

Project No. 2019-1-PL01-KA201-065421 " Effective strategies in students' reading education"

Dissemination conference in Alytus: 22.06.2022

# MOTIVES and METHODS - i.e. why we wanted to do this project and how we did it.

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County Center for Education Development in Giżycko  
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# About us

We are from Poland, a country that took shape in the 10th century. The first recorded date is - 966, when the reigning prince, influenced by his wife, was baptised and introduced Christianity. Poland is a country with a complicated and interesting history. From 1384 to 1559 in a dynastic union, and from 1569 in a real union with the Grand Duchy of Lithuania. From 1945 to 1989 it was dependent on the Soviet Union. Since 2004 in the European Union. Poland is a moderately developed country, with a real per capita income of approximately USD 25,000 and a gross product of USD 607 billion. Area 312,000 km<sup>2</sup>, population approx. 38 million (97% Poles). Population density 130 persons/km. The system - a flawed democracy.

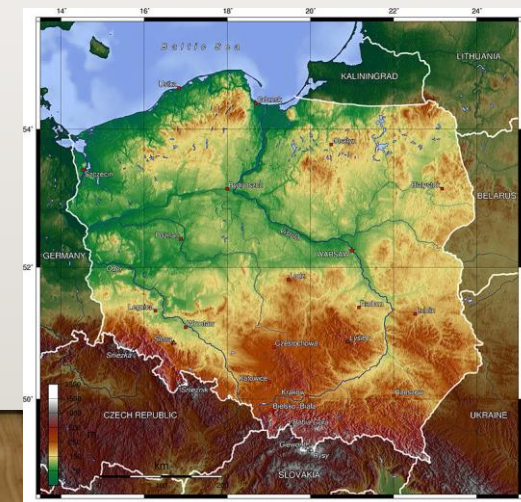
We are the inhabitants of the Warmińsko-Mazurskie Voivodship (24 thousand km<sup>2</sup>, 1.4 million people).

We work for the inhabitants of the local government unit - Giżycko County (approx. 1.2 thousand km<sup>2</sup>, 57 thousand people).



Map of Poland during the reign of Prince Mieszko I (ca. 960 - 992). Author [Poznaniak, Popik](#). [https://commons.wikimedia.org/wiki/File:Polska\\_960\\_-\\_992.png](https://commons.wikimedia.org/wiki/File:Polska_960_-_992.png)

The Polish-Lithuanian Commonwealth (1619) compared with the current borders of the countries (Polish subtitles). Author [Bogomolov.PL](#). [https://commons.wikimedia.org/wiki/File:Polish-Lithuanian\\_Commonwealth\\_\(1619\)\\_compared\\_with\\_today%27s\\_borders\\_PL.png](https://commons.wikimedia.org/wiki/File:Polish-Lithuanian_Commonwealth_(1619)_compared_with_today%27s_borders_PL.png)



Topographic map of Poland, **Author** [Captain Blood](#) at english Wikipedia, [https://commons.wikimedia.org/wiki/File:Poland\\_topo.jpg](https://commons.wikimedia.org/wiki/File:Poland_topo.jpg)



# About Mrs. Bożena

Bożena Maria Giedziusiewicz - in the past a scouting (scouting) activist, at one time the most important person in this organisation in Giżycko. Then manager of the Provincial Teacher Training Centre in Suwałki, teacher at a Special School, director of the Psychological-Pedagogical Clinic in Giżycko, currently director of the District Education Development Centre in Giżycko. An associate of the Centre for Education Development in Warsaw - an institution of the Ministry of National Education.

She is a person who is not afraid of new challenges. She is very active in the development of education in the Giżycko powiat and the facility she manages.



# About Bozena's institution

The District Education Development Centre in Giżycko is a complex of three educational institutions:

1. The Psychological and Pedagogical Counselling Centre, whose task is to provide assistance to children and with problems and to schools and kindergartens where such children study and to teachers who teach such children in the Giżycko district. The counselling centre employs pedagogues, psychologists, speech therapists and doctors.
2. The District Teacher Training Centre organises teacher training (free and paid) and provides assistance to teachers. It employs, on a part-time basis, 12 of the most outstanding teachers, the so-called methodical advisors providing assistance to teachers of kindergartens and schools in the Giżycko and Węgorzewo districts.
3. The District Pedagogical Library - providing assistance to teachers in accessing pedagogical and subject-related knowledge through the provision of books and press from its own book collection and loans from other libraries. The library popularises the reading of books by carrying out a very special programme for children and young people.

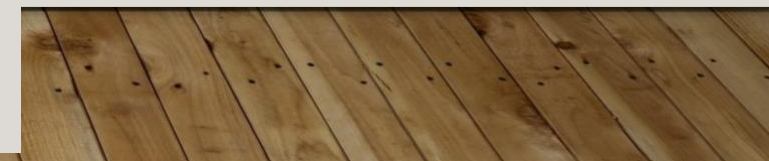
At the time of its creation, the Centre's tasks were supposed to be even broader, but the government changed and other concepts for the functioning of education in Poland emerged.

