Sundhedsministeriet)*

http://www.bibliotekogmedier.dk/biblioteksomraadet/fokusomraader/boern/laeselyst/
http://www.bibliotekogmedier.dk/emneord/emne/?tx_lfcategoriesfe_pi5%5BshowUid%5D=168&cHash=98eb4a4d1b

- Kindergarten Libraries – part of the Joy of Reading Programme *(Børnehavebiblioteker. Læselyst)*

Duration of programme: From 2008-2010

Kindergarten libraries contribute to the process of democratising children and parents' access to books and other material, as they provide all children with equal access to books and reading.

Coordinating body / Website

Danish Agency for Libraries and Media *(Styrelsen for Bibliotek og Medier)*

http://www.bibliotekogmedier.dk/biblioteksomraadet/fokusomraader/boern/boernehavebiblioteker/

- National Reading Campaigns for School Children – part of the Joy of Reading Programme *(Nationale kampagner for skolebørn. Læselyst)*

Duration of programme: From 2008-2010

Competitions and events, organised by libraries in collaboration with schools, to encourage children's joy of reading and give children the opportunity to be reading role models for their class mates.

Coordinating body / Website

Danish Agency for Libraries and Media *(Styrelsen for Bibliotek og Medier)*

http://www.bibliotekogmedier.dk/emneord/emne/?tx_lfcategoriesfe_pi5%5BshowUid%5D=168&cHash=98eb4a4d1b

- National Centre for Reading *(Nationalt Videncenter for Læsning)*

  Duration of programme: From 2006-2009

  Centre carrying out various projects aiming at gathering, generating and communicating knowledge about reading literacy.

  Coordinating body / Website

  National Centre for Reading *(Nationalt Videncenter for Læsning)*

  http://www.videnomlaesning.dk/frontpage.aspx

Germany

- Reading Foundation *(Stiftung Lesen)*

  Duration of programme: From 1988 – ongoing

  Events, campaigns and competitions organised by the Foundation to promote reading competences of the whole population.

  Coordinating body / Website

  Bund / *Länder*

  http://www.stiftunglesen.de

- Reading Promotion Forum *(Forum Leseförderung)*
  Initiative collecting studies, information and practical approaches to promote public discussion about reading promotion.

  Coordinating body / Website

  Landesbildungsserver Baden-Württemberg

  http://www2.schule-bw.de/foren/index.php?bn=lbs_lesefoerderung

- Teachers online *(Lehrer-online)*
  Initiative offering 'reading parcels' for school and class libraries, to support teachers in promoting reading as a cultural competence in a world of digital media.

  http://www.lehrer-online.de

- Reading in Germany *(Lesen in Deutschland)*

  Duration of programme: From 2005 – ongoing

  Website which collects, presents and regularly updates an overview of all the campaigns, projects, initiatives, actions and actors involved in promoting reading in every Land. The aim is to pool and disseminate this information widely in order to stimulate and support reading promotion.

  Coordinating body / Website

  German Institute for International Pedagogical Research (Deutsches Institut für Internationale Pädagogische Forschung – DIPF)

  http://www.lesen-in-deutschland.de

Estonia

- Reading is fun *(Lugemine on mõnus)*

  Duration of programme: From 2000 – ongoing

  Programme involving children discussing books online in order to promote a reading culture, develop literacy skills and the ability of analysis, include also children with hearing impairment and Russian speaking children, and combine reading with children's interest in computers.

  Coordinating body / Website

  Estonian Reading Association *(Eesti lugemisühing)*

  www.lom.edu.ee/

- Reading Nest *(Lugemispesa)*

  Duration of programme: From 2004 – ongoing

  Teachers are trained in storytelling and creating a reading environment that favours reading – a reading nest – to promote children's interest in reading.

Coordinating body / Website

Estonian Reading Association *(Eesti lugemisühing)*

www.lugemisyhing.ee/pesa/lugemispesa_index.htm

Ireland

- Children's Book Festival

  Duration of programme: From 1990 – ongoing

  A nationwide celebration of children's books and reading held each year during the month of October that aims to create awareness of the value and importance of books for young people. Events take place in libraries, schools, bookshops and community art centres and include author readings, illustrator workshops, storytelling sessions, competitions and quizzes.

  Coordinating body / Website

  Children's Books Ireland

  www.childrensbooksireland.ie

  Library Association of Ireland Youth Libraries Group

  www.libraryassociation.ie

- Learning Zones in Dublin City Public Libraries

  Duration of programme: From March 2007 – ongoing

  A programme that involves libraries making targeted resources available to primary pupils for homework research, making a defined study space available for homework use and providing support measures to encourage learning and reading.

  Coordinating body / Website

  Dublin City Public Libraries

  www.dublincitypubliclibraries.ie

- Family Reading Programme

  Duration of programme: From 2008 – ongoing

  A programme that involves public libraries donating or lending books to childcare facilities and organising events to introduce books and reading to children from the earliest age and making contact with parents and carers.

  Coordinating body / Website

  Dublin City Public Libraries

  www.dublincitypubliclibraries.ie

- Dublin City Public Libraries Local History for School Students

  Duration of programme: From 2008 – ongoing

  A programme that aims to make the history of buildings throughout Dublin city available in a format that is suited to primary school pupils.

  Coordinating body / Website

  Dublin City Public Libraries

  www.dublincitypubliclibraries.ie

Greece

- Book club / Reading groups all over Greece and Cyprus *(Λέσχη βιβλίου / Ομάδες ανάγνωσης ανά την Ελλάδα και Κύπρο)*

  Duration of programme: From 2006 – ongoing

  Book clubs / Reading groups promoting a reading culture and readers' encounter with contemporary literature.

- Programme of events to support bookshops *(Πρόγραμμα εκδηλώσεων για την υποστήριξη βιβλιοπωλείων)*

  Duration of programme: From 2007 – ongoing

  Book-related cultural events to support bookshops bolster the marketing of books and reading, and support the work of authors and to make it easier for them to come into contact with their readers.

Coordinating body / Website

National Book Centre of Greece (EKEBI)

- Poetry in motion: Celebration of World Poetry Day *(Η ποίηση σε κίνηση: Εορτασμός της Παγκόσμιας Ημέρας Ποίησης)*

  Duration of programme: From 2002-2008

  Reading promotion campaign organised in various means of transport (metro, bus, train and airport) to attract young readers, stimulate their reading interests, and bring them in touch with poetry in their everyday life.

  Coordinating body / Website

  National Book Centre of Greece (EKEBI)

- Writers and illustrators at school *(Συγγραφείς και εικονογράφοι στο σχολείο)*

  Duration of programme: From September 2009-June 2010

  Schools (first to third grade) organise visits of writers and illustrators who come to speak about their work and promote literature among school children.

  Coordinating body / Website

  National Book Centre of Greece (EKEBI)

- Mobile exhibitions *(Κινητές εκθέσεις)*

  Duration of programme: Ongoing

  Mobile exhibitions of Greek literature are borrowed to cultural institutions, such as schools, libraries and cultural organisations, in order for the public to come in contact with the work of important Greek authors.

  Coordinating body / Website

  National Book Centre of Greece (EKEBI)

Spain

- 'Maria Moliner' Reading Encouragement Campaign *(Campaña de animación a la lectura 'María Moliner')*

  Duration of programme: From 1998 – ongoing

  Reading encouragement action with three main aims: to collaborate with local corporations in drawing up reading encouragement projects in small municipalities; to improve municipal public libraries' resources of children's and young people's literature; to create a database with reading encouragement experiences in small populated areas.

  Coordinating body / Website

  Sub-directorate General for Books, Reading and Spanish Literature, Ministry of Culture

- Reading Guidance Service *(Servicio de Orientación de Lectura – S.O.L.)*

  Duration of programme: From 2002 – ongoing

  Website that aims to support learning and to enhance reading starting from the school and the family. It recommends books, and accompanies and guides visitors in accordance with their questions and interests.

  Coordinating body / Website

  Federation of Spanish Publishers Association and Ministry of Culture *(Fundación Germán Sánchez Ruipérez)*

- Promotion of public libraries *(Potenciación de las bibliotecas públicas)*

  Duration of programme: From 2001 – ongoing

  Programme aiming at building and modernising the buildings, facilities and equipments of State Public Libraries, adapting them in order to make them more comfortable and attractive, and to make it easier for citizens to get closer to culture, leisure, education and information.

  Coordinating body / Website

  Sub-directorate General for Library Coordination (Ministry of Culture) in collaboration with the Library Services of the Autonomous Communities

- Promotion of reading habits in schools *(Fomento del hábito lector en centros docentes)*

  Duration of programme: From 2001 – ongoing

Conference series with Spanish writers of different genres, organised in secondary schools and universities, in order to bring today's literary creation closer to students and promote their reading habits, encouraged by the authors' vision of their own work.

Coordinating body / Website

Sub-directorate General for the Promotions of Books, Reading and Spanish Literature (Ministry of Culture)

- Awareness actions and collaboration with other institutions *(Acciones de concienciación y colaboración con otras instituciones)*

Duration of programme: From 2005 – ongoing

Initiatives aiming at promoting the reading habit not only in schools and public libraries or institutions directly related to reading, but also involving other public and private institutions in the development of the reading habit.

Coordinating body / Website

National authority: Sub-directorate General for the Promotion of Books, Reading and Spanish Literature (Ministry of Culture)

France

- Promote the equality of chances at school – Key Push *(Favoriser l'égalité des chances à l'école – Coup de pouce clé)*

Duration of programme: From 1985 – ongoing

Intensive programme of assistance for beginning readers (1st grade) every day after school. It aims to establish dialogue between parents and schools, strengthen parents' confidence in their capacities as educators, and strengthen children's confidence in their capacity to succeed.

Coordinating body / Website

Association to promote the equality of chances at school (*Association pour favoriser l'égalité des chances à l'école* – Apféé)

http://www.coupdepoucecle.fr/

- Read and make read *(Lire et faire lire)*

Duration of programme: From 1999 – ongoing

Programme aiming at developing a joy of reading through intergenerational solidarity, with volunteers aged above 50 spend some of their free time with small groups of children in recreation centres, nurseries, libraries, schools etc. and reading for and with them.

Coordinating body / Website

League of education and National Union of Family Associations – UNAF (*Ligue de l'enseignement et* UNAF – *Union nationale des Associations familiales*)

www.lalique.org

- Educational accompaniment *(L'accompagnement éducatif)*

Duration of programme: From 2007 – ongoing

Educational support for pupils attending schools in disadvantaged areas. A number of initiatives in this context focus on promotion of books and reading among pupils.

Coordinating body / Website

Ministry of National Education (general directorate of school education), local education offices, academic inspections (for primary education), schools *(Ministère de l'éducation nationale (direction générale de l'enseignement scolaire), rectorats, inspections académiques (pour l'enseignement primaire), établissements scolaires)*

- Association of Student Foundation for the City (*Association de la Fondation Étudiante pour la Ville* – AFEV)

Duration of programme: From 1991 – ongoing

Support offered by student volunteers to children in difficult school and social situations. The programme aims amongst others at providing assistance to children and parents in engaging in literary culture and discovering neighbourhood resources, such as libraries.

Coordinating body / Website

Association of Student Foundation for the City (*Association de la Fondation Étudiante pour la Ville* – AFEV)

Italy

- Laboratories *(Laboratori)*

  Duration of programme: From 2005 – 2009

  Internet workshops for children and young people aiming at spreading a book, library and reading culture as well as fiction and non-fiction relating to the course of education and the various subjects.

  Coordinating body / Website

  Centre for the book and the reading *(Centro per il libro e la lettura)*

  http://www.cepell.it/

- The book friend *(Amico libro)*

  Duration of programme: From 2007 – ongoing

  Programme aiming at promoting a book culture in schools, increasing the passion for reading among young people, and prompting initiatives in the country to spread the pleasure of reading among youth of all ages.

  Coordinating body / Website

  Ministry of Education and Research (*Ministero dell'Istruzione e della Ricerca* – MIUR) joined by the National Association of Italian Communes (*Associazione Nazionale Comuni Italiani* – ANCI), Italian Provinces Union (*Unione Province Italiane* – UPI) and Italian Publishers Association (*Associazione Italiana Edutori* – AIE).

  http://www.istruzione.it/web/ministero/amico_libro

- National library service *(Servizio bibliotecario nazionale)*

  Duration of programme: From 2002 – ongoing

  Cooperative system based on a national library network aiming at overcoming the fragmentation of library structures.

  Coordinating body / Website

  The Italian libraries network is fostered by MiBAC, the Regions and the Universities; it is coordinated by the Central institute for the union catalogue of Italian libraries (*Istituto Centrale per il Catalogo Unico delle Biblioteche italiane* – ICCU)

  http://opac.sbn.it/

- Born to read *(Nati per leggere)*

  Duration of programme: From 2000 – ongoing

  Born to read is a programme to enhance the inclination to read in children from a very early age (0-6 years). The organisation of the programme is based on a greater decentralisation, on the establishment of a network which aims at becoming ever more widespread to reach the greatest possible number of local realities. The network includes librarians, paediatricians, teachers, associations.

  Coordinating body / Website

  Promoted by the professional and cultural organisations of librarians and paediatricians (*Associazione Culturale Pediatri* – ACP, *Associazione Italiana Biblioteche* – AIB, *Centro per la salute del Bambino* – CSB)

  http://.natiperleggere.it

- Reading is the food of the mind: spread the word! *(Leggere è il cibo della mente: passaparola!)*

  Duration of programme: 2009

  Campaign featuring video and radio commercials, advertisements in the press and on the web as well as on billboards. It aimed at raising awareness of the importance of promoting and encouraging reading in all its forms and at all ages.

  Coordinating body / Website

  The Presidency of the Council of Ministers

  http://www.governo.it/Notizie/Palazzo%20Chigi/dettaglio.asp?d=57844

Cyprus

- Promotion of literacy – in the schools that are part of the Education Action Zone programme *(Προώθηση των βασικών δεξιοτήτων της ανάγνωσης και του γραπτού λόγου)*

  Duration of programme: From 2003 – ongoing

  Programme involving classes and teaching Greek and basic literacy to children and parents that come from either lower socio-economic and lower educational strata or families whose first language is not Greek.

  Coordinating body / Website

  Education action zone in collaboration with adult education centre *(Θεσμός Ζώνης Εκπαιδευτικής Προτεραιότητας, Υπουργείο Παιδείας και Πολιτισμού)*

  http://www.moec.gov.cy/dde/ep-zep.html

Latvia

- Children's Jury: National reading promotion programme *(Bērnu žūrija: Nacionālā lasīšanas veicināšanas programma*)

  Duration of programme: From 2002 – ongoing

  Programme aiming at stimulating the enjoyment of reading among children and youth; show respect for children's choice; introduce an award in literature where children determine the winner; develop collaboration at national level to support local reading encouragement activities; emphasise advantages of being a good reader; provide children with latest literature and opportunities to spend their leisure time effectively.

  Coordinating body / Website

  National Library of Latvia (Children's Literature Centre) and, at regional level, Regional Central Public Libraries

  www.bernuzurija.lv

- Fairytale portal *(Pasaku portāls)*

  Duration of programme: From 2007 – ongoing

  Online project aiming at promoting reading, boost interest of children and teenagers in literature and cultural heritage as well as promote creativity using modern technologies, internet and different formats – text, audio, video and image.

  Coordinating body / Website

  Ideju Forums (NGO – Association)

  www.pasakas.net

- Project 'Book start' *(Grāmatu starts)*

  Duration of programme: From 2007-2008, 2010

  Programme in libraries aiming at capturing the attention of new parents, popularising library services for families, promoting a positive attitude from society towards children, parents and children's culture, to develop a picture book supporting reading promotion.

  Coordinating body / Website

  Children's Literature Centre of the National Library of Latvia

- White Wolf Books project *(Baltā Vilka grāmatas)*

  Duration of programme: From 2007-2008

  Various annual events, including readings, competitions, trips, summer camps, aiming at focussing public attention on children reading interesting and beautiful Latvian books, and to improve the variety and quality of the supply of Latvian children's books, making them more contemporary and suited to the needs of children today.

  Coordinating body / Website

  The Latvian section of IBBY is implementing the White Wolf Books project in association with the Children's Literature Centre of the National Library of Latvia, Writer's Union of Latvia, a number of regional libraries, institutions of higher education, museums, theatres and major Latvian media outlets.

  www.ibby.org/index.php?id=436

- Reading Year 2010 *(Lasīšanas gads 2010)*

  Duration of programme: From February 2010 – ongoing

  The main goal of the Reading Year is to actualize reading as an important part of personality growth, to spark interest in various books and promote discussion and interest in them via various media – internet, outdoors, posters, various activities and guerrilla events. The Reading Year is created both to help unite various organisations linked to reading and to demonstrate the variety of books to all age groups, encouraging to read more and to try reading books one might have avoided before.

  Coordinating body / Website

  Advertising agency 'Publicis Riga'

  www.vairaknekavienadzive.lv

Lithuania

- National Reading Promotion Programme *(Skaitymo skatinimo programa)*

  Duration of programme: From end 2006 – 2011

  Various initiatives (e.g. campaigns, competitions, awards, trainings, workshops, fairs, etc.) aiming at encouraging people of all ages and social groups to read more, improve their reading skills, as well as to raise the prestige of reading; to increase the number of regularly reading population, and in this way, contributing to the education of creative and responsible citizens with critical thinking skills.

  Coordinating body / Website

  Ministry of Culture of the Republic of Lithuania *(Lietuvos Respublikos kultūros ministerija)*

  http://www.muza.lt/ http://www.skaitymometai.lt

- Book of the year election and awards *(Metų knygos rinkimai)*

  Duration of programme: From 2005 – ongoing

  Programme involving the whole society in a reading process and the process of election of the best books each year. It aims to promote interest of the whole population in modern Lithuanian literature and to raise the prestige of reading.

  Coordinating body / Website

  Martynas Mažvydas National Library of Lithuania *(Lietuvos nacionalinė Martyno Mažvydo biblioteka)*

  http://www.lnb.lt/ http://metuknygosrinkimai.skaitymometai.lt/

- Libraries for Innovation *(Bibliotekos pažangai)*

  Duration of programme: From 2008-2012

  The main aim is to achieve, through strengthening and using the capacities of public libraries, a better use of information technologies among the Lithuanian population, especially the rural population and social risk groups, for obtaining information and communication.

  Coordinating body / Website

  Lithuanian Exhibition and Convention Centre LITEXPO *(Lietuvos parodų centras LITEXPO)*

  http://www.litexpo.lt/ http://www.litexpo.lt/lt/main/fairs?ID=23507

- Vilnius Book Fair *(Vilniaus knygų mugė)*

  Duration of programme: From 2000 – ongoing

  Annual book fair aiming at presenting readers a variety of national printed publications; creating opportunities for new business connections; bringing together readers, authors, publishing and trade sectors; introducing best foreign publications; promoting reading in society; looking for new forms of communication and cooperation.

  Coordinating body / Website

  Lithuania Publishers Associacion *(Lietuvos leidėjų asociacija)*

  http://www.lla.lt/ http://www.litexpo.lt/lt/main/fairs?ID=23507

- Reading and Writing for Critical Thinking *(Traptautinis projektas 'Kritinio mąstymo ugdymas skaitant ir rašant')*

  Duration of programme: From 2000 – ongoing

  Training programme including lecturing, individual and group work, action research, cooperative strategies, reading, writing, discussion, debate, etc. aiming amongst others at developing active reading skills and promoting meaningful, reflective reading that could become a lifelong learning practice.

Coordinating body / Website

Modern Didactics Centre – MDC *(Šiuolaikinių didaktikų centras)*

http://www.sdcentras.lt http://www.sdcentras.lt/proj_kmusr.htm

Luxembourg

Data not available

Hungary

- The Big Book *(A Nagy Könyv)*

  Duration of programme: 2005

  A public survey on people's favourite national title, which aims at engaging the population in thinking and talking about books and promoting reading.

  Coordinating body / Website

  Ministry of Culture and Education

- National Book Week & Children's Books Days *(Ünnepi Könyvhét és Gyermekkönyvnapok)*

  Duration of programme: From 1929 – ongoing

  Programme involving book sales and author meetings organised in all major cities, in order to promote Hungarian language books, literacy and culture; to present authors, publishers and literary circles, and to form a link between authors and readers.

  Coordinating body / Website

  National Association of Publishers and Book Sellers *(Magyar Könyvkiadók és Könyvkereskedők Országos Egyesülete)*

  http://www.unnepikonyvhet.hu/index3.html

- Day of the Folk Tale *(A népmese napja)*

  Duration of programme: From 2005 – ongoing

  Various programmes and events (such as lectures, panel discussions, books talks, story telling and illustration contests for younger readers) to conserve literary tradition, the folk tale, promote the reading of stories that celebrate Hungarian national identify.

  Coordinating body / Website

  Hungarian Reading Association

  http://www.hunra.hu/

Malta

- Family Support Programme

  Duration of programme: From 2001 – ongoing

  Various training activities for parents to support them and encourage parental involvement in their children's education.

  Coordinating body / Website

  Directorate for Quality and Standards in Education within the Ministry of Education, Employment and the Family *(Direttorat Għal Kwalita` U Standards Fl-Edukazzjoni fil-Ministeru tal-Edukazzjoni, Xogħol u l-Familja)*

  www.education.gov.mt

- Wide Community Initiatives

  Duration of programme: From 2001 – ongoing

  Various reading activities at the local library as well as trainings to support schools and parents.

  Coordinating body / Website

  Directorate for Quality and Standards in Education within the Ministry of Education, Employment and the Family *(Direttorat Għal Kwalita` U Standards Fl-Edukazzjoni fil-Ministeru tal-Edukazzjoni, Xogħol u l-Familja)*

  www.education.gov.mt

- Complementary Education

  Duration of programme: From 1970 – ongoing

  Tailor-made intervention programme to fill gaps in learners' knowledge in literacy and oracy skills.

  Coordinating body / Website

  Directorate for Quality and Standards in Education within the Ministry of Education, Employment and the Family *(Direttorat Għal Kwalita` U Standards Fl-Edukazzjoni fil-Ministeru tal-Edukazzjoni, Xogħol u l-Familja)*

  www.education.gov.mt

- Reading and the Dyslexic Learner

  Duration of programme: From 1997 – ongoing

  Individual programmes or small group interventions to ensure the development of literacy in children encountering severe literacy difficulties.

  Coordinating body / Website

  Directorate for Quality and Standards in Education within the Ministry of Education, Employment and the Family *(Direttorat Għal Kwalita` U Standards Fl-Edukazzjoni fil-Ministeru tal-Edukazzjoni, Xogħol u l-Familja)*

  www.education.gov.mt

The Netherlands

- Reading aloud *(Hardop lezen)*

  Duration of programme: 1. 2008; 2. 2005; 3. 1994 – ongoing

  Different programmes and activities e.g. National reading Aloud Days *(Nationale Voorleesdagen)*, National Reading Aloud Competition *(Nationale Voorleeswedstrijd)* that aim to: introduce young parents and their babies to the world of books and reading; focus on the importance of reading aloud to children in pre-schools, libraries, etc.; and organise competitions in reading aloud for children in the highest classes of primary school, starting at local level and ending by selection of a national champion.

  Coordinating body / Website

  Stichting Lezen

- About reading and writing literature *(Over lezen en het schrijven van literatuur)*

  Duration of programme: From 2000 – ongoing

  Different programmes and activities e.g. Poem Competition *(Gedichtenwedstrijd)*, Write Now! (authors reading aloud in schools *(Auteurlezingen op scholen)* that aim to invite authors to visit schools, explain about their work and read it out aloud; and competitions in reading prose and poetry.

  Coordinating body / Website

  Stichting Schrijvers School Samenleving, Stichting Poëziepaleis, Stichting Passionalte Bulkboek

- Judgement and taste development *(Beoordeling en ontwikkeling van smaak)*

  Duration of programme: From 2000 – ongoing

  Various voting activities e.g. The Young Jury *(De Jonge Jury)*, The Ink Monkey *(De Inktaap)* that aim to develop literary taste by comparing and judging prizewinning books and/or authors.

  Coordinating body / Website

  Stichting Collectieve Progaganda van het Nederlandse Boek, Stichting Lezen and Stichting Passionalte Bulkhoek, Nederlandse Taalunie and Stichting Lezen

- Book promotion *(Boekpromotie)*

  Duration of programme: From 2000 – ongoing

  Different book promotion activities e.g. Week of the Book *(Boekenweek)*, Week of the Children's Book *(Kinderboekenweek)* that aim to stimulate people to buy or borrow books.

  Coordinating body / Website

  Stichting Collectieve Progaganda van het Nederlandse Boek

Austria

- Austria Reads. Meeting-point Library *(Österreich liest. Treffpunkt Bibliothek)*

  Duration of programme: From 2006 – ongoing

  Largest campaign creating publicity for reading and public libraries. It aims at increasing the profile of reading and public libraries across all segments of society.

  Coordinating body / Website

  Austrian Library Association (*Büchereiverband Österreich* – BVÖ)

  http://www.bvoe.at/ http://www.oesterreichliest.at/

- Reading Literacy Initiative Styria *(Leseoffensive Steiermark)*

  Duration of programme: From 2006 – ongoing

  Programme aiming at creating pleasure in reading for all age groups and trying to connect the various reading initiatives in all Styrian public libraries.

  Coordinating body / Website

  Styrian Centre for Reading *(Leselesezentrum Steiermark)*

  http://www.lesezentrum.at/ http://www.leseoffensive.st/

- Austrian Youth Bookclub *(Österreichischer Buchklub der Jugend)*

  Duration of programme: From 1948 – ongoing

  Various programmes and initiatives such as: *Mit Lesen mehr bewegen,* reading literacy programme for poor readers in cooperation with an Austrian oil company; *Wissens-Trolley 2010,* initiative in cooperation with the Austrian Ministry of Science and Research to promote non-fiction books for children and young adults.

  Coordinating body / Website

  Austrian Bookclub for Children *(Österreichischer Buchklub der Jugend)*

  http://www.buchklub.at/ http://www.buchklub.at/Aktuell/Buchklub-News/Mit-Lesen-mehr-bewegen.html
  http://www.buchklub.at/Buchklub/Service/Wissens-Trolley/Wissens-Trolley-2010.html

- Time for Reading – Reading in Lower Austria *(Zeit Punkt Lesen – Leseland, Niederösterreich)*

  Duration of programme: From 2007 – ongoing

  Initiative organising various events, creative activities and games – involving printed material, digital texts and videos – in order to motivate children, adolescents and adults to deal with symbols, letters, texts and images in a creative and joyful way.

  Coordinating body / Website

  Association for fostering creativity *(Kreativ – Verein zur Förderung der nachhaltigen Entwicklung kreativer Potenziale)*

  http://www.zeitpunktlesen.at

Poland

- Discussion Book Clubs *(Dyskusyjne Kluby Książki)*

  Duration of programme: From 2007 – ongoing

  Establishing places where it is possible to discuss books without being a professional book critic, and where it is possible to draw pleasure from discussing literature. The book clubs also aim at animating communities gathered around libraries and encouraging the librarians to promote a 'fashion for reading'.

  Coordinating body / Website

  Book Institute in Cracow *(Instytut Książki w Krakowie)*

  http://www.instytutksiazki.pl/pl,tc,index.php

- Library + *(Biblioteka +)*

  Duration of programme: Ongoing

  Programme aimed at establishing a central uniform national computer system MAK+ for the management of library resources; introducing internet into libraries; training librarians in new competencies; financial support for the modernisation and development of local libraries.

  Coordinating body / Website

  Book Institute in Cracow, Division in Warsaw *(Instytut Książki w Krakowie, Oddział w Warszawie)*

  www.instytutksiazki.pl

- Promotion campaign 'The whole Poland reads to children' *(Cała Polska czyta dzieciom)*

  Duration of programme: From 2001 – ongoing

  Programme encouraging adults to take up the habit of everyday reading to their children. It aims to support the psychological, intellectual and moral health of children and youth.

  Coordinating body / Website

  Foundation ABCXXI the Whole Poland reads to Children *(Fundacja ABCXXI Cała Polska czyta dzieciom)*

  http://www.calapolskaczytadzieciom.pl/

Portugal

- Reading+ in family *(Ler+ Em Família)*

  Duration of programme: From 2007 – ongoing

  Programme involving teachers to ensure that children carry books and support material home, for reading in the family

  Coordinating body / Website

  National Reading Plan

- Reading+ gives health *(Ler+ Dá Saúde)*

  Duration of programme: From 2008 – ongoing

  Programme promoting reading in paediatric consultation, to show the benefits of reading in the development, both cognitive as well as physical, of children.

  Coordinating body / Website

  National Reading Plan

- Reading without frontiers – Reading promotion in prisons *(Leitura sem Fronteiras – Promoção da Leitura nas Prisões)*

  Duration of programme: From 1997 – ongoing

  Programme aiming at promoting reading in non-conventional spaces. It aims to develop literacy levels in the prisoner population.

  Coordinating body / Website

  Directorate-General of Books and Libraries

- Reading without frontiers – Reading Hour in Paediatric Hospitals *(Leitura sem Fronteiras – Promoção da Leitura em Hospitais Pediátricos)*

  Duration of programme: From 2001 – ongoing

  Programme offering books and readings to all children in paediatric hospitals. It aims at helping children have pleasant moments, reading or listening to stories.

  Coordinating body / Website

  Gil Foundation, with funding from the Directorate-General of Books and Libraries

- Promote Reading in Public Libraries *(Programa de Acções de Promoção da Leitura nas Bibliotecas Públicas)*

  Duration of programme: From 1997 – ongoing

  Programme offering training, workshops, short literature courses, reading communities, exhibitions, and performances based on books – in order to develop reading habits in the entire community, for the pleasure of reading and to fight against lower levels of literacy.

  Coordinating body / Website

  Directorate-General of Books and Libraries

Romania

- Development of Reading Skills *(Dezvoltarea competențelor de lectură)*

  Duration of programme: From 2009 – ongoing

  Programme aiming at promoting reading in all environments (both in and outside of schools) for all pupils. Specific objectives include: identify motivational stimuli; develop and implement a remedial plan on reading; develop a set of minimal standards on reading; develop a set of standards and achievement indicators for reading; develop tools for an intercultural approach to reading.

  Coordinating body / Website

  Ministry of Education, Research, Youth and Sports / School Education Department *(Ministerul Educaţiei, Cercetării, Tineretului şi Sportului /Direcţia pentru Învăţământ Preuniversitar)*

- Literature Circles *(Cercurile de lectură)*

  Duration of programme: From 2004 – ongoing

  Programme promoting reading for leisure purposes, outside of school, among young people through literature circles, competitions, 'pro reading' actions (such as meetings and marches), etc.

  Coordinating body / Website

  Cluj County School Inspectorate + 'Ioana Em. Petrescu' National Association of Romanian Language Teachers [ANPRO] + Ministry of Education, Research, Youth and Sports *(Inspectoratul Şcolar Judeţean Cluj + Asociaţia Naţională a Profesorilor de Limba Romana 'Ioana Em. Petrescu'* (ANPRO) + *Ministerul Educaţiei, Cercetării, Tineretului şi Sportului /Direcţia pentru Învăţământ Preuniversitar)*

  http://www.anpro.ro/html/index.php?pag=cercuri&stanga=meniu_cercuri&dreapta=c_dreapta&nrcrt=3

- Reading for the third millennium *(Lectură pentru mileniul al treilea)*

  Duration of programme: From 2002 – ongoing

  Programme aiming at stimulating the interest in reading during the pre-school and early primary school period, in order to limit the causes that could generate school failure. The actions involve pupils and teachers from primary schools as well as parents.

  Coordinating body / Website

  Ministry of Education, Research, Youth and Sports / School Education Department *(Ministerul Educaţiei, Cercetării, Tineretului şi Sportului /Direcţia pentru Învăţământ Preuniversitar)*

- Development of Key Skills – A Premise to Social Inclusion (a FSE project) (*Dezvoltarea competențelor cheie – Premisa incluziunii sociale* (proiect FSE))

  Duration of programme: From 2009-2012

  Programme with the general objective to improve key competences in primary education, including reading-writing skills and reading techniques, with the creation/testing/piloting and implementation of an integrated educational programme with a view to increase the quality of education at system level.

  Coordinating body / Website

  Ministry of Education, Research, Youth and Sports / School Education Department *(Ministerul Educaţiei, Cercetării, Tineretului şi Sportului /Direcţia pentru Învăţământ Preuniversitar)*

Slovenia

- Reading Badge *(Bralna znacka)*

  Duration of programme: From 1960 – ongoing

  Multidisciplinary approach (promoting family reading and leisure time activities for children and young people) aiming at promoting reading, reading culture and reading literacy among young readers.

  Coordinating body / Website

  Slovene Reading Badge Society *(Društvo Bralna značka Slovenije)*

  http://www.bralnaznacka.si/

- Reading with Manca Kosir *(Beremo z Manco Kosir)*

  Duration of programme: 1999

  Reading clubs organised across Slovenia with the aim to promote reading in adults of all ages and to encourage them to talk about books they read for pleasure.

  Coordinating body / Website

  Slovenian Institute for Adult Education *(Andragoski center RS)*

- Reading and Writing together *(BIPS-Beremo in pišemo skupaj)*

  Duration of programme: From 2002 – ongoing

  Projects to promote reading and writing in everyday family situations. Parents are informed of the importance of literacy, and children are stimulated to read in a playful way.

  Coordinating body / Website

  Slovenian Institute for Adult Education *(Andragoski center RS)*

- Reading for knowledge and pleasure *(BZZ-Branje za znanje in zabavo)*

  Duration of programme: From 2009 – ongoing

  Mentors are trained to help less educated parents and their children with literacy acquisition.