# About me

**My name is Kazimierz Ambroziak - I have been retired since 2015,** I have worked in education since 1975. I was a teacher of electrical subjects in a school in Giżycko, for 5 years a vice-principal of this school, briefly (4 years) an instructor of computer education (before that I graduated in computer science) in the Provincial Polytechnic Centre, even shorter (3 years) I was the director of the Complex of Electrical Schools, then I was persuaded to work in the emerging Giżycko District, from 1999. until 2015 I was the director of the District Complex of Schools and Educational Institutions Service of the Giżycko District (it is such an independent Department of Education, Culture and Sport of the Giżycko District). I am the author of 39 educational projects financed from various European funds for the modernisation of the material base of Giżycko County schools, student development and teacher training. I have carried out cross-border cooperation with Lithuania (in particular with the city of Alytus) and Russia (Kaliningrad). There were also short episodes of cooperation with Denmark, Italy, Germany and Estonia.

I always want to work for the benefit of others - especially when they pay for it.

As a child I wanted to be a shoemaker and then a writer.





## About the problem

The problem was brought to light by the Polish National Library, which since 2000 has been conducting and publishing real data in special reports on the number of books read by adults. Before that – „Poland was growing in strength and people were living more and more prosperously”.

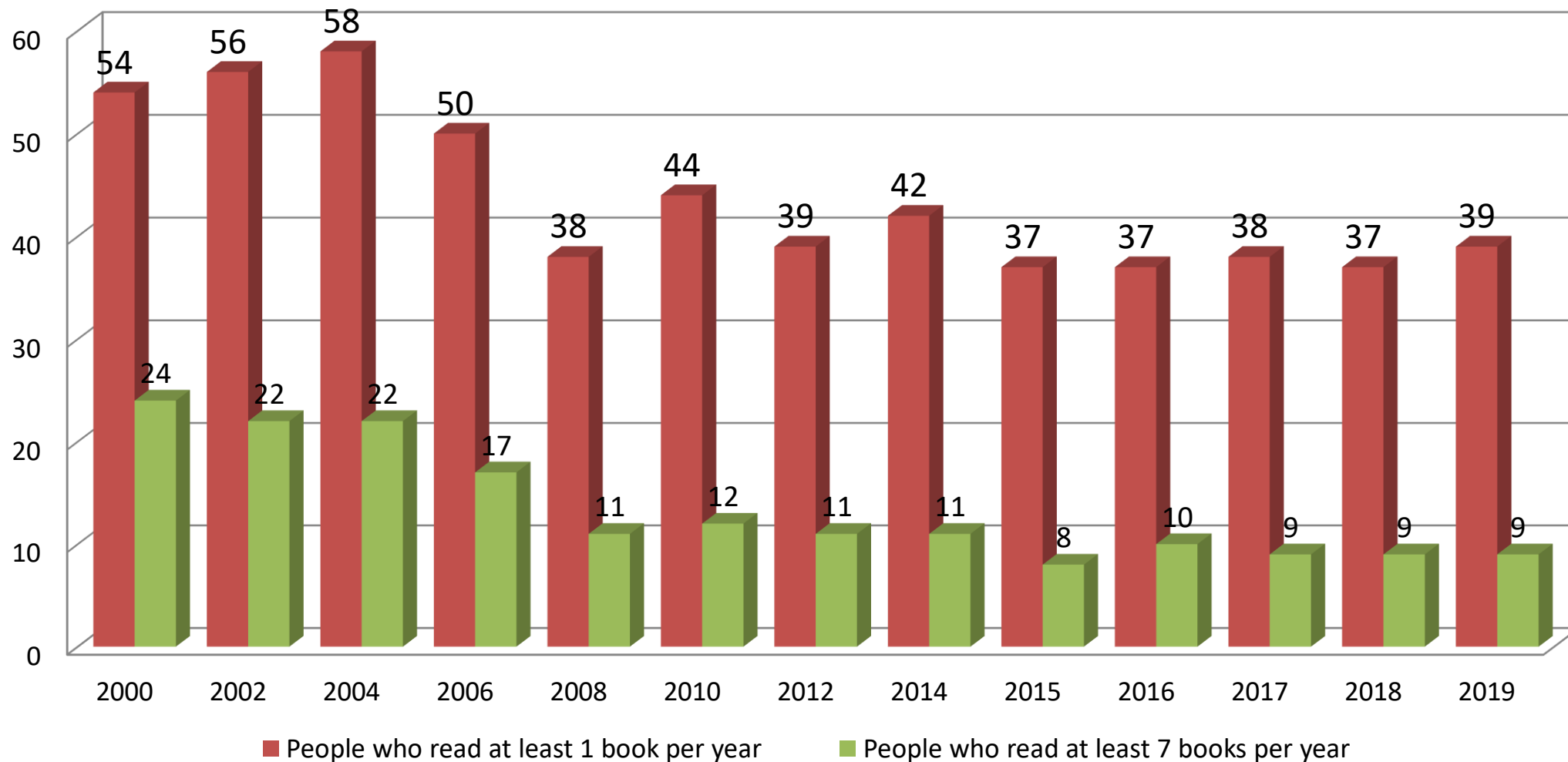
According to the results of these surveys, in the years 2006 -2008 there was a significant decrease in the number of books read by the Polish population.