  Coordinating body / Website

  Slovenian Institute for Adult Education *(Andragoski center RS)*

Slovakia

- Electronisation and revitalisation of the schools' libraries *(Elektronizácia a revitalizácia školských knižníc)*

  Duration of programme: From 2006-2008

  Programme aimed at improving the activities of libraries through cooperation and exchange of information with other libraries, application of ICT and link to internet, extension and improvement of services for pupils, educational staff and employees of schools, and increasing the reading culture of pupils.

  Coordinating body / Website

  Slovak Pedagogical Library *(Slovenská pedagogická knižnica)*

  www.spgk.sk www.infolib.sk

- Competition about the most interesting initiative of school library *(Súťaž o najzaujímavejšie podujatie školskej knižnice)*

  Duration of programme: 2008

  Event were organised by school libraries and advertised by regional media with the aim to inform the wide public about these activities. The overall aim was to support good and sustainable relation to books, school libraries and to reading.

  Coordinating body / Website

  Slovak Pedagogical Library *(Slovenská pedagogická knižnica)*

  www.spgk.sk

- National project on Training (education) of school´s librarians *(Národný projekt o vzdelávaní školských knihovníkov)*

  Duration of programme: From 2008-2009

  Educational programme for school librarians and purchase of books for compulsory reading.

  Coordinating body / Website

  Ministry of Education of the SR, Slovak Pedagogical Library *(Ministerstvo školstva SR, Slovenska pedagogicka knižnica)*

- National competition in children and artistic recitation of prose and verse – *Hviezdoslavov Kubín (Celoštátna súťaž v detskom a umeleckom prednese prózy a poézie – Hviezdoslavov Kubin)*

  Duration of programme: From 1960 – ongoing

  Competition of recitations of prose and verse, and reading of literary text, to familiarise pupils with literary values, creativity, culture of language, development of poetic gifts and reading of literature.

  Coordinating body / Website

  Ministry of Culture and Ministry of Education of the SR *(Ministerstvo kultúry a Ministerstvo školstva SR)*; Organising body: National Enlightenment centre, Regional Enlightenment centres, Regional education authorities *(Národné osvetové centrum, Regionálne osvetové centrá, Krajské školské úrady)*

  www.nocka.sk

Finland

- Reading Literacy Service Point *(Lukineuvola)*

  Duration of programme: From 2005-2008

  Programme aiming at creating and strengthening regional support networks for people with learning difficulties and to increase general awareness of learning difficulties. Additionally, the aim is to create a one-stop service model offering support, guidance and advice regarding learning difficulties and to develop and provide training related to learning difficulties and dyslexia for professionals from different fields.

  Coordinating body / Website

  Finnish National Board of Education – FNBE *(Opetushallitus)*

  http://www.lukineuvola.fi/

- Children, media and libraries 2009-2010 / The libraries' media education programme *(Lapset, media ja kirjastot)*

  Duration of programme: From 2006 – ongoing

  Media education courses for those professionals in libraries who work mainly with children and youngsters. The main aim of the programme is to develop the media literacy of children and to develop a safe media environment for them.

  Coordinating body / Website

  Finnish Library Association (NGO) *(Suomen kirjastoseura)*
  http://kirjastoseura.kaapeli.fi/ http://wiki.kirjastot.fi/index.php/Mediakasvatushanke#Mediakasvatushanke_2007_-_2008

- Reading Literacy Training for Adult Immigrants – AIKIS *(Aikuisten maahanmuuttajien kielikoulutus)*

  Duration of programme: From 2008-2011

  Programme coordinating projects for developing electronic language learning and testing systems in Finnish and Swedish languages for immigrants. It includes language learning material for illiterate immigrants facing reading and writing difficulties.

  Coordinating body / Website

  Finnish National Board of Education – FNBE *(Opetushallitus)*

  http://www.oph.fi/kehittamishankkeet/aikis

- Revitalisation of Romani Language *(Romanikielen kielipesätoiminta)*

  Duration of programme: 2009 – ongoing

  Programme aiming at revitalising the Romani language spoken in Finland by gathering people and encouraging them to speak about everyday life matters in Romani language under the guidance of a qualified teacher.

Coordinating body / Website

Finnish National Board of Education – FNBE *(Opetushallitus)*

Sweden

- The Astrid Lindgren Memorial Award *(Litteraturpriset till Astrid Lindgrens minne)*

  Duration of programme: From 2002 – ongoing

  Largest award globally for children's and youth literature. It is awarded yearly to one or more recipients regardless of language or nationality. Authors, illustrators, storytellers and promoters are eligible. The purpose of the prize is to strengthen and increase interest in children's literature and literature for young people globally, and to strengthen children's rights.

  Coordinating body / Website

  The Swedish Arts Council

  http://www.alma.se/sv/

- Book catalogue *(Barnbokskatalogen)*

  Duration of programme: Ongoing

  The Swedish Art Council publishes a yearly catalogue on new books for children and young people where some 312 titles are chosen by experts. This publication is distributed free of charge to medical and dental surgeries with young patients, shopping malls, libraries, children and youth themselves etc. to stimulate reading and local activities in libraries and schools.

  Coordinating body / Website

  http://www.barnensbibliotek.se/Katalogen/Barnbokskatalogen/tabid/578/Default.aspx
  www.kulturradet.se/en/In-English/

- Local cooperation *(Lokalt samarbete)*

  Duration of programme: Ongoing

  The Swedish Art Council gives yearly support to regional or local projects. For 2011, this includes projects on E-book readers for young people. Another example is the project organised by the Swedish Transport Workers Union, the Hotel and Restaurant Workers Union in cooperation with regional public libraries on 'road restaurant libraries/petrol station libraries' for professional drivers.

  Coordinating body / Website

  www.kulturradet.se/en/In-English/
  http://www.transport.se/home/trp2/home.nsf/62d2d4d1f9589f77c1256c4800547126/e6acc07a522e152ac12575d7002b6211?OpenDocument&Highlight=0,bibliotek

- Reading in the medical health service for children (*Läsfrämjande vid Barnavårdscentralen* (BVC))

  Duration of programme: Ongoing

  In many municipalities all pre-primary education institutions regularly visit the local libraries and the staff cooperates around reading. Many municipalities have an established programme for literacy support which runs all through childhood and is organised in cooperation between the pre-primary education institutions, libraries, school libraries, pre-school class organizers, schools and the medical services for children. This cooperation starts with a book gift that the parents receive from the health clinic when they bring in their new-born child for medical checkup. All through the pre-primary period the staff at the clinic informs parents about the child's linguistic development and about the importance of reading aloud to children. The health clinics may organise parental groups where, among other things, the parents are invited to familiarise themselves with the local library.

  Coordinating body / Website

  www.kulturradet.se/en/In-English/

- Books at McDonald's *(Barn- och bilderböcker i Happy Meal på Mcdonald's)*

  Duration of programme: Ongoing

  Yearly in October, McDonald's Sweden and 'The Reading movement', cooperate to give many children books. When buying a Happy Meal a book is given to the customer. The books are new books by established Swedish authors and illustrators. The Reading movement started in 1999 and works with projects on stimulating reading in cooperation with other actors.

  Coordinating body / Website

  www.larforlivet.nu/ www.mcdonalds.se/se.html

United Kingdom – England, Wales and Northern Ireland ([2])

- England – Playing for Success

  Duration of programme: From 1997 – ongoing

  To establish study support centres within professional sports clubs', using the stimulus of a broad range of sports to motivate young people, mainly 10 to 14-year-olds, who are at risk of underachieving. Through the learning programmes provided, Playing for Success aims to contribute to raising educational standards, especially in numeracy and literacy, and to bring the attainment levels of lower achieving pupils closer to the average expected for their age.

  Coordinating body / Website

  Operational and delivery aspects: Rex Hall Associates, an educational consultancy. Funding is a three-way partnership between Government, local authorities, and the host sports club. Many centres also attract funding from local business sponsors.

  www.playingforsuccessonline.org.uk

- England and Wales – Family Literacy programmes

  Duration of programme: From 2001 – ongoing but local level initiatives existed before 2001

  To encourage family members to learn together and, wherever possible, lead both adults and children to pursue further learning.

  Coordinating body / Website

  In England, family literacy programmes are one strand of the family literacy, language and numeracy programmes which form part of the Government's Skills for Life Strategy. They are funded through allocations to local authorities by the Learning and Skills Council, a government-funded body. The programmes are delivered by a wide range of providers in schools, Sure Start Children's centres, libraries, family centres, pupil referral units, projects for teenage parents, and youth centres. A broadly similar approach is taken to promoting literacy in Wales and Northern Ireland (although programmes, funding and delivery arrangements may be different).

- England and Wales – Bookstart

  Duration of programme: From 1992 (as a local pilot project) – ongoing. Booktime and Booked Up from 2005

  Bookstart aims to give free packs of books to every baby in the UK, at 7 months, 18 months and 3 years. It seeks to promote the importance of books and the benefits of sharing books with babies, such as parental bonding and promoting emotional intelligence as well as building good communication and listening skills, and helping to lay the foundations of early literacy. Bookstart is the beginning of a national, universal offer of free books at key stages of development; Booktime is aimed at children shortly after they first start school, Booked Up is aimed at children in their first year of secondary school, and The Letterbox Club is aimed at children in local authority care. Specialist books are also offered for children who are blind or partially sighted ('Booktouch') and for deaf children ('Bookshine').

  Coordinating body / Website

  The coordinator is Booktrust, an independent charitable organisation. The universal bookgifting schemes, including Bookstart, have received funding from the Department for Children, Schools and Families in England, from the Welsh Assembly Government in Wales and the Department of Education in Northern Ireland, along with sponsorship from children's publishers and booksellers.

  www.booktrust.org.uk / www.bookstart.co.uk

- England and Wales – 2008 National Year of Reading

  Duration of programme: 2008

  The '2008 National Year of Reading' was a national campaign in England, aimed at developing a reading culture, promoting reading in the family and beyond, and helping to build a nation of readers. Wales also had its own National Year of Reading 2008. Both campaigns aimed to stimulate community-based reading activities and also drive national media campaigns, and to encourage local authorities to develop their own reading strategies.

  Coordinating body / Website

  In England, the Department for Children Schools and Families commissioned the National Literacy Trust, with lead partner The Reading Agency, to run the Year. In Wales, The National Year of Reading in Wales was funded by the Welsh Assembly Government and coordinated by the Welsh Books Council.

([2]) United Kingdom (England, Wales and Northern Ireland): The reference date for the information is 2009/10 up to 31 March 2010.

- England, Wales and Northern Ireland – The Summer Reading Challenge

  Duration of programme: 1998 – ongoing

  To encourage children (aged 4 to 11) to visit the public library and read six books over the long summer break when their reading skills can decline without regular reading activity at school. The challenge is promoted in schools before the summer holidays. It has a different theme each year and uses interactive materials such as stickers to collect, a website with author blogging and games and creative activities run by libraries.

  Coordinating body / Website

  Coordinated by The Reading Agency, a charitable organisation which receives support from the Arts Council England and the Museums Libraries and Archives Council in England, and the Welsh Books Council in Wales, and Libraries NI in Northern Ireland.

  www.readingagency.org.uk / www.summerreadingchallenge.org.uk

- Northern Ireland – Children's Book Festival

  Duration of programme: From 2007 – ongoing

  See description for Ireland (IE)

  Coordinating body / Website

  The Children's Book Festival receives support from the Department of Education Northern Ireland.

United Kingdom – Scotland

- Scottish Book Trust

  Duration of programme: From 2007 – ongoing

  Organisation that funds, runs and publicises a large number of initiatives and activities to promote reading (e.g. Bookbug, the Scottish Book Trust's Early Years Programme). It aims at promoting literature in Scotland, developing innovative projects to encourage adults and children to read, write and be inspired by books.

  Coordinating body / Website

  Scottish Book Trust

  http://www.scottishbooktrust.com/

- Summer Read

  Duration of programme: March 2010 – August 2010

  Programme promoting Scottish books (including a –public vote and book promotion events) in order to promote reading among the general public, widen reading choices and experiences, and bring new groups of people to libraries.

  Coordinating body / Website

  Scottish Library and Information Council

  www.slainte.org.uk

- SPL (Scottish Premier League) Reading Stars

  Duration of programme: March 2009. Phase 2 began in December 2009.

  Events aimed at using the motivating power of professional football to attract families who need support with literacy into a positive and friendly environment.

  Coordinating body / Website

  Scottish Library and Information Council

  www.slainte.org.uk

- Diploma in Applications of ICT in Libraries: Supporting Reader Development; Scottish Qualifications Authority (SQA); Higher National Unit, level 7 on the Scottish Credit and Qualifications Framework.

  Duration of programme: From 2005 – ongoing

  Online training, free to individual members of library staff. It aims to provide a qualification and free 'top-up' learning in reader development for library staff.

  Coordinating body / Website

  Scottish Qualifications Authority and Scottish Library and Information Council

  www.ictl.org.uk; www.sqa.org.uk; www.scqf.org.uk

Iceland

- The Week of the book *(Vika bókarinnar)*

  Duration of programme: From 2006 – ongoing

  One week in April is called the Week of the book. The week is dedicated to books and reading. All families in the country receive a check which can be used to receive a discount when a book is bought. The aim is to encourage the purchase of books and increase literacy, especially among children and adolescents.

  Coordinating body / Website

  The Icelandic publisher association *(Félag íslenskra bókaútgefenda)*

  http://www.bokautgafa.is

Liechtenstein

- *Lesesäcke / Leseweg / Lesewurm – Quartett*

  Duration of programme: From 2004 – ongoing

  Programme promoting reading among primary school children by offering a pass *(Lesepass)* and stamps for each book they read. Additionally playing cards *(Quartett)* have been designed which are given to children when they have read a certain number of books.

  Coordinating body / Website

  Federation of Parents' Associations in cooperation with the EFFECT Foundation and the Office of Education *(Dachverband der Elternvereinigungen in Zusammenarbeit mit der* EFFECT *Stiftung und dem Schulamt (SA)*)

  http://www.dev.li/ueber-uns.html; http://www.effect.li/ http://www.sa.llv.li/ http://www.llv.li/pdf-llv-sa-schule_heute_05-03.pdf (p. 25)

- Public relation activities of the National Library *(Public Relation Aktiviäten der Landesbilbiothek)*

  Duration of programme: Ongoing

  Programme aiming at promoting reading, attracting people to the library and overcoming inhibitions. It includes exhibitions, readings, play readings, concerts, library tours, speeches, film presentations, workshops, etc.

  Coordinating body / Website

  National Library, in cooperation with public and private institutions *(Landesbibliothek, in Zusammenarbeit mit öffentlichen und privaten Institutionen)*

  http://www.landesbibliothek.li/

- Illiteracy – Reading and writing difficulties *(Illetrismus / Lese- und Schreibschwäche)*

  Duration of programme: 2006 – ongoing

  Programme aiming at providing information to the population and relevant institutions about illiteracy; hotline providing information about offers for courses in the region; courses for illiterate people; prevention.

  Coordinating body / Website

  Adult Education Foundation *(Stiftung Erwachsenenbildung)*, Association for Intercultural Education *(Verein für Interkulturelle Bildung)*

  http://www.erwachsenenbildung.li/
  http://www.vib-li.com/

- From listening to reading. An event of the 'Forum for school and community libraries' *(Ton ab, Buch auf – Vom Hören zum Lesen. Eine Veranstaltung des "Forums Schul- und Gemeindebibliotheken")*

  Duration of programme: Ongoing

  Initiative aiming at promoting reading among pupils, young people and adults through offering packages of books and CDs, CD players and a manual. Every book comes with a CD on which the beginning of the book is read; after 15 min. the reading stops and the listener is invited to read the book to learn more about the story.

  Coordinating body / Website

  National Library *(Landesbibliothek)*

  http://www.landesbibliothek.li/

Norway

- The Reading Year 2010 *(Leseåret 2010)*

  Duration of programme: 2010

  The overall aim is a national, comprehensive reading policy to enforce reading competency in the whole country. It should strengthen democracy by strengthening reading skills, giving everybody the opportunity to participate in society, in learning and in experiences. The main target group are adults who read little.

  Coordinating body / Website

  The Norwegian Archive, Library and Museum Authority (ABM-*utvikling*)

  http://www.abm-utvikling.no/?set_language=en

- Creative learning – Art and Culture in Education 2007-2010 *(Skapende læring – kunst og kultur i opplæringen – 2007-2010)*

  Duration of programme: From 2007-2010

  Strategic plan aiming at developing competence in arts and culture, aesthetics and creativity among children, pupils, students and staff in kindergartens, primary and secondary education and higher education.

  Coordinating body / Website

  Directorate for Primary and Secondary Education and Training *(Utdanningsdirektoratet)* in collaboration with the National Centre for Art and Culture in Education *(Nasjonalt senter for kunst og kultur i opplæringen)* at Bodø University College *(Høgskolen I Bodø)*.

  http://kunstkultursenteret.no//index.php?page=content&id=17 http://www.hibo.no/index.php?lang=eng

- Programme for School Library Development *(Program for skolebibliotekutvikling)*

  Duration of programme: From 2009-2013

  Programme aimed at promoting the use of school libraries as part of developing reading skills and literacy. It also intends to develop the competence of teachers, headmasters and school librarians in planning and using school libraries.

  Coordinating body / Website

  The University of Agder *(Universitetet i Agder)*, on the instructions of the Directorate for Primary and Secondary Education and Training *(Utdanningsdirektoratet)*

  http://www.uia.no/en http://skolebibliotek.uia.no/program-for-skolebibliotekutvikling

Turkey

- National Campaign Support for Education *(Ulusal Eğitime Destek Kampanyası)*

  Duration of programme: From 2001-2008

  Programmes in public training centres aiming at compensating complete education of illiterate citizens, helping them to gain skills and professions, which can yield earnings. It also aims at including out-of-school children in the school system.

  Coordinating body / Website

  Presidency of the Republic

- We, Mother and Daughter in School *(Ana-Kız Okuldayız Kampanyası)*

  Duration of programme: From 2008-2012

  Programmes in public training centres aiming at teaching literacy to 3 million people, especially girls and women who are above primary education age, suffering from poverty, and did not obtain education previously.

  Coordinating body / Website

  Ms. Emine Erdoğan and Halk Bankas1

- Turkey is Reading-Campaign *(Türkiye Okuyor Kampanyası)*

  Duration of programme: From 2008-2010

  Increasing literacy levels, supporting adult literacy courses, developing a reading culture, increasing computer literacy.

  Coordinating body / Website

  Presidency of the Republic, Ministry of National Education, Ministry of Tourism and Culture. Activities are coordinated by provincial governments. Each government has its own website.

- Now it is time for reading *(Şimdi Okuma Zamanı)*

  Duration of programme: From 2010 – ongoing

  This large scale campaign aims to develop reading habits at all levels of society at early ages in children and youth so that reading may become a natural part of the desired intellectual Turkish society. This is a two year project with a one year piloting.

  Coordinating body / Website

  Ministry of National Education

  http://simdiokumazamani.meb.gov.tr/

Appendix Section 1.2 / List of documents used in the comparative analysis of reading literacy curricula and official guidelines

All the links below were accessed on 28 February 2011.

Belgium – French Community

- *Socles de compétences* [Core skills] (1997) [Online] Available at:
  http://www.enseignement.be/index.php?page=24737&navi=295

  Level(s) of education: ISCED 0-1-2 **Target Age-Group (years):** 2 ½-14

Belgium – German-speaking Community

- *Dekret über die festlegung der entwicklungsziele für den kindergarten* [Decree establishing development goals for pre-primary education] (2002) [Online]
  http://www.dgparlament.be/PortalData/4/Resources/Datenbank/1999_2004/31213.pdf]

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-6

- *Dekret zur festlegung von kernkompetenzen und rahmenplänen im unterrichtswesen* [Decree establishing essential skills and curriculum guidelines in education] (2008) [Online]
  http://www.dgparlament.be/PortalData/4/Resources/Datenbank/2004_2009/2007-2008_BR_127__50230doc.pdf

  Level(s) of education: ISCED 1-2 **Target Age-Group (years):** 6-14

Belgium – Flemish Community

- Developmental aims for nursery education (01/09/1998) [Online]
  http://www.ond.vlaanderen.be/dvo/english/corecurriculum/nursery/nurserydutch.htm

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 2 ½-6

- Final objectives of the mainstream primary education (01/09/1998) [Online]
  http://www.ond.vlaanderen.be/dvo/english/corecurriculum/primary/primdutch.htm

  Level(s) of education: ISCED 1 **Target Age-Group (years):** 6-12

- Final objectives of the first grade secondary education A-stream (01/09/2002) [Online]
  http://www.ond.vlaanderen.be/dvo/english/corecurriculum/secondary/1grade/astream/dutch.htm

  Level(s) of education: ISCED 2 **Target Age-Group (years):** 12-14

Bulgaria

- *Програма за подготвителна група/клас* [Programme for preparatory Class] (2003)

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 5-7

- *Учебни програми по български език и литература от 1 до 4 клас* [Study programmes for Bulgarian language and literature for 1-4 year] (2001-2003)

  Level(s) of education: ISCED 1 **Target Age-Group (years):** 7-11

- *Учебни програми по български език и литература от 5 до 8 клас* [Study programmes for Bulgarian language and literature for years 5-8] (2001)

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **11-15**

Czech Republic

- Framework education programme for pre-primary education (2005) [Online]

http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_PV-2004.pdf

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **3-6**

- Framework education programme for elementary education (2007) [Online]

http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf

Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6-15**

Denmark ([3])

- *Fælles mål 2009 Dansk* [Common objectives 2009 for Danish] (2009) [Online]

http://www.uvm.dk/service/Publikationer/Publikationer/Folkeskolen/2009/Faelles%20Maal%202009%20-%20Dansk.aspx

Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6-16**

- *Bekendtgørelse om formål, trin- og slutmål for folkeskolens fag og emner (Fælles Mål) (BEK nr 748)* [Description of goals and targets for 'folkeskolens' subjects from first to final year (BEK Nr 748)] (13/07/2009)] [Online]

https://www.retsinformation.dk/Forms/R0710.aspx?id=125973

Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6-16**

Germany

- *Bildungsstandards im Fach Deutsch für den Primarbereich* [Education standards for the subject German at primary school level] (2005) [Online]

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1970/1970_07_02_Empfehlungen_Grundschule.pdf

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **6-10**

- *Bildungsstandards im Fach Deutsch für den Hauptschulabschluss* [Education standards for the subject German for the *Haupschule* leaving certificate] (2005) [Online]

http://www.kmk.org/bildung-schule/qualitaetssicherung-in-schulen/bildungsstandards/dokumente.html

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **10-16**

- *Bildungsstandards im Fach Deutsch für den mittleren Schulabschluss* [Education standards for the subject German for the *Realschule* leaving certificate] (2004) [Online]

http://www.kmk.org/bildung-schule/qualitaetssicherung-in-schulen/bildungsstandards/dokumente.html

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **10-16**

Estonia

- *Koolieelse lasteasutuse riiklik õppekava* [National curriculum for pre-school child care institutions] – Regulation of the Government of the Republic No. 87 of 29 May 2008 [Online]

http://www.estlex.com/tasuta/?id=7&aktid=95663&fd=1

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **6-7**

([3]) Another document deals with teaching reading at ISCED 0 (Bekendtgørelse om undervisning i børnehaveklassen (BEK nr 260) [The Regulation on Teaching in Pre-school Class (BEK nr 260)] (31/03/2009)). See https://www.retsinformation.dk/Forms/R0710.aspx?id=124094. This document is not included in the comparative analysis of reading literacy curricula.

- *Põhikooli ja gümnaasiumi riiklik õppekava* [National curriculum for basic schools and upper secondary schools] – Regulation of the Government of the Republic No. 56 of 25 January 2002 [Online]

http://lex.andmevara.ee/estlex/kehtivad/AktDisplay.jsp?id=46197&akt_id=46197

Level(s) of education: **ISCED 1-2-3** **Target Age-Group (years):** **7-18**

Ireland

- Aistear – The early childhood curriculum framework- Principles and themes (2009)

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **0-6**

- Primary school Curriculum – Introduction (1999)

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **4-12**

- Primary school curriculum – English language (1999)

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **4-12**

- Primary school curriculum – English teachers guidelines (1999)

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **4-12**

- English: Additional Support Material- Structure of the English Curriculum (2005) [Online]

http://www.curriculumonline.ie/uploadedfiles/PSC/PCRsupportmaterials.pdf [Accessed 14 December 2010]

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **4-12**

- Junior Certificate – English syllabus

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **12-15**

- Junior Certificate – English – Guidelines for teachers

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **12-15**

Greece

- *Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων των Σπουδών (Δ.Ε.Π.Π.Σ.) υποχρεωτικής εκπαίδευσης* [A cross thematic curriculum framework for compulsory education] (2003) [Online]

www.pi-schools.gr/programs/depps/index_eng.php

Level(s) of education: **ISCED 1- 2** **Target Age-Group (years):** **6-14**

- *Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών και Αναλυτικά Προγράμματα για το νηπιαγωγείο* [The cross thematic curriculum framework and subject curricula for pre-primary school] (2003) [Online]

http://www.pi-schools.gr/programs/depps/

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **4-5**

- *Διαθεματικό Ενιαίο Πλαίσιο Προγράμματος Σπουδών (Δ.Ε.Π.Π.Σ.) και το αναλυτικό πρόγραμμα της Ελληνικής γλώσσας για το δημοτικό σχολείο* [The cross thematic curriculum framework and the language curriculum for primary school] (2003) [Online]

http://www.pi-schools.gr/programs/depps/

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **6-11**

- *Διαθεματικό Ενιαίο Πλαίσιο Προγράμματος Σπουδών (Δ.Ε.Π.Π.Σ.) και το αναλυτικό πρόγραμμα της Ελληνικής γλώσσας για το γυμνάσιο [*The cross thematic curriculum framework and the language curriculum for Gymnasium] (2003) [Online]

http://www.pi-schools.gr/programs/depps/

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **12-14**

- *Οδηγός Νηπιαγωγού Εκπαιδευτικοί Σχεδιασμοί και Δημιουργικά Περιβάλλοντα Μάθησης* [Pre-Primary Teachers Guide: Instructional plans and Creative Learning Environments] (2003) [Online]

http://pi-schools.sch.gr/dimotiko/nipi/nipi_1_140.pdf

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **4-5**

- *Γλώσσα Α' Δημοτικού: Γράμματα, Λέξεις, Ιστορίες, Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 1st grade of *Dimotiko*: Letters, Words and Stories, Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_a/ekp.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 6
- *Γλώσσα Β' Δημοτικού: Ταξίδι στον κόσμο της Γλώσσας, Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 2nd grade of *Dimotiko*: Journey in the World of Language, Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_b/dask/dask_1_56.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 7
- *Γλώσσα Γ' Δημοτικού: Τα Απίθανα Μολύβια Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 3rd grade of *Dimotiko*: The Incredible Pencils, Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_c/c_dask.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 8
- *Γλώσσα Δ' Δημοτικού: Πετώντας με Λέξεις, Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 4th grade of *Dimotiko*: Flying with Words, Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_d/dask/s_1_56.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 9
- *Γλώσσα Ε' Δημοτικού: Της Γλώσσας Ρόδι και Ροδάνι, Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 5th grade of *Dimotiko*: Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_e/e_dask.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 10
- *Γλώσσα ΣΤ' Δημοτικού: Λέξεις…Φράσεις…Κείμενα, Βιβλίο Δασκάλου, Μεθοδολογικές Οδηγίες* [Language 6th grade of *Dimotiko*: Words, Phrases, Texts, Teacher's Manual] (2006) [Online]
  http://pi-schools.sch.gr/dimotiko/glossa_st/st_mat_3.pdf
  Level(s) of education: ISCED 1 **Target Age-Group (years):** 11
- *Νεοελληνική Γλώσσα, Α'Γυμνασίου, Βιβλίο Εκπαιδευτικού* [Modern Greek Language, 1st grade *Gymnasium*, Teacher's Manual (2005) [Online]
  http://pi-schools.sch.gr/gymnasio/glossa_a/VIVLIOEK.PDF
  Level(s) of education: ISCED 2 **Target Age-Group (years):** 12
- *Νεοελληνική Γλώσσα, Β'Γυμνασίου, Βιβλίο Εκπαιδευτικού* [Modern Greek Language, 2nd grade *Gymnasium*, Teacher's Manual] (2005) [Online]
  http://pi-schools.sch.gr/gymnasio/glossa_b/EKPAIDEU/1-104.PDF
  Level(s) of education: ISCED 2 **Target Age-Group (years):** 13
- *Νεοελληνική Γλώσσα, Γ'Γυμνασίου, Βιβλίο Εκπαιδευτικού* Modern [Greek Language, 3rd grade *Gymnasium*, Teacher's Manual] (2005) [Online]
  http://pi-schools.sch.gr/gymnasio/glossa_c/VIVLIOEK.PDF
  Level(s) of education: ISCED 2 **Target Age-Group (years):** 14

Spain

- *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Act on Education 2/2006 of 3 May) (2006) [Online]
  http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf
  Level(s) of education: ISCED 0-3 **Target Age-Group (years):** 0-18
- *Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil* (Royal Decree 1630/2006 of 29 December establishing the core curricula for the second cycle of pre-primary education) (2006) [Online]
  http://www.boe.es/boe/dias/2007/01/04/pdfs/A00474-00482.pdf
  Level(s) of education: ISCED 0 **Target Age-Group (years):** 0-6 (3-6)

- *Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria* (Royal Decree 1513/2006 of 7 December establishing the minimum core curricula for primary education) (2006) [Online]

  http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf

  Level(s) of education: ISCED 1 Target Age-Group (years): 6-12

- *Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria* (Royal Decree 1631/2006 of 29 Decembre establishing the minimum core curriculum for compulsory secondary education (2006) [Online]

  http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf

  Level(s) of education: ISCED 2 Target Age-Group (years): 12-16

France

- *Programme de l'école maternelle et élémentaire* [Curriculum of the pre-primary and primary school] (Hors série N°3 du 19 juin 2008) [Online]

  http://eduscol.education.fr/D0048/primprog.htm

  Level(s) of education: ISCED O-1 Target Age-Group (years): 2 ½-11

- *Programmes du collège, Programmes de l'enseignement du français* [Curriculum of the lower secondary education for French] Bulletin officiel spécial n°6 du 28 août 2008 (numéro hors série) [Online]

  http://media.education.gouv.fr/file/special_6/21/8/programme_francais_general_33218.pdf

  Level(s) of education: ISCED 2 Target Age-Group (years): 11-15

- Programme et *Accompagnement français* [Guided studies French] (New edition 2004) [Online]

  http://www.cndp.fr/produits/detailsimp.asp?Ref=755A1020

  Level(s) of education: ISCED 2 Target Age-Group (years): 11-15

- *Socles de compétences* [Common foundation skills] *(Décret du 11 juillet 2006)* [Online]

  http://eduscol.education.fr/D0048/primprog.htm

  Level(s) of education: ISCED 0-1-2 Target Age-Group (years): 2 ½-15

Italy

- *I nuovi ordinamenti scolastici Norme. Indicazioni. Commenti*. [New school organisation, Rules, suggestions, comments] (2004) [Online]

  http://archivio.pubblica.istruzione.it/riforma/allegati/booklet_steso.pdf

  Level(s) of education: ISCED 0-1-2 Target Age-Group (years): 3-14

- *Indicazioni per il curricolo per la scuola dell'infanzia e per il primo ciclo d'istruzione*. [Curriculum for pre primary and first cycle of education] (2007) [Online]

  http://archivio.pubblica.istruzione.it/normativa/2007/allegati/dir_310707.pdf

  Level(s) of education: ISCED 0-1-2 Target Age-Group (years): 3-14

Cyprus

- Ministry of Education and Culture, 2002-2007 reprint. *Analytika Programmata Dimotikis Ekpaidefsis* [Curricula of Pre-school Education]. Nicosia: Ministry of Education and Culture.

  Level(s) of education: ISCED 0 Target Age-Group (years): 4-5

- Ministry of Education and Culture, 2002-2007 reprint. *Analytika Programmata Dimotikis Ekpaidefsis* [Curricula of Primary Education]. Nicosia: Ministry of Education and Culture.

  Level(s) of education: ISCED 1 Target Age-Group (years): 5.8 to 11.8

- *Analytika Programmata Gymnasiou* [Curricula of Secondary Education] (2006) [Online]

  http://www.moec.gov.cy/dme/analytika.html

  Level(s) of education: ISCED 2 Target Age-Group (years): 12-15

- The cross thematic curriculum framework and the language curriculum for primary school (Greece) (2003)

  Level(s) of education: ISCED 1 Target Age-Group (years): 6-11

- The cross thematic curriculum framework and the language curriculum for *Gymnasium* (Greece)

  Level(s) of education: ISCED 2 Target Age-Group (years): 12-14

- Language 1st grade of *Dimotiko*: Letters, Words and Stories, Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 6

- Language 2nd grade of *Dimotiko*: Journey in the World of Language, Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 7

- Language 3rd grade of *Dimotiko*: The Incredible Pencils, Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 8

- Language 4th grade of *Dimotiko*: Flying with Words, Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 9

- Language 5th grade of *Dimotiko*: Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 10

- Language 6th grade of *Dimotiko*: Words, Phrases, Texts, Teacher's Manual (Greece) (2006)

  Level(s) of education: ISCED 1 Target Age-Group (years): 11

- Modern Greek Language, 1st grade *Gymnasium*, Teacher's Manual (Greece) (2005)

  Level(s) of education: ISCED 2 Target Age-Group (years): 12

- Modern Greek Language, 2nd grade *Gymnasium*, Teacher's Manual (Greece) (2005)

  Level(s) of education: ISCED 2 Target Age-Group (years): 13

- Modern Greek Language, 3rd grade *Gymnasium*, Teacher's Manual (Greece) (2005)

  Level(s) of education: ISCED 2 Target Age-Group (years): 14

Latvia

- *Pirmsskolas izglītības programma pirmsskolas izglītības iestādēm* [Pre-school education programme for preschool educational institutions] (1998) [Online]

  http://izm.izm.gov.lv/nozares-politika/izglitiba/vispareja-izglitiba/pirmsskolas-izgl.html

  Level(s) of education: ISCED 0 Target Age-Group (years): 3-6

- *Latviešu valoda. Mācību priekšmeta standarts 1.-9. klasei. Noteikumi par valsts standartu pamatizglītībā un pamatizglītības mācību priekšmetu standartiem. MK not. Nr. 1027* [Latvian language. Subject standards for grades 1-9. Regulations on state basic education standard and subjects' standards of basic education. Regulations 1027 of the Cabinet of Ministers], Riga, 2006.