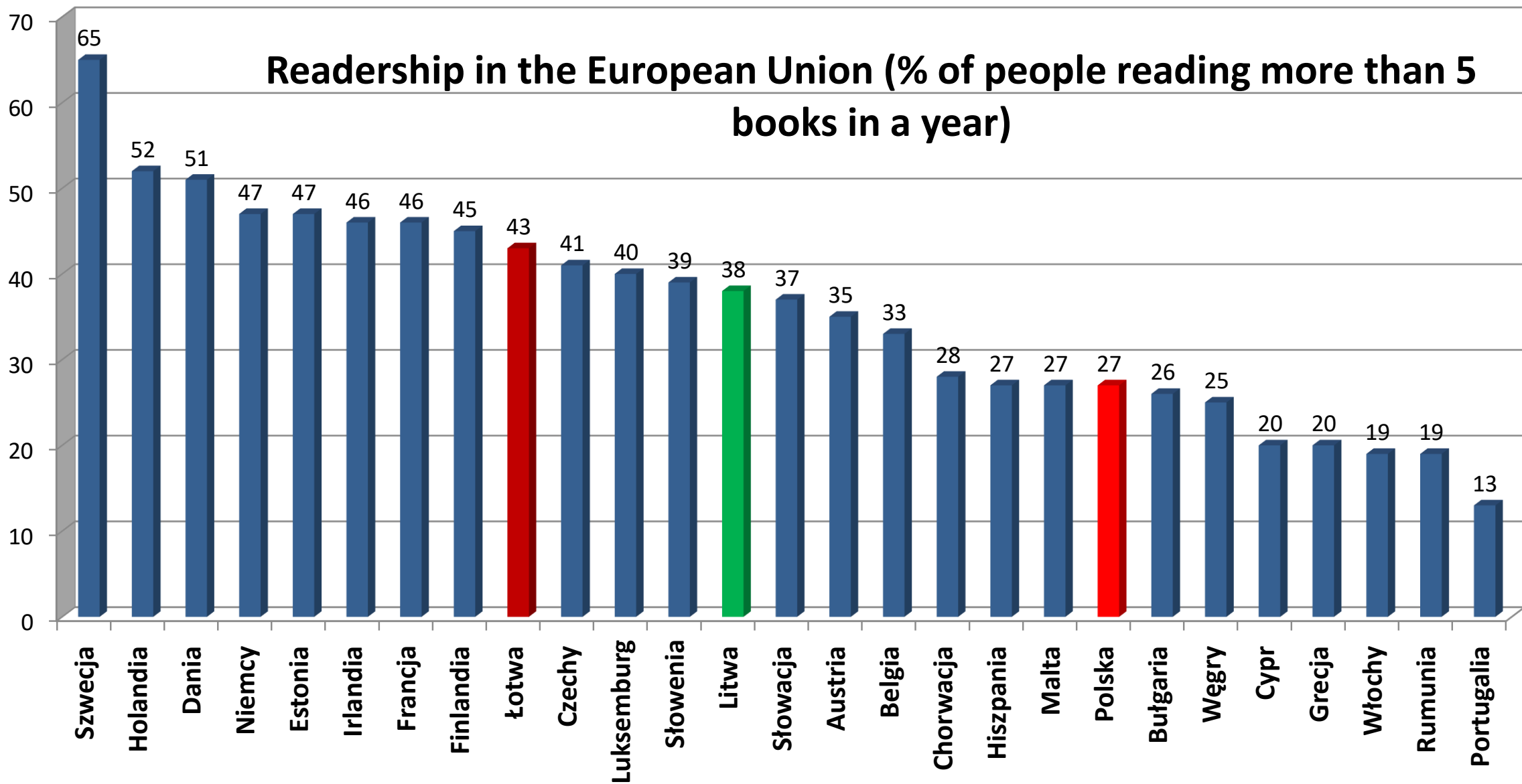
This is also observed in schools. The district Education Development Centre runs a network of teachers working as school librarians, so it has up-to-date information from schools throughout the district.

As the positive importance of reading books is well known, many initiatives have been developed to alleviate this unfavourable phenomenon, such as the National Reading, All of Poland Reads to Children and the National Reading Development Programme.

The actions taken have not brought the desired results, at most the downward trend has been halted.

## Reading books in Poland in the years 2000-2019 (data in per cent, refers to persons aged 15+)





Source: *Cultural access and participation – Report*, Special Eurobarometer 399, Survey coordinated by the European Commission, [http://ec.europa.eu/public\\_opinion/archives/eb\\_special\\_399\\_380\\_en.htm#399](http://ec.europa.eu/public_opinion/archives/eb_special_399_380_en.htm#399)



## Hypotheses !

Why do so few adult Poles read intensively, about 9% (7+), 27% (5+), 39% (1+)?