  Level(s) of education: ISCED 1-2 Target Age-Group (years): 7-15

- *Literatūra. Mācību priekšmeta standarts 4.-9. Klasei. Noteikumi par valsts standartu pamatizglītībā un pamatizglītības mācību priekšmetu standartiem. MK not. Nr. 1027* [Literature. Subject standard for grades 4-9. Regulations on state basic education standards and subjects' standards of basic education. Regulations 1027 of the Cabinet of Ministers], Riga, 2006

  Level(s) of education: ISCED 1-2 Target Age-Group (years): 10-15

Lithuania

- *Bendrosios programos ir išsilavinimo standartai* [General Programmes and Education Standards] (8 August 2003) [Online]

  1) http://www.smm.lt/ugdymas/docs/Programos2003.pdf;
  2) http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=282015&p_query=&p_tr2=

  Level(s) of education: ISCED 0-1-2 Target Age-Group (years): 5 -16

- *Pradinio ir pagrindinio ugdymo bendrosios programos*, [General Programmes of primary and lower secondary education], (26 August 2008) [Online]

  http://www.smm.lt/ugdymas/bendrasis/ugd_programos.htm; http://www.smm.lt/ugdymas/docs/Programos2003.pdf; http://www.smm.lt/teisine_baze/docs/isakymai/2008-12-08-ISAK-3379(2).doc; http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=282015&p_query=&p_tr2]

  Level(s) of education: ISCED 1-2 **Target Age-Group (years):** 7-16

Luxembourg

- *Plan d'études de l'enseignement fondamental* [Study plans for basic education] (Journal Officiel du Grand-Duché de Luxembourg, Memorial A, No 184) (2009) [Online]

  http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090908_rgd_plan_etudes.pdf

  Level(s) of education: ISCED 0-1 **Target Age-Group (years):** 3-11

- *Développement des capacités, connaissances, attitudes et compétences de l'enfant dans l'éducation préscolaire* [Development of abilities, knowledge, attitudes and competences of children in pre-school education] (2004)

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-5

- *Kompetenzorientierter Deutschunterricht in der Sekundarschule* [Competency-oriented German teaching at secondary level – secondary education and technical secondary education] (2007) [Online]

  http://www.men.public.lu/publications/syst_educatif_luxbg/langues/

  Level(s) of education: ISCED 2 **Target Age-Group (years):** 13-14

Hungary

- *Az Óvodai nevelés országos alapprogramja* [Pre-primary Core Programme] (1996) [Online]

  http://www.okm.gov.hu/

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-6

- *A Nemzeti Alaptanterv* [National Core Curriculum] (2003 – last modified in 2008) [Online]

  http://www.okm.gov.hu/; http://www.okm.gov.hu/main.php?folderID=137&articleID=6994&ctag=articlelist&iid=1

  Level(s) of education: ISCED 1-2-3 **Target Age-Group (years):** 6-18

- *Kerettanterv az alapfokú nevelés-oktatás bevezető és kezdő szakaszára* [Framework curriculum for grades 1-4] (2008)

  Level(s) of education: ISCED 1 **Target Age-Group (years):** 6-10

Malta

- *Linji Gwida u Suġġerimenti għall-Implimentazzjoni tal-Kurrikulu fil-Kindergarten* [Guidelines and suggestions for the Implementation of the curriculum in kindergarten] (2002)

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-4

- *Malti – Sillabu tal-Iskejjel Primarji* [Maltese Syllabus for Primary Schools] (2005) [Online]

  http://www.curriculum.gov.mt/primary_syllabi.htm

  Level(s) of education: ISCED 0-1 **Target Age-Group (years):** 5-10

- *Malti – Sillabu tal-Iskejjel Sekondarji* [Maltese Syllabus for Secondary Schools] (2009) [Online]

  http://www.curriculum.gov.mt/docs/syllabus_malti_2010_2011.pdf

  Level(s) of education: ISCED 2 **Target Age-Group (years):** 11-16

The Netherlands

- Core objectives primary education (2006) [Online] http://www.slo.nl/primair/kerndoelen/

  Level(s) of education: ISCED 0-1 **Target Age-Group (years):** 4 to 12

- Appendix core objectives secondary education (2006) [Online]
  http://english.minocw.nl/documenten/core%20objectives%20secondary%20education.pdf
  Level(s) of education: ISCED 2 Target Age-Group (years): 12 to 15/16
- *Referentiekader taal and rekenen- Referentieniveaus* [Reference framework for language and arithmetic] (January 2010) [Online]
  http://www.taalenrekenen.nl/downloads/referentiekader-taal-en-rekenen-referentieniveaus.pdf/
  Level(s) of education: ISCED 0-1-2 Target Age-Group (years): 4-15

Austria

- *Lehrplan der Volksschule, Lehrstoff und didaktische Grundsätze der verbindlichen Übungen der Vorschulstufe, Sprache und Sprechen, Vorbereitung auf Lesen und Schreiben* [Curriculum for primary school and last year of pre-primary: Language and speaking, preparation for reading and writing] (2003) [Online]
  http://www.bmukk.gv.at/medienpool/3921/VS6T_Sprache.pdf
  Level(s) of education: ISCED 0-1 Target Age-Group (years): 5-10
- *Lehrplan der Volksschule – Deutsch, Lesen, Schreiben* [Curriculum for primary school: German, reading, writing] (2003) [Online]
  http://www.bmukk.gv.at/medienpool/3994/VS7T_Deutsch.pdf
  Level(s) of education: ISCED 1 Target Age-Group (years): 6-10
- *Lehrpläne für die Pflichtgegenstände Neuer Lehrplan der HS (Hauptschule) Deutsch* [Curriculum for compulsory subjects, German (HS) (2000 – last modified in 2008] [Online]
  http://www.bmukk.gv.at/medienpool/886/hs22.pdf
  Level(s) of education: ISCED 2 Target Age-Group (years): 10-14
- *Lehrpläne für die Pflichtgegenstände Lehrpläne der AHS-Unterstufe: Deutsch* [Curriculum for compulsory subjects, German (AHS) (2000 – last modified in 2008] [Online]
  http://www.bmukk.gv.at/medienpool/781/ahs7.pdf
  Level(s) of education: ISCED 2 Target Age-Group (years): 10-14
- *Bildungsstandards* [Educational standards] (2009) [Online]
  http://www.bifie.at/sites/default/files/VO_BiSt_Anlage_2009-01-01.pdf
  Level(s) of education: ISCED 1-2 Target Age-Group (years): 6-14
- *Grundsatzerlass Leseerziehung* [*Cross-curriculum dimension*] (1999 – last modified in 2002) [Online]
  http://www.bmukk.gv.at/schulen/unterricht/prinz/Leseerziehung1594.xml
  Level(s) of education: ISCED 1-2-3 Target Age-Group (years): 6-18

Poland

- *Rozporządzenie Ministra Edukacji Narodowej z dnia 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Załącznik nr 1– Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego);* [Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for pre-primary education and general education in particular types of schools (Annex 1 – Core Curriculum for pre-primary education in pre-schools, pre-school classes in primary schools and other forms of pre-school education)]. (2008) [Online]
  http://bip.men.gov.pl/index.php?option=com_content&view=article&id=221&catid=26&Itemid=49
  Level(s) of education: ISCED 0 Target Age-Group (years): 3-6

- *Rozporządzenie Ministra Edukacji Narodowej z dnia 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Załącznik Nr 2 – Podstawa programowa kształcenia ogólnego dla szkół podstawowych)* [Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for pre-primary education and general education in particular types of schools (Annex 2 – Core Curriculum for general education in primary schools) (2008) [Online]
  http://bip.men.gov.pl/index.php?option=com_content&view=article&id=221&catid=26&Itemid=49

  Level(s) of education: ISCED 1 Target Age-Group (years): 7-12

- *Rozporządzenie Ministra Edukacji Narodowej z dnia 23 grudnia 2008 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Załącznik Nr 4 – Podstawa programowa kształcenia ogólnego dla gimnazjów i szkół ponadgimnazjalnych, których ukończenie umożliwia uzyskanie świadectwa dojrzałości po zdaniu egzaminu maturalnego);* [Regulation by the Minister of National Education of 23 December 2008 on Core Curricula for pre-primary education and general education in particular types of schools (Annex 4 – Core Curriculum for gymnasia and post-gymnasium schools which lead to obtaining of the Matura certificate upon passing of the Matura examination)] (2008) [Online]
  http://bip.men.gov.pl/index.php?option=com_content&view=article&id=221&catid=26&Itemid=49

  Level(s) of education: ISCED 2-3 Target Age-Group (years): 13-18/19

Portugal ([4])

- *Orientações Curriculares para a Educação Pré-Escolar* [Curricular Guidelines for pre-primary education] (1997) [Online]
  http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/25/Orientacoes_curriculares.pdf

  Level(s) of education: ISCED 0 Target Age-Group (years): 3-5

- *Orientações para Actividades de Leitura – Programa: está na hora dos livros (jardim de infância)* [Guidelines for reading activities at pre primary education] (2006) [Online]
  http://www.planonacionaldeleitura.gov.pt/escolas/uploads/formacao/brochura_david.pdf

  Level(s) of education: ISCED 0 Target Age-Group (years): 3-5

- *Currículo Nacional do Ensino Básico. Competências Essenciais* [The National curriculum of basic education – essential competences] (2003) [Online]
  http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/84/Curriculo_Nacional.pdf

  Level(s) of education: ISCED 1-2 Target Age-Group (years): 6-14

- *Organização Curricular e Programas: Ensino Básico – 1º ciclo* [Curricular organisation and programmes – first cycle of basic education] (2004, 4th edition. 1991, first edition) [Online]
  http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/612/Prog%20_1CicloEB.pdf

  Level(s) of education: ISCED 1 Target Age-Group (years): 6-9

- *Orientações para Actividades de Leitura – Programa: está na hora dos livros – 1º ciclo* [Guidance for reading activities. Programme – it's reading time! First cycle] (2006) [Online]
  http://www.planonacionaldeleitura.gov.pt/escolas/uploads/formacao/brochuracompleta_1ciclo.pdf

  Level(s) of education: ISCED 1 Target Age-Group (years): 6-9

- *Língua Portuguesa: Plano de organização do Ensino-Aprendizagem – Ensino Básico 2º ciclo* [Portuguese language programme – teaching-learning organisation plan – basic education – second cycle] (1991) [Online]
  http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/155/programa_Lportuguesa_2-Ciclo02.pdf

  Level(s) of education: ISCED 1 Target Age-Group (years): 10-11

([4]) Besides the list below, a new steering document published in 2010 'Metas de Aprendizagem' (Learning goals) started to be used in 2010/11 as a management tool to support teachers at ISCED levels 0 to 3 in their use of the curriculum. The full implementation is planned by 2013. For more information, see http://www.metasdeaprendizagem.min-edu.pt/educacao-pre-escolar/metas-de-aprendizagem/metas/?area=46&level=1.

- *Língua Portuguesa: Plano de organização do Ensino-Aprendizagem – Ensino Básico 3º ciclo* [Portuguese Language Programme: teaching-learning organization plan (Basic Education – third cycle] (1991) [Online]

http://www.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/171/programa_LPortuguesa_3Ciclo.pdf

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **12-14**

Romania

- *Curriculum pentru învățământul preşcolar (3-6/7 ani)* [Curriculum for the pre-primary education of children (3 to 6/7 years)] (2008) [Online]

http://www.edu.ro/index.php/articles/11489

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **3 – 6/(7)**

- *Programe şcolare de Limba şi literatura română, clasele I şi a II-a (Programe şcolare revizuite)* [Romanian language and literature 1st and 2nd (Revised curriculum)] (2003) [Online]

http://www.edu.ro/index.php/articles/6028; http://curriculum2009.edu.ro/Ciclul_primar/

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **6 – 7**

- *Programa şcolară pentru Limba şi literatura română, clasa a III-a* [Curriculum for the 3rd grade. Romanian language and literature] (2004) [Online]

http://www.edu.ro/index.php/articles/6029; http://curriculum2009.edu.ro/Ciclul_primar/

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **8**

- *Programa şcolară pentru Limba şi literatura română, clasa a IV-a + Standarde curriculare de performanță la finele învățământului primar* [Curriculum for the 4th grade. Romanian language and literature + Performance Standards Curriculum at the end of Primary Education] (2005) [Online]

http://www.edu.ro/index.php/articles/6080; http://curriculum2009.edu.ro/Ciclul_primar/[

Level(s) of education: **ISCED 1** **Target Age-Group (years):** **9**

- *Programe şcolare Limba şi literatura română clasele a V-a – a VIII-a* [Curriculum for 5th – 8th grade. Romanian language and literature] (2009)

http://curriculum2009.edu.ro/Ciclul_gimnazial/

Level(s) of education: **ISCED 2** **Target Age-Group (years):** **10 – 13**

- *Standarde de evaluare pentru clasa a IV-a, clasa a VIII-a şi clasa a XII-a* [Evaluation standards for the 4th, 8th, 12th grades] (2003) [Online]

http://www.edu.ro/index.php/articles/6120; http://www.edu.ro/index.php/articles/6192; http://www.edu.ro/index.php/articles/6434

Level(s) of education: **ISCED 1-2-3** **Target Age-Group (years):** **9, 13, 18**

Slovenia

- *Kurikulum za vrtce* [Kindergarten curriculum] (1999) [Online]

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/vrtci/pdf/vrtci_kur.pdf [Accessed 26.11.2010]

Level(s) of education: **ISCED 0** **Target Age-Group (years):** **1-6**

- *Program osnovne šole* [National Core Curriculum for Basic Education] (2004, amended 2008) [Online]

http://www.mss.gov.si/si/delovna_podrocja/osnovnosolsko_izobrazevanje/program_osnovne_sole/

Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6 -15**

- *Učni načrt: Slovenščina* [Curriculum for Slovene language] (1998) [Online]

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/devetletka/predmeti_obvezni/Slovenscina_obvezni.pdf

Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6 -15**

Slovakia

- *Štátny vzdelávací program – ISCED 0 – predprimárne vzdelávanie* [State Educational Programme – ISCED 0 – pre-primary education] (2008) [Online]

  http://www.minedu.sk

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-6

- *Štátny vzdelávací program pre 1. stupeň základnej školy – ISCED 1 – Primárne vzdelávanie* [State Educational Programme for the first stage of basic school in the Slovak Republic – ISCED 1 – primary education] (2008) [Online]

  http://www.minedu.sk

  Level(s) of education: ISCED 1 **Target Age-Group (years):** 6-10

- *Štátny vzdelávací program pre 2. stupeň základnej školy – ISCED 2 – Nižšie sekundárne vzdelávanie*.[State Educational Programme for the second stage of basic school in the Slovak Republic – ISCED 2 – lower secondary education] (2008) [Online]

  http://www.minedu.sk

  Level(s) of education: ISCED 2 **Target Age-Group (years):** 10-15

Finland

- Core curriculum for pre-school education in Finland 2000 (2000) [Online]

  http://www.oph.fi/english/education/pre-primary_education

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 6-7

- National core curriculum for basic education 2004 (2004) [Online]

  http://www.oph.fi/english/publications/2009/national_core_curricula

  Level(s) of education: ISCED 1-2 **Target Age-Group (years):** 7-16

Sweden

- Curriculum for the pre-school Lpfö 98 (2006)

  Level(s) of education: isced 0 **Target Age-Group (years):** 3-7

- Curriculum for the compulsory school system, the preschool class and the leisure time centre Lpo 94 (2006)

  Level(s) of education: ISCED 0-1-2 **Target Age-Group (years):** 3-16

- Compulsory school Syllabuses (2008)

  Level(s) of education: ISCED 1-2 **Target Age-Group (years):** 7-16

United Kingdom – England

- Statutory framework for the early years foundation stage (May 2008) [Online]

  http://www.teachernet.gov.uk/_doc/12628/EYFS%20Statutory%20Framework%20May%202008.pdf