From the research I learned while writing the project and my observations, the following reasons emerge:

1. Our history - we were a country of mainly illiterate peasants, and the approx. 10% noble-intelligentsia layer that existed before World War II was largely destroyed by both occupiers and the native communists. The number of 25-27% intensive readers is the highest in history anyway. Hence the lack of developed reading habits by the family.
2. Schools and kindergartens do not make full use of their possibilities to influence children and young people in the formation of reading habits (gaps in teacher training, lack of resources for this purpose, there are more important goals e.g. final exams).
3. Errors in organised promotional campaigns (targeting those already reading or promoting themselves rather than reading books).
4. Bad (from the reading point of view) actions of the authorities.

## School and kindergarten

We won't change history, but let's get on with school. Let's answer the questions (Based on my experience, I have to answer three times "no").

1. In your school or in the school of which you were a pupil, did you see the head teacher borrowing books from the school library and reading them himself?

yes,

no.

2. At your school or at the school where you were a pupil, did you participate in organised library activities involving identifying pupils' interests and offering them books in line with their interests?

yes,

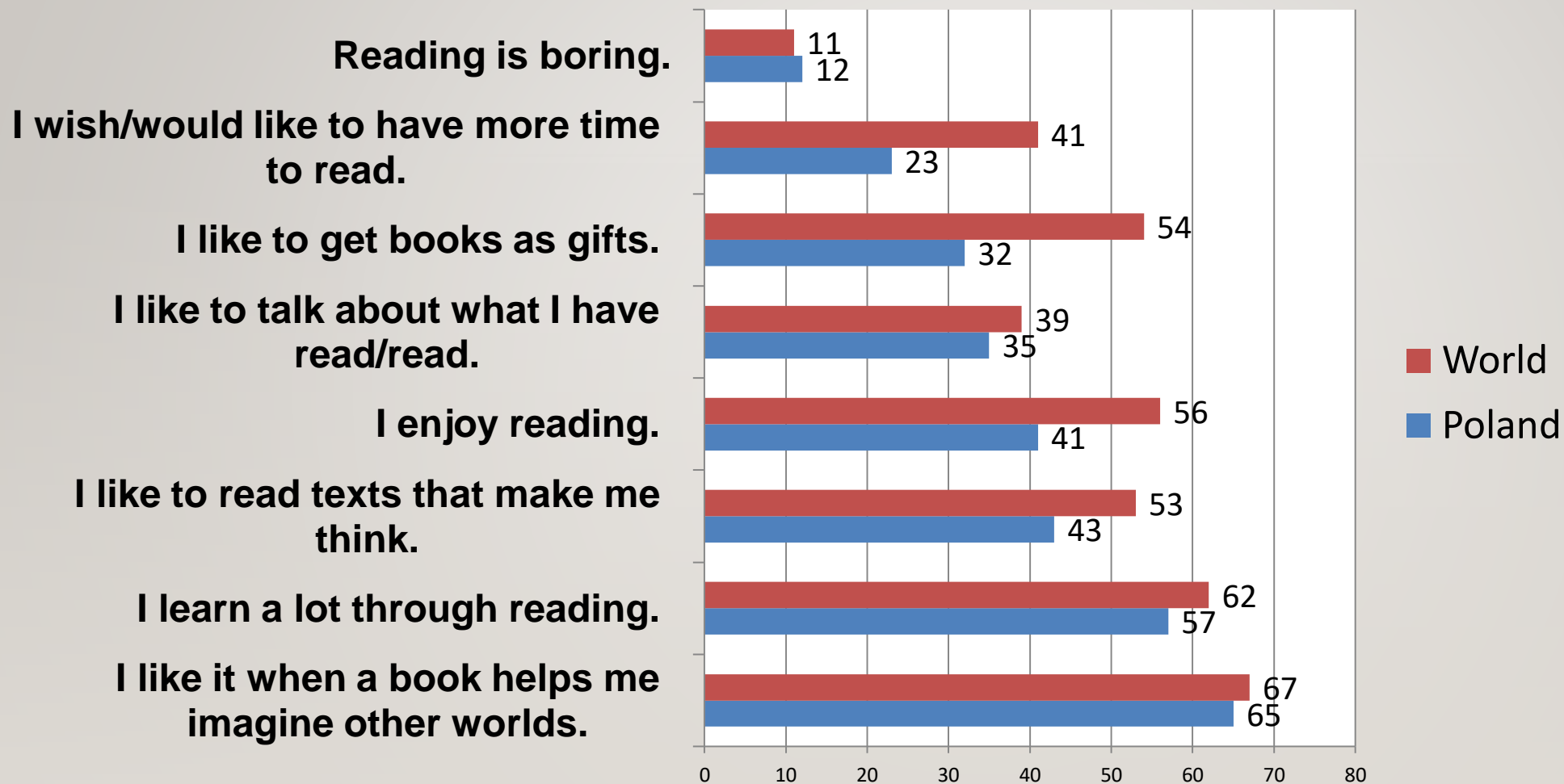
no.

3. In your school or in the school of which you were a pupil, was there a handy library in the physical education office, did you see the physical education teacher reading books by himself/herself and encouraging pupils to read a book, e.g. about the role of sport or about outstanding athletes or about sports events or about healthy lifestyles?

yes,

no.

**But students in Poland don't like to read and they don't like books ( they like less than other children in the world). This is according to another study conducted within PIRLS**



Data: PIRLS reports.  
Chart own work



## SCIENTIFIC FACT

### (QUOTE FROM JIM TRELEASE)

Humans are focused on pleasure. This means we choose foods we like, listen to music we like, and visit friends we like.

We move closer to what causes pleasure and withdraw from what causes dissatisfaction or pain.

If a child rarely experiences the "pleasure" of reading and increasingly encounters "unpleasantness," withdrawal will be the natural response.

Our goal (the school's goal) is to create lifelong readers - graduates who continue to read and educate throughout their lives (\*). In reality, we are creating college-age readers - people who read well enough to graduate, but stop almost immediately on graduation day.

**This is a major flaw in the education system !!!**



Participants in the 2019 National Reading in Giżycko.

Photo from the collection of the Municipal Public Library

<http://mbpgizycko.naszabiblioteka.com/galeria/g/narodowe-czytanie-2019-nowele-polskie>



## Promotional campaigns

Image 1.

Pictured is a group of people from Giżycko. They are participants in one of the 3,000 events across Poland as part of the "National Reading" campaign. They are the most important people in the city, the mayor, the mayor of the county, councillors, officials, library staff and a group of young people. Mrs Bożena Giedziuszewicz is also present.

They have just read one important book for Polish culture together.

What impact has this had on the development of reading among children and young people from non-reading families?

Will more people read as a result of this action?

Research conducted by the National Library indicates that there will be no positive effect.

But these people had fun, they felt good about themselves, and it didn't cost the public anything.

Therefore, they must not be prevented from doing so, let them read.





## Image II

The photograph shows a fragment of a library lesson at the District Pedagogical Library in Giżycko (at Ms Bożena's home).

The reading librarian is surrounded by children listening very attentively.

Further parts of the lesson follow, reinforcing the effect achieved.

The children leave the classes with the conviction that the library is cool, the librarian is wonderful and reading is most important.

This group includes children whose parents read at home and those who do not.

Does the promotion of reading reach children whose parents do not read every day?

Of course it does.

Is there a chance of raising an active reader.

In my opinion, a big one - as long as it is not a one-off activity and the school does not spoil it later.



# Government policy



**National Stadium in Warsaw, built for EURO 2012**  
**construction cost ca. 450 million EUR**  
**Photo by Przemysław Jahr / Wikimedia Commons**

**Example of inappropriate decisions by the authorities (from the point of view of readership)**

## **National Stadium in Warsaw.**

In the 10 years since its construction, 22 matches have been played, an average of 2.2 per year. They were watched by about 120,000 people/year. The facility is of no importance for the physical development of the Polish population (such as school playing fields).

If these funds had been allocated to the development of libraries, €250,000 would have been allocated to each library. 1,800 libraries could be renovated and equipped. One library serves an average of 4,000 people. This would have improved the service for  $1800 \cdot 4000 = 7,200,000$  people.

From the point of view of reading (intellectual development), the construction of this stadium is a waste.

However, it is not without significance for the authorities.

The slogan "bread and games" is still relevant during elections.

# Our objective

Photos - project  
resources, drawing own  
work

## Structured development of reading skills and habits



48% of  
children  
whose  
parents do  
not generally  
read books

**Kindergarten**

**Primary  
School**

**Secondary  
School**

60%(?) of  
readers  
engaged (as  
in Sweden)

**County Centre for Education  
Development in Giżycko**



Such a scheme looks nice, but what is such 'Organised Reading Education'? In order to define it, it is useful to see how others deal with this problem, especially those who are in a similar economic and political situation.

That's why Ms Božena approached me with a proposal to write a project for the Erasmus + Programme, where you can see how others do it. Due to statutory restrictions (Ms Božena's institution is not a school), it could only be a strategic project, which requires partners to come from at least three countries. We considered Lithuania, Latvia and Estonia.

The choice of partners from Alytus, was obvious. We are linked by many years of tradition and agreements. I think also personal friendships. We also have trust in each other.

I did not want partners from big cities. They work under different conditions, often incomparably better. But emails sent to schools in provincial Latvia and Estonia went unanswered, and the deadline for the project application was inexorably approaching.

So we asked our Lithuanian partners to ask their Latvian or Estonian partners. And they proposed their partners from Riga and Yelgava, large cities in relation to Giżycko. We had to accept this.



This is how the project was born:

Efektywne strategie w edukacji  
czytelniczej uczniów



Efektywne strategie w edukacji  
czytelniczej uczniów



Effective strategies in students' reading  
education



Efektīvas lasīšanas stratēģijas jauniešu  
izglītībā



Veiksmingos mokinių skaitymo ugdymo  
strategijos



## Project partners "Effective strategies in students' reading education"

L.p.	Partner
1	Poviat Education Development Center in Giżycko
2	Primary School St. John Paul II in Rydzewo
3	Municipal Kindergarten No. 4 in Giżycko
4	The Electronic and IT School im. Komisji Edukacji Narodowej in Giżycko
5	Alytus Dzukia School
6	Dainava school in Alytus
7	Vocational Training Center in Alytus
8	High School No. 93 in Riga
9	Lithuanian High School in Riga
10	Technical Secondary School in Jelgava





The project involved 50 people from 10 partner organizations. Each partner was represented by a group of 5 persons, consisting of school management, teachers: librarians, home language teachers, foreign language teachers, and others who have the greatest influence on the provision of reading education at school.