  Level(s) of education: ISCED 0 **Target Age-Group (years):** 0-5

- The National Curriculum for England Key stages 1 and 2 (1999 – Key stage 1 amended 2007) [Online]

  http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx

  Level(s) of education: ISCED 1 **Target Age-Group (years):** 5-11

- The National Curriculum for England Key stages 3 and 4 (2007) [Online]

  http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/index.aspx

  Level(s) of education: ISCED 2-3 **Target Age-Group (years):** 11-16

United Kingdom – Wales

- Framework for Children's Learning for 3- to 7-year-olds (2008) [Online]

http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/foundationphase/foundtation2008-e.pdf?lang=en

Level(s) of education: ISCED 0-1 **Target Age-Group (years):** 3-7

- English in the National Curriculum for Wales (2008) [Online]

http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/nationalcurriculum1/englishincurriculum/?lang=en

Level(s) of education: ISCED 1-3 **Target Age-Group (years):** 7-16

United Kingdom – Northern Ireland

- Curricular Guidance for Pre-School Education (2006) [Online]

http://www.rewardinglearning.org.uk/docs/curriculum/foundation_stage/preschool_guidance.pdf

Level(s) of education: ISCED 0 **Target Age-Group (years):** 3-4

- The Northern Ireland Curriculum: Primary (2007) [Online]

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

Level(s) of education: ISCED 1 **Target Age-Group (years):** 4-11

- The Statutory Curriculum at Key Stage 3: Rationale and Detail (2007) [Online]

http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf

Level(s) of education: ISCED 2 **Target Age-Group (years):** 11-14

United Kingdom – Scotland

- Curriculum for Excellence: literacy across learning. Principles and practice (2004 – updated 2007) [Online]

http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/

Level(s) of education: ISCED 0-1-2-3 **Target Age-Group (years):** 3-18

- Literacy and English: experiences and outcomes (2006) [Online]

http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/languages/

Level(s) of education: ISCED 0-2 **Target Age-Group (years):** 3-15

Iceland

- *Aðalnámskrá leikskóla* [National curriculum guide for pre-schools] (1999) [Online]

http://bella.mrn.stjr.is/utgafur/leikskensk.pdf

Level(s) of education: ISCED 0 **Target Age-Group (years):** 0-5

- *Aðalnámskrá grunnskóla: Íslenska* [The national curriculum guide for compulsory school – Icelandic section] (2007) [Online]

http://bella.mrn.stjr.is/utgafur/adalnamskra_grsk_islenska.pdf

Level(s) of education: ISCED 1-2 **Target Age-Group (years):** 6-16

Liechtenstein

- *Lehrplan für das Fürstentum Liechtenstein* [Curriculum for the Principality of Liechtenstein] (2005) [Online]

http://www.llv.li/pdf-llv-sa-lehrplan_fl_auflage_2_0512.pdf

Level(s) of education: ISCED 0-1-2 **Target Age-Group (years):** 4-15

- *Lehrplan für die Unterstufe des Gymnasium* [Curriculum for the lower secondary schools-*Gymnasium Understufe*] (2007) [Online]

  http://www.llv.li/pdf-llv-sa-gymnasium-lehrplaene-unterstufe.pdf

  Level(s) of education: **ISCED 2** **Target Age-Group (years):** **11-14**

- *Förderung von Schülerinnen und Schülern mit (besonderen) Schwierigkeiten im Lesen und Rechtschreiben* [Promotion of students with (special) difficulties on reading and writing] (2006)

  Level(s) of education: **ISCED 0-1-2-3** **Target Age-Group (years):** **4-18**

Norway

- Framework Plan for the Content and Tasks of Kindergartens (2006) [Online]

  http://www.regjeringen.no/upload/kilde/kd/reg/2006/0036/ddd/pdfv/285775-rammeplanen-engelsk-pdf.pdf

  Level(s) of education: **ISCED 0** **Target Age-Group (years):** **1-5**

- Norwegian subject curriculum (2008) [Online]

  http://www.udir.no/Artikler/_Lareplaner/_english/Common-core-subjects-in-primary-and-secondary-education/

  Level(s) of education: **ISCED 1-2** **Target Age-Group (years):** **6-16**

- In depth studies in Norwegian (2006) [Online]

  http://www.udir.no/Artikler/_Lareplaner/_english/Common-core-subjects-in-primary-and-lower-secondary-education-/

  Level(s) of education: **ISCED 2** **Target Age-Group (years):** **13-16**

Turkey

- *Okulöncesi Eğitim Programı* [Pre-primary Education Programme] (2006) [Online]

  http://ooegm.meb.gov.tr/program/program%20kitabi.pdf

  Level(s) of education: **ISCED 0** **Target Age-Group (years):** **3-5**

- *1.- 5. Sınıflar için Türkçe Dil Öğretimi Programı* [Turkish Language Education Programme for 1st-5th Grades] (2009) [Online]

  http://ttkb.meb.gov.tr/ogretmen/modules.php?name=Downloads&d_op=getit&lid=1087

  Level(s) of education: **ISCED 1** **Target Age-Group (years):** **6-10**

- *6.-8. Sınıflar için Türkçe Dil Öğretimi Programı* [Turkish Language Education Programme for 6th-8th Grades] (2009) [Online]

  http://ttkb.meb.gov.tr/ogretmen/modules.php?name=Downloads&d_op=getit&lid=809

  Level(s) of education: **ISCED 2** **Target Age-Group (years):** **11-13**

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Chapter 'Reading Achievement: Evidence from International Surveys'

Mean score, standard deviation and percentage of low achievers in reading in 2009, with trends since 2000, for 15 year-old students (with stanfdard errors) (Figures 1 and 2).

	Mean score				Standard deviation				Percentage of low achievers			
countries	2009	s.e.	difference	s.e. difference	2009	s.e.	difference	s.e. difference	2009	s.e.	difference	s.e. difference
EU-27	490.5	(0.74)	-2.4	(5.07)	96.4	(0.63)	**-4.5**	(0.90)	19.6	(0.32)	0.1	(0.46)
BE fr	490.2	(4.22)	14.5	(9.70)	**109.1**	(2.89)	-2.1	(4.59)	23.3	(1.64)	-4.9	(3.15)
BE de	**498.6**	(2.82)	x	x	**89.8**	(2.21)	x	x	16.9	(1.19)	x	x
BE nl	**518.6**	(2.34)	**-13.7**	(6.92)	93.8	(1.77)	-2.7	(3.99)	13.4	(0.85)	1.7	(1.69)
BG	**429.1**	(6.68)	-1.3	(9.64)	**113.2**	(2.55)	**11.6**	(3.95)	41.0	(2.61)	0.7	(3.33)
CZ	**478.2**	(2.89)	**-13.4**	(6.19)	**92.3**	(1.63)	-4.0	(2.51)	23.1	(1.32)	**5.6**	(1.55)
DK	**494.9**	(2.07)	-2.0	(5.85)	**83.6**	(1.16)	**-14.5**	(2.12)	15.2	(0.88)	**-2.7**	(1.25)
DE	**497.3**	(2.66)	**13.3**	(6.12)	94.8	(1.84)	**-16.5**	(2.63)	18.5	(1.07)	**-4.2**	(1.44)
EE	**501.0**	(2.64)	x	x	**83.3**	(1.65)	x	x	13.3	(1.03)	x	x
IE	495.6	(2.97)	**-31.0**	(6.61)	95.1	(2.18)	1.6	(2.76)	17.2	(1.05)	**6.2**	(1.44)
EL	482.8	(4.32)	9.0	(8.23)	95.2	(2.39)	-2.0	(3.59)	21.3	(1.82)	-3.1	(2.81)
ES	**481.0**	(2.02)	-11.5	(5.98)	**87.5**	(1.13)	2.8	(1.68)	19.6	(0.88)	**3.3**	(1.37)
FR	495.6	(3.44)	-9.1	(6.61)	**105.5**	(2.84)	**13.8**	(3.30)	19.8	(1.20)	**4.6**	(1.62)
IT	**486.1**	(1.57)	-1.4	(5.94)	95.9	(1.39)	4.5	(3.05)	21.0	(0.59)	2.1	(1.28)
LV	**484.0**	(2.96)	**25.9**	(7.80)	**80.0**	(1.53)	**-22.2**	(2.76)	17.6	(1.23)	**-12.5**	(2.37)
LT	**468.4**	(2.39)	x	x	**86.4**	(1.59)	x	x	24.4	(1.15)	x	x
LU	**472.2**	(1.25)	m	m	**103.7**	(0.93)	m	m	26.0	(0.64)	m	m
HU	494.2	(3.17)	**14.2**	(7.08)	**90.2**	(2.35)	-3.7	(3.14)	17.6	(1.39)	**-5.1**	(2.05)
NL	**508.4**	(5.15)	m	m	**88.6**	(1.64)	m	m	14.3	(1.54)	m	m
AT	**470.3**	(2.95)	m	m	100.1	(2.00)	m	m	27.6	(1.28)	m	m
PL	**500.5**	(2.60)	**21.4**	(7.14)	**89.2**	(1.28)	**-10.6**	(3.34)	15.0	(0.84)	**-8.2**	(1.66)
PT	489.3	(3.07)	**19.2**	(7.36)	**86.8**	(1.58)	**-10.3**	(2.40)	17.6	(1.21)	**-8.6**	(2.24)
RO	**424.5**	(4.09)	-3.5	(7.29)	**90.0**	(2.30)	**-12.1**	(3.38)	40.4	(2.02)	-0.9	(2.51)
SI	**483.1**	(1.03)	x	x	**90.9**	(0.86)	x	x	21.2	(0.58)	x	x
SK	**477.4**	(2.54)	x	x	**90.2**	(1.91)	x	x	22.2	(1.18)	x	x
FI	**535.9**	(2.25)	-10.6	(6.01)	**86.4**	(0.95)	-3.0	(2.74)	8.1	(0.52)	1.2	(0.84)
SE	**497.4**	(2.88)	**-18.9**	(6.12)	98.6	(1.51)	**6.5**	(1.90)	17.4	(0.94)	**4.9**	(1.15)
UK_ENG/WLS/NIR	493.7	(2.51)	m	m	95.5	(1.28)	m	m	18.6	(0.84)	m	m
UK_SCT	**500.1**	(3.16)	m	m	94.2	(1.49)	m	m	16.3	(1.06)	m	m
IS	**500.3**	(1.41)	-6.6	(5.34)	96.0	(1.19)	**3.6**	(1.83)	16.8	(0.64)	**2.3**	(0.93)
LI	**499.3**	(2.80)	**16.7**	(7.01)	**82.9**	(3.46)	**-13.3**	(5.18)	15.7	(1.80)	**-6.4**	(2.74)
NO	**503.2**	(2.58)	-2.1	(6.23)	**91.2**	(1.25)	**-12.5**	(2.07)	15.0	(0.83)	-2.5	(1.34)
TR	**464.2**	(3.52)	x	x	**81.9**	(1.71)	x	x	24.5	(1.39)	x	x

Source: OECD, PISA.

Values that are statistically significantly (p<.05) different from EU-27 mean (or from zero when considering differences) are indicated in bold. Low achievers – students that did not achieve Level 2 (<407.5).

Mean score and standard deviation and for pupils in the fourth school year, 2006 (with standard errors) (Figure 3)

	Mean score				Standard deviation	
countries	2006	s.e.	difference from 2001	s.e. difference	2006	s.e.
EU-27	533.3	(0.92)	x	x	73.8	(0.52)
BE fr	**499.7**	(2.64)	x	x	**68.6**	(1.25)
BE nl	**547.0**	(1.96)	x	x	**55.6**	(0.97)
BG	**547.0**	(4.37)	-3	(5.8)	**82.7**	(2.44)
DK	**546.3**	(2.27)	x	x	**69.7**	(1.19)
DE	**547.6**	(2.17)	**9**	(2.9)	**67.0**	(1.17)
ES	**512.5**	(2.48)	x	x	71.0	(1.60)
FR	**521.6**	(2.07)	-4	(3.1)	**66.6**	(0.96)
IT	**551.5**	(2.93)	**11**	(3.8)	**67.9**	(1.37)
LV	**540.9**	(2.34)	-4	(3.3)	**62.6**	(1.18)
LT	**537.0**	(1.64)	**-6**	(3.1)	**56.9**	(1.14)
LU	**557.2**	(1.08)	x	x	**66.4**	(0.72)
HU	**550.9**	(2.98)	8	(3.7)	**70.2**	(1.80)
NL	**547.2**	(1.52)	**-7**	(2.9)	**53.0**	(0.89)
AT	**538.3**	(2.20)	x	x	**63.7**	(1.45)
PL	**519.4**	(2.36)	x	x	75.3	(1.29)
RO	**489.5**	(5.01)	**-22**	(6.8)	**91.5**	(2.99)
SI	**521.5**	(2.09)	**20**	(2.9)	**70.7**	(0.92)
SK	530.8	(2.75)	**13**	(4.0)	74.2	(2.14)
SE	**549.3**	(2.28)	**-12**	(3.2)	**63.6**	(1.29)
UK_ENG	**539.5**	(2.56)	**-13**	(4.3)	**86.9**	(1.63)
UK_SCT	**527.4**	(2.79)	-1	(4.6)	**79.9**	(1.65)
IS	**510.6**	(1.29)	-2	(1.8)	**68.1**	(0.96)
NO	**498.0**	(2.55)	-1	(3.9)	**66.6**	(1.37)

Source: IEA, PIRLS 2006 database.

Values that are statistically significantly (p<.05) different from EU-27 mean (or from zero when considering differences) are indicated in bold.

Percentage of struggling readers among pupils in the fourth grade, 2006 (with standard errors) (Figure 4)

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU
Below or at 400	4.7	**7.9**	**0.8**	5.2	**3.5**	**2.6**	**6.5**	4.1	**1.8**	**1.8**	**1.3**	**1.2**
Standard error	*0.19*	*0.77*	*0.19*	*0.93*	*0.45*	*0.31*	*0.84*	*0.43*	*0.41*	*0.41*	*0.3*	*0.23*
Below or at 475	20.1	**34.4**	**10.2**	17.8	**14.9**	**13.2**	**28.0**	**23.7**	**13.2**	**14.2**	**13.9**	**11.2**
Standard error	*0.38*	*1.58*	*0.88*	*1.76*	*1.05*	*0.81*	*1.44*	*1.14*	*1.2*	*1.15*	*0.89*	*0.53*

	HU	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT	IS	NO
Below or at 400	**2.6**	**0.6**	**2.4**	**7.0**	**16.1**	5.6	5.6	**1.8**	**6.8**	**6.9**	**6.8**	**8.2**
Standard error	*0.55*	*0.25*	*0.44*	*0.64*	*1.88*	*0.51*	*0.86*	*0.38*	*0.61*	*0.76*	*0.72*	*0.91*
Below or at 475	**13.8**	**9.0**	**16.1**	**26.9**	**38.9**	**24.4**	20.2	**12.3**	21.6	**23.4**	**27.8**	**33.5**
Standard error	*1.39*	*0.7*	*1.13*	*1.16*	*2.2*	*1.13*	*1.37*	*0.94*	*1.15*	*1.23*	*0.87*	*1.62*

Source: IEA, PIRLS 2006 database.

Explanatory note

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

◆ ◆ ◆ Relative risk, by gender, of being a struggling reader, for pupils in the fourth grade, 2006, and for 15-year-old students, 2009 (with standard errors) (Figure 5)

	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
4th grade	**1.24**	**1.09**	x	**1.39**	**1.35**	x	**1.26**	**1.22**	x	x	x	1.05	**1.27**	1.16	x	**1.68**	**1.82**	1.12
Standard error	*0.03*	*0.04*	x	*0.14*	*0.16*	x	*0.12*	*0.11*	x	x	x	*0.06*	*0.08*	*0.11*	x	*0.17*	*0.19*	*0.08*

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-SCT		IS	LI	NO	TR
4th grade	1.00	x	**1.38**	**1.30**	**1.34**	x	**1.22**	**1.52**	**1.44**	x	**1.49**	**1.32**	**1.50**		**1.43**	x	**1.30**	x
Standard error	*0.09*	x	*0.14*	*0.10*	*0.07*	x	*0.06*	*0.08*	*0.09*	x	*0.15*	*0.08*	*0.14*		*0.08*	x	*0.07*	x

	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
15-year-olds	**1.92**	**1.43**	**2.72**	**1.62**	**1.81**	**2.12**	**1.66**	**1.89**	**2.66**	**2.12**	**2.24**	**1.63**	**1.83**	**2.29**	x	**2.70**	**2.67**	**1.65**
Standard error	(0.04)	(0.15)	(0.44)	(0.16)	(0.10)	(0.18)	(0.14)	(0.16)	(0.29)	(0.17)	(0.08)	(0.12)	(0.23)	(0.14)	x	(0.30)	(0.19)	(0.07)

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK(1)	UK-SCT		IS	LI	NO	TR
15-year-olds	**2.16**	x	**1.61**	**1.73**	**2.90**	**2.29**	**1.61**	**2.95**	**2.51**	**4.39**	**2.28**	**1.60**	**1.72**	x	**2.51**	**1.96**	**2.57**	**2.11**
Standard error	(0.24)	x	(0.10)	(0.25)	(0.15)	(0.16)	(0.10)	(0.19)	(0.22)	(0.54)	(0.19)	(0.12)	(0.15)	x	(0.19)	(0.49)	(0.19)	(0.18)

x = Countries not participating in the study

UK (1): UK-ENG/WLS/NIR

Source: IEA, PIRLS 2006 database and OECD, PISA 2009 database.

Explanatory note

Relative risk, by gender, of being a struggling reader, shows a ratio of the probability of being a struggling reader for males versus females. In this table values that are not in bold indicate equal chances for males and females, values in bold indicate that males have significantly (p<.05) greater risk of being a struggling reader.

Struggling readers according to PISA are students that did not achieve Level 2 (<407.5). Struggling readers according to PIRLS are students who did not reach the Intermediate International Benchmark (<475 points).

Section 1.3 ' Support for struggling readers: evidence from international surveys'

Percentage of fourth grade pupils needing remedial instruction according to their teachers, and actual percentage of pupils receiving remedial instruction, 2006 (with standard errors) (Figure 1.6)

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU
Receiving remedial instruction	11.9	**8.3**	13.6	**15.0**	12.4	13.4	**13.9**	**3.4**	**9.5**	**6.7**	**7.4**	**5.6**
Standard error	*0.33*	*0.85*	*0.82*	*1.04*	*0.66*	*1.61*	*0.96*	*0.39*	*0.60*	*0.79*	*0.59*	*0.03*
Needing remedial instruction, but not receiving	5.4	**9.1**	**3.9**	**2.1**	**3.6**	**7.2**	**3.3**	**10.0**	**4.4**	**9.4**	**1.6**	**6.9**
Standard error	*0.23*	*0.80*	*0.64*	*0.46*	*0.45*	*0.64*	*0.55*	*0.71*	*0.57*	*1.24*	*0.33*	*0.04*

	HU	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT	IS	NO
Receiving remedial instruction	**15.8**	**15.8**	12.3	**19.3**	**14.9**	**14.1**	**7.6**	**9.2**	**15.0**	**9.9**	**14.9**	11.2
Standard error	*1.03*	*0.73*	*0.73*	*1.19*	*1.05*	*0.65*	*0.91*	*0.62*	*0.95*	*0.86*	*0.07*	*0.96*
Needing remedial instruction, but not receiving	4.1	**1.2**	**3.1**	**3.7**	4.9	**2.1**	**9.6**	**3.9**	**3.2**	**2.7**	**2.3**	4.1
Standard error	*0.82*	*0.29*	*0.47*	*0.63*	*0.85*	*0.36*	*1.01*	*0.53*	*0.58*	*0.61*	*0.03*	*0.78*

Source: IEA, PIRLS 2006 database.

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

Frequency of availability of support in reading for fourth grade pupils, 2006 (with standard errors) (Figure 1.8)

	EU-27	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU
At least 1 support person always available	18.0	18.3	22.8	14.6	**29.4**	**6.7**	**35.5**	**5.6**	**9.6**	**43.1**	**45.9**	**13.3**
Standard error	*0.82*	*2.50*	*3.24*	*2.93*	*3.05*	*1.76*	*3.99*	*1.42*	*2.14*	*4.00*	*3.03*	*0.12*
At least 1 support person sometimes available	52.2	**64.1**	**64.1**	**29.1**	**67.9**	48.0	59.6	48.3	**32.8**	**43.4**	**44.2**	**30.6**
Standard error	*1.03*	*3.74*	*4.26*	*3.43*	*2.96*	*3.27*	*4.18*	*3.77*	*3.30*	*3.93*	*3.20*	*0.17*

	HU	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT	IS	NO
At least 1 support person always available	**34.8**	**29.1**	**5.9**	**35.9**	**4.9**	**27.3**	14.8	**12.3**	**29.0**	**33.0**	**38.0**	15.6
Standard error	*4.07*	*3.52*	*1.69*	*3.84*	*1.52*	*3.04*	*2.57*	*2.25*	*3.97*	*3.98*	*0.34*	*3.23*
At least 1 support person sometimes available	**43.7**	**63.9**	54.6	56.8	**31.0**	**64.9**	54.6	**85.1**	**69.3**	**65.3**	**61.1**	**75.7**
Standard error	*4.01*	*3.97*	*3.35*	*4.02*	*3.41*	*2.95*	*3.81*	*2.42*	*4.16*	*4.16*	*0.34*	*3.84*

Source: IEA, PIRLS 2006 database.

Explanatory note

This figure summarises teachers' answers to a question 'Are the following resources available to you to deal with students who have difficulty with reading?'
a) A <reading specialist> is available to work in my classroom with those students
b) A <reading specialist> is available to work in a<remedial reading classroom> with those students
c) A teacher-aide or other adult is available to work in my classroom with those students
d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students
Values treated as missing only when no answer to any question (total 1.22 %).

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

Figure 1.9: Availability of a support person in the classroom for fourth grade pupils, 2006 (with standard errors) (Figure 1.11)

	EU	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU	HU	NL	AT	PL	RO	SI	SK	SE	UK (1)	UK-SCT	IS	NO
A	7.9	**3.8**	12.7	7.0	4.8	**0.3**	5.5	**3.3**	8.9	7.9	**3.5**	**5.7**	13.9	11.0	**2.7**	**12.7**	**2.1**	5.4	**3.0**	6.4	**22.7**	**20.8**	**15.7**	9.4
s.e.	0.66	1.37	2.58	2.03	1.87	0.11	1.85	1.34	2.03	2.15	1.39	0.10	3.01	2.84	1.21	2.64	0.96	1.31	1.10	1.65	3.57	3.34	0.30	2.58
B	36.3	32.1	**52.0**	**11.8**	**57.5**	**27.3**	**46.9**	35.9	**29.8**	**21.5**	**11.0**	**13.0**	**17.8**	**46.0**	**20.6**	**14.1**	**14.3**	39.4	**19.4**	**68.3**	**67.0**	**71.5**	**64.2**	**69.5**
s.e.	1.06	2.99	4.2	2.8	3.96	3.03	3.93	3.85	3.15	3.19	2.24	0.12	3.26	4.39	2.78	2.42	2.77	3.22	2.65	3.27	4.13	3.96	0.35	4.57

UK (1): UK-ENG/WLS/NIR

Source: IEA, PIRLS 2006 database.

Explanatory note

The figure combines teachers' answers regarding the availability of a <reading specialist>, a teacher-aide or other adult to work in the classroom with those pupils who have difficulty with reading.
Values are treated as missing only when no answer to any question is given (total 2.9%).

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

Section 2.2 'Educating teachers of reading: evidence from international surveys'

Percentages of pupils in the fourth grade taught by teachers whose initial training emphasised teaching reading, 2006 (with standard errors) (Figure 2.1)

	BE fr	BE nl	BG	DK	DE	ES	FR	IT	LV	LT	LU	HU
	33.4	32.6	**54.9**	26.2	**13.1**	20.2	**9.7**	26.9	25.8	**52.8**	**41.4**	26.2
S.E.	*3.55*	*4.24*	*3.98*	*3.68*	*2.29*	*3.29*	*2.10*	*3.32*	*3.64*	*3.54*	*0.23*	*3.15*

	NL	AT	PL	RO	SI	SK	SE	UK-ENG	UK-SCT		IS	NO
	25.6	28.8	**49.4**	**65.4**	**13.4**	**35.1**	27.8	20.8	**39.3**		25.2	**49.5**
S.E.	*3.70*	*3.19*	*3.88*	*3.32*	*2.12*	*3.76*	*3.24*	*3.24*	*3.91*		*0.40*	*4.70*

Source: IEA, PIRLS 2006 database.

Values that are statistically significantly (p<.05) different from the EU mean are indicated in bold.

Percentage of teachers teaching reading, writing and literature as the only subject and together with other subjects, at ISCED2 level, 2008 (with standard errors) (Figure 2.2)

	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Reading and other subject(s)	16.7	15.1	6.1	39.7	7.4	26.7	16.9	14.6	12.4	19.0	26.7	13.2	10.3	15.3	21.2	42.0	21.5
Standard error	*0.29*	*0.64*	*1.09*	*1.45*	*0.52*	*0.95*	*0.78*	*0.78*	*0.84*	*1.36*	*0.63*	*0.57*	*0.54*	*0.71*	*0.78*	*0.89*	*1.32*
Only reading	9.3	7.2	11.3	2.3	12.0	7.9	11.9	11.7	7.5	15.6	2.2	10.9	6.5	12.4	4.0	1.8	9.7
Standard error	*0.22*	*0.45*	*1.02*	*0.53*	*0.47*	*0.65*	*0.51*	*0.56*	*0.8*	*1.35*	*0.25*	*0.45*	*0.51*	*0.5*	*0.4*	*0.31*	*1.05*
Total	26.0	22.3	17.4	42.0	19.3	34.6	28.8	26.3	20.0	34.6	28.9	24.1	16.8	27.6	25.2	43.8	31.2
Standard error	*0.28*	*0.67*	*0.55*	*1.25*	*0.54*	*0.83*	*0.69*	*0.81*	*1.2*	*1.66*	*0.59*	*0.62*	*0.59*	*0.7*	*0.72*	*0.89*	*1.34*

Source: OECD, TALIS 2008 database.

Explanatory note

Reading includes writing and literature.
Answering 'no' to each sub-question of 'what subject do you teach?' was treated as missing (2.8% of missing values in participating EU countries).
Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

Average number of CPD days during the last 18 months attended by teachers of reading, writing and literature at ISCED 2, 2008 (with standard errors) (Figure 2.3).

	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Compulsory	8.0	2.8	9.1	3.9	6.8	2.4	13.9	6.6	8.0	5.0	3.3	8.2	7.6	4.7	3.6	4.1	9.6
Standard error	*0.27*	*0.30*	*0.93*	*0.37*	*0.49*	*0.33*	*0.42*	*0.35*	*0.81*	*0.17*	*0.16*	*1.09*	*0.81*	*0.19*	*0.32*	*0.23*	*0.93*
Total	17.8	7.0	15.8	9.7	13.3	5.3	26.3	11.7	16.3	7.5	11.0	21.1	14.7	8.5	6.5	9.3	10.3
Standard error	*0.37*	*0.36*	*0.94*	*0.52*	*0.60*	*0.37*	*0.78*	*0.43*	*0.94*	*0.42*	*0.30*	*1.30*	*0.93*	*0.36*	*0.46*	*0.47*	*0.86*

Source: OECD, TALIS 2008 database.

Explanatory note

As extreme values have a large impact on the mean, responses above the 99th percentile on the EU level were considered as missing. Only the values below 120 days (about 5 months) of CPD activities were included in the analysis. The omission concerned the Flemish Community of Belgium (0.3%), Bulgaria (4.2%), Poland (5.1%) and Portugal (1.2%).
Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

Percentage of teachers teaching reading, writing and literature at ISCED 2, who participated in CPD activities, by type, during the last 18 months, 2008 (with standard errors) (Figure 2.4)

	EU	BE nl	BG	DK	EE	IE	ES	LT	HU	MT	AT	PL	PT	SI	SK	NO	TR
Courses	86.3	87.4	81.6	85.7	94.9	83.2	86.5	96.9	75.6	92.4	93.0	93.0	83.4	88.7	53.3	72.6	67.5
S.E.	*0.56*	*1.52*	*2.90*	*1.99*	*0.98*	*1.33*	*1.32*	*0.71*	*2.26*	*1.41*	*0.97*	*1.17*	*1.69*	*1.20*	*2.70*	*1.88*	*3.55*
Conferences	50.2	33.9	43.2	42.7	58.4	37.8	41.1	69.8	46.2	48.6	52.0	70.7	60.4	77.1	37.9	39.2	68.9
S.E.	*0.87*	*2.16*	*4.19*	*2.56*	*2.37*	*1.93*	*1.87*	*2.00*	*3.28*	*3.11*	*1.77*	*2.27*	*2.81*	*1.65*	*2.41*	*1.98*	*4.22*
Qualification programmes	25.2	19.3	50.5	15.3	30.5	11.9	18.2	45.6	29.4	18.7	20.7	35.5	26.7	8.7	38.8	17.7	20.3
S.E.	*0.71*	*1.60*	*3.58*	*1.81*	*2.09*	*1.14*	*1.25*	*2.24*	*2.85*	*2.51*	*1.25*	*1.98*	*1.93*	*1.11*	*2.33*	*1.15*	*1.76*
Observations	20.2	15.4	19.2	8.8	60.2	5.6	15.6	60.0	43.9	12.8	11.1	17.7	29.3	6.9	32.9	19.1	21.9
S.E.	*0.66*	*1.87*	*3.53*	*1.04*	*2.39*	*1.00*	*1.50*	*2.25*	*2.58*	*2.10*	*1.07*	*1.59*	*2.19*	*1.03*	*2.59*	*1.75*	*2.24*
Network	36.5	25.3	25.2	44.8	47.7	43.3	22.4	42.4	47.2	38.7	35.9	61.5	13.6	71.5	37.2	34.3	43.9
S.E.	*0.78*	*1.60*	*3.89*	*2.19*	*2.28*	*1.97*	*1.33*	*2.23*	*2.81*	*3.02*	*1.78*	*2.55*	*1.69*	*1.86*	*2.63*	*2.17*	*3.10*
Research	42.0	29.9	30.1	53.2	30.0	26.2	51.2	53.2	14.3	39.4	28.6	45.3	51.0	20.7	13.2	11.0	40.2
S.E.	*0.79*	*1.92*	*2.83*	*2.21*	*2.53*	*1.80*	*1.86*	*2.10*	*1.60*	*3.32*	*1.52*	*1.98*	*2.64*	*1.89*	*1.62*	*0.99*	*3.30*
Mentoring	35.7	23.8	33.7	17.1	34.4	16.9	25.4	45.0	52.0	16.3	18.7	68.7	17.5	28.0	66.0	23.4	36.1
S.E.	*0.85*	*1.98*	*4.64*	*1.92*	*2.37*	*1.52*	*1.62*	*2.27*	*2.89*	*2.43*	*1.32*	*2.42*	*1.97*	*1.49*	*1.99*	*1.78*	*2.82*

Source: OECD, TALIS 2008 database.

Explanatory note

Italy: The question on the specialisation of teachers was dropped.
Netherlands: Country did not meet the sampling standards; therefore its data are not included in the international tables and analyses.

Significant correlations and standard errors between 'taught reading' index and other variables, in participating EU-27 countries, 2006 (Annex Chapter 2, Table 1)

Questions	*Correlation (r)*	S.E.
Organise pupils		
Create mixed-ability groups	**0.19**	0.03
Use individualised instruction for reading	**0.21**	0.03
Pupils work independently on an assigned plan or goal	**0.17**	0.02
Pupils work independently on a goal they choose themselves	**0.16**	0.02
Teaching		
Teach or model different reading strategies for pupils *		
(for example, skimming/scanning, self-monitoring)	**0.24**	0.03
Teach pupils strategies for decoding sounds and words*	**0.25**	0.02
Teach pupils new vocabulary systematically	**0.18**	0.02
Help pupils understand new vocabulary in texts they are reading	**0.15**	0.03
Ask pupils to answer reading comprehension questions in a workbook or on a worksheet about what they have read	**0.17**	0.03
Ask pupils to write something about or in response to what they have read	**0.23**	0.02
Ask pupils to answer oral questions about or orally summarize what they have read	**0.15**	0.02
Ask pupils to do a project about what they have read (e.g., a play or art project)*	**0.22**	0.03
Give a written quiz or test about what they have read*	**0.14**	0.02
Ask pupils to identify the main ideas of what they have read	**0.15**	0.02
Ask pupils to compare what pupils have read with experiences they have had	**0.20**	0.02
Ask pupils to compare what pupils have read with other things they have read*	**0.21**	0.02
Ask pupils to make predictions about what will happen next in the text they are reading*	**0.15**	0.02
Ask pupils to make generalizations and draw inferences based on what they have read*	**0.27**	0.03
Ask pupils to describe the style or structure of the text they have read	**0.18**	0.02
Take or send the pupils to a library other than the classroom library	**0.15**	0.02
Assign reading as part of homework (for any subject)	**0.14**	0.03
Materials		
Use textbooks	**0.19**	0.02
Use reading series (e.g., basal readers, graded readers)*	**0.17**	0.02
Use children's newspapers and/or magazines	**0.16**	0.03
Use materials written by pupils	**0.17**	0.03
Give pupils to read short stories	**0.20**	0.02

Questions	*Correlation (r)*	S.E.
(e.g., fables, fairy tales, action stories, science fiction, detective stories)		
Give pupils to read poems	**0.22**	0.02
Give pupils to read plays	**0.14**	0.02
Assessment		
Assess pupils' performance in reading by multiple-choice questions on material read	**0.18**	0.02
Assess pupils' performance in reading by oral questioning of pupils	**0.15**	0.02
Assess pupils' performance in reading by meeting with pupils to discuss what they have been reading and work they have done	**0.16**	0.02
Use assessment to adapt the instruction	**0.16**	0.03
Use assessment to provide data for national or local monitoring	**0.20**	0.03
Use portfolios (collection of samples of pupils' work, a reading log, etc.) a part of the assessment of pupils' progress in reading	**0.18**	0.03
Meet or talk individually with the child's parents to discuss his/her progress in reading	**0.31**	0.02
Send a progress report on the child's reading home to his/her parents	**0.18**	0.03
Professional development		
In-service training that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)*	**0.26**	0.03
Read books/ journals on teaching in general*	**0.19**	0.03
Read books/ journals on teaching reading*	**0.32**	0.02
Read children's books*	**0.18**	0.02

Source: IEA, PIRLS 2006 database.