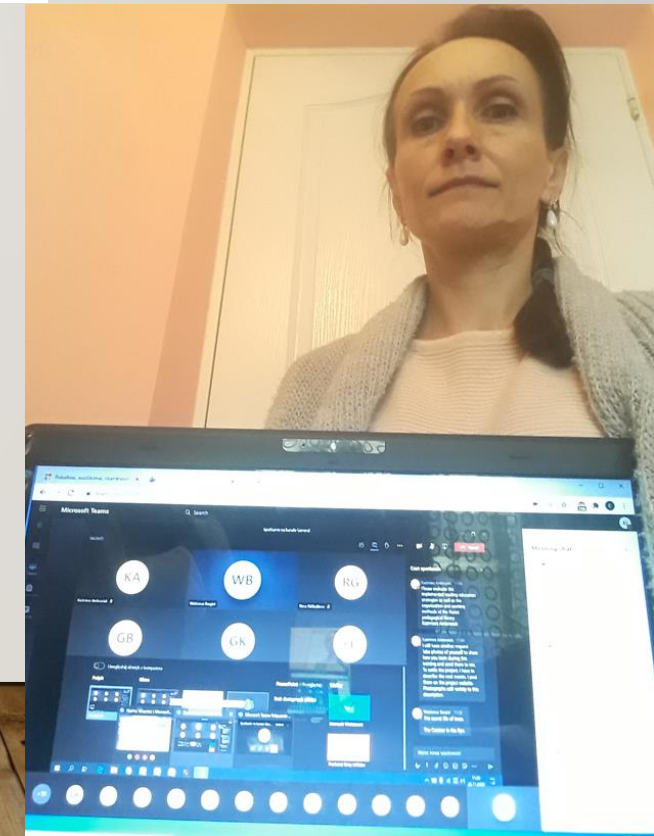
The main activities in the project were short 5-day training programs for staff. Remote training in Giżycko, stationary training in Riga, Latvia, in Alytus, Lithuania and supplementary 4-day training in Giżycko, Poland were organized.

During the trainings, participants developed information competencies in reading education and library work, learned about new reading education strategies in particular countries, took part in reading education demonstrations at partner schools and analyzed the organization and work methods of school and public libraries.





**Training in  
Gizycko - due to  
the Covid  
pandemic was  
organized in an  
online format.**



## **November 2020. - Remote training in Giżycko**

The trainees were located in their home schools.

In each five-person team there was a person translating from English into the national language.

The training was conducted by teachers from partner schools in Giżycko County who presented organization of school libraries' work, innovative methods and forms of students' reading education in their schools and kindergarten, reading education in the Pedagogical Library in Giżycko, national programs such as National Reading Development Program, Night of Libraries, national programs.

An important part of the training was two-day module conducted by Mr. Marcin Zaroda :

"Developing digital competence according to the Framework for the development and digital competence in Europe in the application to reading education and library work". Topics:

- a) tools useful for creating and editing content (competence 3) ,
- b) data security and protection (competence 4),
- c) problem solving (competence 5).

The content of the training realised in Gیزیcko was complemented during the training in Alytus.



**Training in Latvia, despite the pandemic, managed to be organized as education with physical presence of teachers in Riga and Yelgava**





## **Training in Riga and Yelgava:20-24 September 2021**

It was an exchange of experience on forms and methods of practicing reading comprehension skills in students and the role of lifelong learning for human development and functioning. The participants of the training learned:

- principles of functioning of educational units, modern information technologies and educational programs used by them,
- the results of the latest research showing the level of readership and its influence on Latvian economy presented by the employees of Riga University,
- Youth Center "Kanieris"- an organization which activates young people to learning by doing,
- the work of school libraries and the excellent National Library in Riga,
- Rainis and Aspasia Museums, and other artists important for the transfer of Latvian national heritage,
- the Polish school in Riga, a wonderful technical school in Jelgava,
- school library, children and youth library "Zinitis" and city library in Jelgava.

Beautiful city and partner schools functioning on high level.

We came back with our heads full of ideas, with new possibilities and methods of work in the field of reading development in our institutions.





**Training in Alytus, Lithuania, also organized as residential training, albeit with regulations during a pandemic.**





## **Training in Alytus - November 2021.**

The participants of the training continued the training of competences in the use of information technologies in the implementation of reading education and library work, which started in Poland, and above that:

- got acquainted with the strategies of development and promotion of reading in Lithuania,
- became acquainted with the work of Alytus Vocational Training Centre library,
- They visited Alytus City Library and National Library in Vilnius,
- Polish and Latvian teachers got acquainted with the history of establishment of Kurnenai Laurynas school, its current purpose and role in education.