* correlations by participating education systems are listed in Table 2 in annex.
The original Likert scales were reversed so that increasing values indicate more frequent answers. The scale was not reversed in questions "assign reading as part of homework" and "in-service training" as it was already the correct direction.

The comparisons are based on statistical significance testing on p<.05 level. This means that the probability of making a false statement is set at less than 5%.

Standard errors for the significant correlations between 'taught reading' index and other variables, by education system (Annex Chapter 2, Table 2).

	Professional development				Teaching approaches							
	Read books/ journals on teaching reading	Read books/ journals on teaching in general	Read children's books	In-service training on reading	Teach reading strategies	Compare reading with other things they have read	Quiz or test about reading	Reading material: series	Teach decoding strategies	Do a project about what pupil's have read	Ask to make predictions in the text	Make generalisa-tions and draw inferences
EU	0.02	0.03	0.02	0.03	0.03	0.02	0.02	0.02	0.02	0.03	0.02	0.03
BE fr	0.09	0.08	0.07	0.07	0.06	0.09	0.06	0.09	0.07	0.06	0.10	0.09
BE nl	0.07	0.08	0.08	0.06	0.06	0.08	0.07	0.08	0.08	0.08	0.07	0.06
BG	0.08	0.08	0.07	0.07	0.07	0.09	0.09	0.06	0.09	0.10	0.07	0.08
DK	0.08	0.08	0.08	0.08	0.08	0.07	0.07	0.07	0.07	0.07	0.08	0.08
DE	0.06	0.06	0.06	0.06	0.09	0.07	0.06	0.06	0.08	0.06	0.06	0.06
ES	0.09	0.08	0.08	0.07	0.08	0.08	0.09	0.10	0.08	0.08	0.08	0.09
FR	0.07	0.07	0.07	0.08	0.07	0.08	0.07	0.08	0.07	0.09	0.07	0.08
IT	0.07	0.08	0.07	0.08	0.08	0.08	0.08	0.08	0.07	0.08	0.08	0.07
LV	0.06	0.08	0.08	0.08	0.08	0.07	0.06	0.09	0.08	0.07	0.07	0.08
LT	0.07	0.07	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06
LU	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00
HU	0.08	0.08	0.09	0.09	0.07	0.07	0.09	0.06	0.07	0.09	0.08	0.08
NL	0.08	0.10	0.14	0.10	0.08	0.09	0.09	0.10	0.08	0.07	0.09	0.08
AT	0.06	0.07	0.07	0.06	0.06	0.06	0.07	0.07	0.08	0.07	0.08	0.06
PL	0.09	0.08	0.06	0.06	0.08	0.08	0.08	0.08	0.07	0.08	0.09	0.08
RO	0.08	0.07	0.08	0.07	0.08	0.08	0.08	0.07	0.08	0.08	0.09	0.08
SI	0.07	0.07	0.06	0.06	0.06	0.07	0.07	0.07	0.06	0.06	0.07	0.07
SK	0.08	0.08	0.07	0.06	0.06	0.07	0.07	0.06	-	0.06	0.07	0.07
SE	0.08	0.08	0.08	0.10	0.06	0.08	0.07	0.06	0.07	0.07	0.08	0.06
UK-ENG	0.07	0.09	0.10	0.09	0.07	0.07	0.08	0.09	0.06	0.08	0.07	0.07
UK-SCT	0.08	0.08	0.08	0.09	0.09	0.09	0.09	0.09	0.08	0.08	0.10	0.07
IS	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
NO	0.07	0.08	0.07	0.09	0.08	0.08	0.07	0.09	0.09	0.07	0.09	0.08

Source: IEA, PIRLS 2006 database.

Perceived impact of attending CPD activities, by type, among teachers teaching reading, writing and literature at ISCED2 level, 2008 (with standard errors), (Annex Chapter 2, Table 3).

	Courses	S.E.	Conferences	S.E.	Qualification programmes	S.E.	Observations	S.E.	Network	S.E.	Research	S.E.	Mentoring	S.E.
EU	3.03	0.01	2.91	0.02	3.29	0.03	3.01	0.03	3.11	0.02	3.34	0.02	3.07	0.02
BE fr	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BE de	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BE nl	2.55	0.04	2.35	0.05	2.92	0.11	2.4	0.08	2.58	0.06	2.82	0.05	2.47	0.08
BG	3.02	0.05	3	0.1	3.18	0.05	2.97	0.07	3.21	0.08	3.17	0.11	3.22	0.08
CZ	x	x	x	x	x	x	x	x	x	x	x	x	x	x
DK	3.27	0.03	3.19	0.05	3.81	0.05	3.13	0.09	3.33	0.05	3.46	0.04	3.1	0.09
DE														
EE	3.09	0.03	2.87	0.04	3.31	0.06	2.87	0.04	3.13	0.05	3.31	0.05	2.97	0.05
IE	3.04	0.04	3.01	0.05	3.54	0.08	3.11	0.12	2.98	0.04	3.32	0.06	2.99	0.07
EL	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ES	2.92	0.03	2.88	0.04	3.04	0.07	3.04	0.06	3.04	0.05	3.32	0.03	3.02	0.05
FR	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IT	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CY	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LV	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LT	3.19	0.03	3.08	0.04	3.24	0.04	3.26	0.04	3.15	0.04	3.25	0.04	3.18	0.05
LU	x	x	x	x	x	x	x	x	x	x	x	x	x	x
HU	3.36	0.06	3.1	0.07	3.58	0.07	3.08	0.06	3.21	0.05	3.43	0.1	3.31	0.06
MT	2.84	0.05	2.76	0.05	3.67	0.07	2.95	0.12	2.89	0.07	3.32	0.06	2.77	0.11
NL	x	x	x	x	x	x	x	x	x	x	x	x	x	x
AT	2.88	0.02	2.61	0.04	3.29	0.05	2.7	0.08	2.76	0.04	3.33	0.04	2.91	0.07
PL	3.15	0.04	2.91	0.04	3.45	0.05	3.03	0.13	3.26	0.05	3.42	0.04	3.09	0.04
PT	3.04	0.03	2.88	0.04	3.31	0.06	2.86	0.06	3	0.08	3.38	0.05	3.34	0.06
RO	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SI	2.98	0.03	2.94	0.02	3.06	0.12	2.96	0.15	2.72	0.04	3.28	0.06	2.9	0.04
SK	2.93	0.05	2.94	0.04	3.15	0.06	2.71	0.05	2.98	0.06	3.09	0.08	2.98	0.03
FI	x	x	x	x	x	x	x	x	x	x	x	x	x	x
SE	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UK	x	x	x	x	x	x	x	x	x	x	x	x	x	x
IS	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LI	x	x	x	x	x	x	x	x	x	x	x	x	x	x
NO	3	0.03	2.9	0.05	3.54	0.05	2.83	0.05	3.03	0.05	3.51	0.05	2.99	0.07
TR	2.75	0.07	2.81	0.06	3.06	0.08	3.38	0.09	2.97	0.07	3.37	0.07	3.11	0.07

S.E. Standard error

x Countries that did not participate in the study

Source: OECD, TALIS 2008 database.

Chapter 3 'Promotion of Reading Outside of School'

Home environment variables predicting reading achievement for pupils in the fourth grade, 2006 (with standard errors) (Figure 3.1)

Country	Intercept	Parental engagement in reading	Reading activities with the child	Number of books at home	Number of children's books at home	Highest level of occupation	Highest level of education	Number of hours spent reading	Number of times spend reading for enjoyment
EU-27	**0.12**	**0.08**	**0.09**	**0.09**	**0.12**	**0.10**	**0.13**	**0.02**	**0.03**
Std. error	*0.01*	*0.01*	*0.01*	*0.01*	*0.01*	*0.01*	*0.01*	*0.01*	*0.01*
BE fr	**-0.38**	0.05	**0.08**	0.05	**0.19**	**0.14**	**0.15**	-0.01	0.01
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.02*	*0.02*	*0.02*	*0.02*	*0.02*
BE nl	**0.22**	**0.07**	**0.08**	0.01	**0.07**	**0.10**	**0.18**	0.00	0.02
Std. error	*0.02*	*0.02*	*0.01*	*0.02*	*0.02*	*0.02*	*0.02*	*0.01*	*0.02*
BG	**0.48**	-0.01	-0.03	**0.10**	**0.21**	0.06	**0.17**	0.03	0.04
Std. error	*0.05*	*0.03*	*0.04*	*0.03*	*0.04*	*0.03*	*0.04*	*0.03*	*0.03*
DK	0.06	**0.11**	**0.08**	0.05	**0.07**	**0.13**	**0.11**	-0.01	0.04
Std. error	*0.03*	*0.04*	*0.02*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*
DE	**0.31**	**0.06**	0.03	0.02	**0.23**	**0.10**	**0.14**	0.00	0.00
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.03*	*0.02*	*0.02*	*0.03*	*0.02*
ES	**-0.13**	0.00	**0.12**	**0.11**	**0.10**	0.04	**0.13**	0.01	0.02
Std. error	*0.03*	*0.04*	*0.03*	*0.04*	*0.03*	*0.04*	*0.03*	*0.03*	*0.03*
FR	**-0.10**	**0.08**	**0.05**	0.04	**0.16**	**0.11**	**0.15**	0.02	0.03
Std. error	*0.02*	*0.03*	*0.02*	*0.03*	*0.02*	*0.02*	*0.02*	*0.02*	*0.02*
IT	**0.44**	**0.13**	**0.06**	0.01	**0.10**	0.02	**0.13**	0.01	0.01
Std. error	*0.04*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*
LV	**0.13**	0.03	**0.09**	0.03	**0.20**	**0.11**	**0.07**	0.01	0.00
Std. error	*0.03*	*0.02*	*0.02*	*0.03*	*0.03*	*0.02*	*0.04*	*0.03*	*0.03*
LT	**0.10**	**0.07**	**0.06**	0.02	**0.11**	**0.08**	**0.19**	0.02	**0.05**
Std. error	*0.03*	*0.02*	*0.02*	*0.02*	*0.02*	*0.02*	*0.03*	*0.02*	*0.02*
LU	**0.42**	0.01	**0.03**	**0.15**	**0.18**	**0.06**	**0.09**	**0.06**	0.02
Std. error	*0.02*	*0.03*	*0.01*	*0.03*	*0.02*	*0.02*	*0.02*	*0.02*	*0.02*
HU	**0.27**	**0.08**	0.03	**0.07**	**0.15**	**0.06**	**0.28**	0.04	0.05
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.03*	*0.02*	*0.03*	*0.02*	*0.03*
NL	**0.24**	**0.10**	**0.08**	0.01	**0.08**	**0.06**	**0.12**	-0.01	0.02
Std. error	*0.02*	*0.03*	*0.02*	*0.03*	*0.03*	*0.03*	*0.02*	*0.02*	*0.02*
AT	**0.16**	**0.06**	**0.09**	**0.10**	**0.18**	0.06	**0.12**	0.00	**0.04**
Std. error	*0.02*	*0.03*	*0.02*	*0.03*	*0.02*	*0.03*	*0.03*	*0.02*	*0.02*
PL	-0.01	**0.12**	**0.14**	0.04	**0.13**	**0.05**	**0.24**	-0.04	0.03
Std. error	*0.03*	*0.02*	*0.02*	*0.02*	*0.03*	*0.02*	*0.02*	*0.02*	*0.03*
RO	-0.05	0.08	**0.19**	**0.17**	**0.14**	**0.19**	**0.19**	-0.06	0.01
Std. error	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*	*0.03*	*0.05*	*0.03*	*0.04*
SI	**-0.12**	**0.06**	**0.06**	0.02	**0.16**	**0.12**	**0.21**	0.00	0.03
Std. error	*0.02*	*0.02*	*0.02*	*0.03*	*0.02*	*0.02*	*0.03*	*0.02*	*0.02*
SK	**0.12**	**0.11**	**0.10**	**0.08**	**0.23**	**0.12**	**0.19**	0.00	0.01
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.03*	*0.03*	*0.03*	*0.02*	*0.03*
SE	**0.08**	**0.06**	**0.07**	**0.11**	**0.07**	**0.10**	**0.16**	0.01	0.03
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.03*	*0.03*	*0.03*	*0.02*	*0.03*
UK_ENG	**0.14**	**0.12**	**0.19**	0.07	**0.14**	0.05	**0.22**	0.01	**0.10**
Std. error	*0.04*	*0.05*	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*	*0.05*

Country	Intercept	Parental engagement in reading	Reading activities with the child	Number of books at home	Number of children's books at home	Highest level of occupation	Highest level of education	Number of hours spent reading	Number of times spend reading for enjoyment
UK_SCT	-0.08	0.09	**0.14**	**0.08**	**0.20**	**0.16**	**0.11**	**-0.11**	0.02
Std. error	*0.04*	*0.05*	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*	*0.04*
IS	**-0.44**	0.03	**0.18**	0.04	**0.15**	0.04	**0.17**	-0.01	-0.01
Std. error	*0.03*	*0.03*	*0.02*	*0.03*	*0.03*	*0.03*	*0.03*	*0.02*	*0.02*
NO	**-0.68**	0.06	**0.08**	0.05	**0.15**	**0.07**	**0.18**	-0.01	0.03
Std. error	*0.04*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.03*	*0.02*	*0.03*

Source: IEA, PIRLS 2006 database.

Explanatory note:

Values that are statistically significant (p<.05) from zero are indicated in bold.

The table shows standardised linear regression variables with mean 0 and standard deviation 1. Standardised coefficients can be interpreted as partial correlations between the independent and dependent variable, controlling for the other variables in the model.

The independent variables are based on parents'/guardians' answers to the 'Learning to Read Survey':

Parental engagement in reading is an index based on question 14, where parents/guardians indicate on a four-item scale from 'agree a lot' to 'disagree a lot' answers to statements 'I read only if I have to' (reverse coded), 'I like talking about books with other people', 'I like to spend my spare time reading', 'I read only if I need information' (reverse coded), and 'reading is an important activity in my home'.

The index reliability is satisfactory: Cronbach alpha is equal to 0.81 at the EU level and the smallest alpha at a country is equal to 0.74.

Reading activities with child index is based on question 2 'Before your child began ISCED Level 1, how often did you or someone else in your home do the following activities with him or her?: read books; tell stories; sing songs; play with alphabet toys; talk about things you had done; talk about what you had read; play word games; write letters or words; read about signs or labels; visit a library (answer categories 'often', 'sometimes', 'never or almost never').

The index reliability is satisfactory: Cronbach alpha is equal to 0.76 at the EU level and the smallest alpha at a country is equal to 0.70.

Number of books at home is question 15 'How many books are there in your home?' (With answer categories [0-10], [11-25], [26-100], [101-200] and 'more than 200'.)

Number of children's books at home is question16 'About how many children's books are there in your home? (Do not count children's magazines or school books). With answer categories [0-10], [11-25], [26-50], [51-100] and 'more than 100'.

Highest level of occupation is PIRLS derived variable with answer categories 'professional', 'small business owner', 'clerical', 'skilled worker', 'general labourer', 'never worked outside home for pay' (recoded descending).

Highest level of education is PIRLS derived variable with answer categories 'finished university or higher', 'finished post-secondary, but not university', 'finished upper secondary', 'finished lower secondary', 'some primary, lower secondary or no schooling' (recoded from lowest to highest category).

Number of hours spent reading is question 12 'In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work?' With answer categories 'less than one hour a week', '1-5 hours a week', '6-10 hours a week' and 'more than 10 hours a week'.

Number of times spent reading for enjoyment is question 13 'When you are at home, how often do you read for your own enjoyment?' with answer categories 'every day or almost every day', 'once or twice a week', 'once or twice a month', 'never or almost never'.

EN

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The **Eurydice network** serves mainly those involved in educational policy-making at national, regional and local levels, as well as in the European Union institutions. It focuses primarily on the way education in Europe is structured and organised at all levels. Its publications output may be broadly divided into descriptions of national education systems, comparative studies devoted to specific topics, and indicators and statistics. They are available free of charge on the Eurydice website or in print upon request.

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