The cooperation between Alytus city, its educational institutions and Alytus Centre for Vocational Education and Gizycko County lasts 16 years and we still meet new very interesting places that can be an inspiration for the development of our institutions.





# **Supplementary training program in Giżycko**

**04.05.2022 (Wednesday)**

- Visit in the Regional Public Library in Olsztyn,
- Visiting the Library of the University of Warmia and Mazury University of Warmia and Mazury in Olsztyn.

**05.05.2022 (Thursday)**

- A conference summarising the project entitled "Effective strategies in students' reading education".
- Who was the hero of Adam Mickiewicz's poem - Konrad Wallenrod. Visiting the Castle in Ryn.
- "Joint Polish-Lithuanian-Latvian reading in the School Youth Hostel in Ryn".

**06.05.2022 r. (Friday)**

- Participation in the action "All of Poland Reads to Kids" in Municipal Kindergarten no 4
- Participation in the celebration of the 75th anniversary of the Municipal Public Library in Giżycko

**7.05.2022 (Saturday)**

Summary of the project. End of the training and awarding certificates.



## Project Team

Principals of the partner schools and the applicant's staff formed the Project Team which established the principles and details of the activities, conducted the evaluation and organized the elaboration of the results. The team met on 4 project meetings: in Gizycko, 2 times in Alytus and in Riga. There were also organized online meetings.



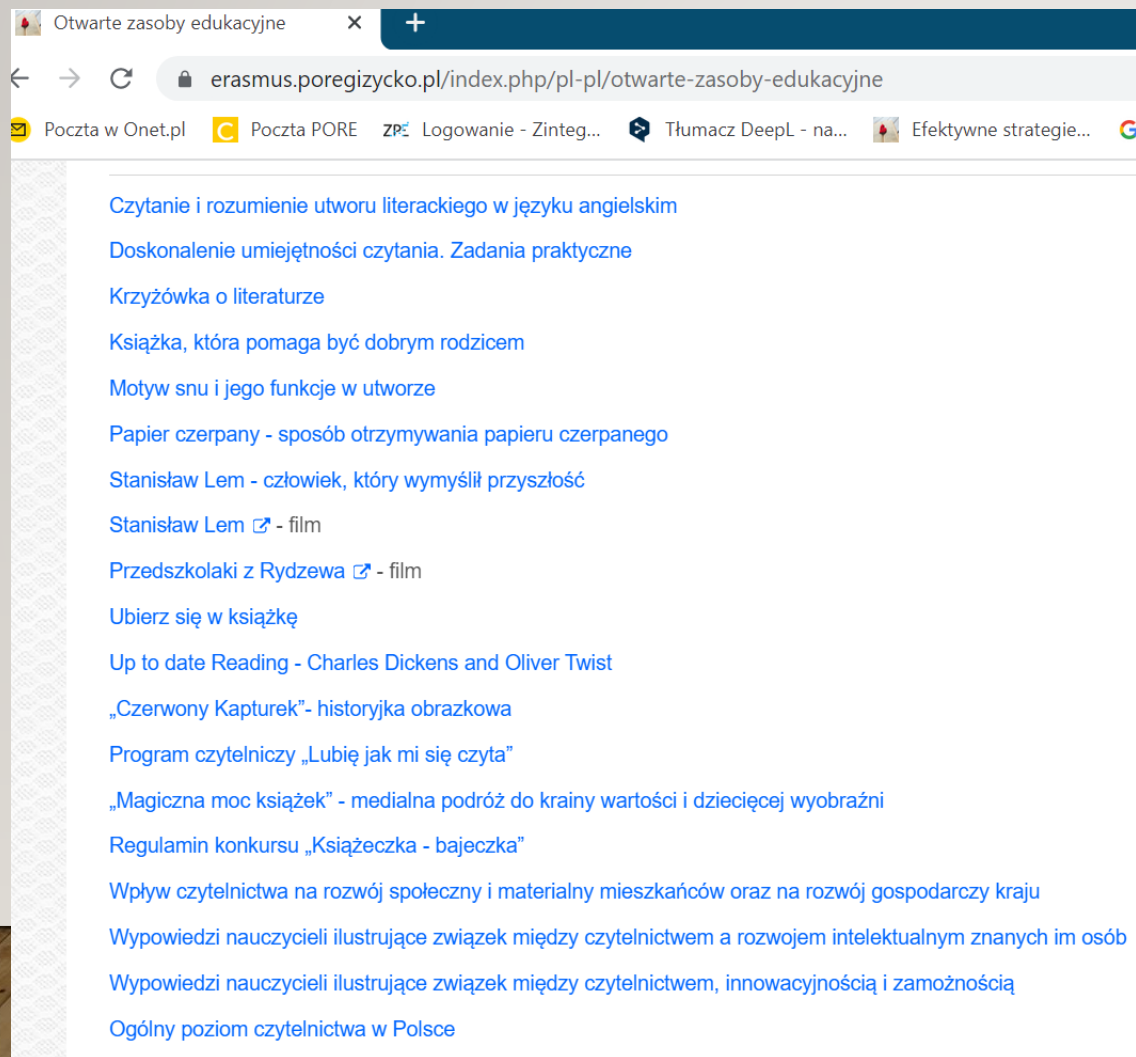
## **The project will result in the following outcomes:**

1. 50 people participated in international learning/teaching/training activities. Type of activity - Short training programs for employees. Total duration (days) - 19 days.
2. 50 project participants developed Open Educational Resources presenting methods for reading education of students in schools and kindergarten.
3. 10 school teams developed new school strategies for providing reading education to students.
4. 10 school teams developed new models of school library operation in partner organizations.
5. Digital competences of 50 project participants were improved and will be used in reading education.
6. Three recommendations to local and national authorities were developed, outlining reading development needs.
7. Three conferences will be organised, one in each partner country, to disseminate the results with the participation of at least 300 people.
8. A project website was created, where the materials developed in the framework of the project were placed. They can be used by others. The website has been visited by at least 1000 people,
9. Cooperation of 10 partners from three countries in the field of education has been strengthened.



All the results and description of the project progress are presented on the website

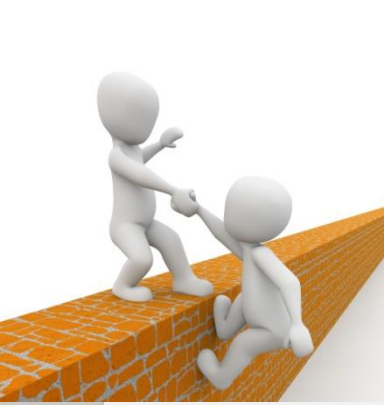
**<https://erasmus.poregizycko.pl/index.php/pl-pl/>**



Information about the project and available materials on the website will be sent via e-mail:

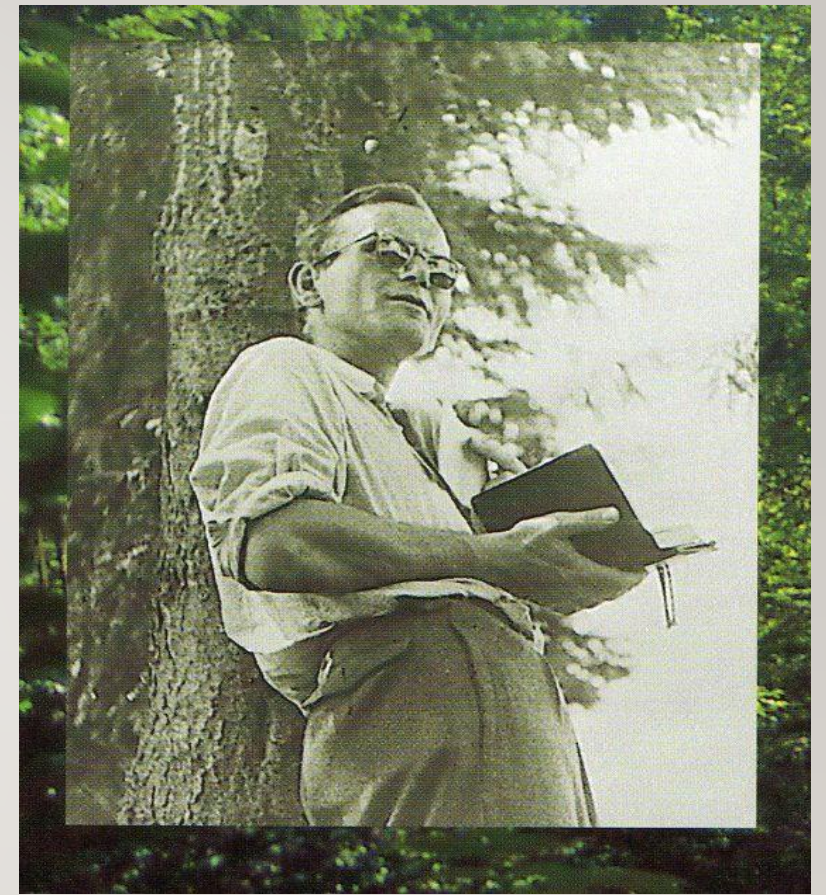
- 1) to schools, kindergartens and libraries in warmińsko-mazurskie voivodeship (min 2000 organizations),
- 2) to districts in Poland (380),
- 3) to schools and kindergartens in Alytus apskriis (Alytus city, Alytus region, Druskininkai region, Lazdijai region, Varena region),
- 4) to districts in Lithuania (60),
- 5) to schools in Riga, Yelgava,
- 6) to counties ( novads) and separate cities in Latvia (110 +9).





**We hope that thanks to the project we will be more effective in helping our students to become smart, good and happy people.**

**We also hope that other schools and local governments will benefit from our experience and guidance.**



One of our active readers - Karol Wojtyła  
Saint John Paul II

Photo – Source: **CENTRUM MYŚLI JANA PAWŁA**  
<https://www.centrumjp2.pl/nieodplatne-plakaty/>

**Thank you for your attention**