



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

Dissemination conference in Gizycko: May 2022

MOTIVES and METHODS - or why we wanted to do this project and how we did it.

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Ladies and gentlemen. I know to whom I am speaking.

Ladies and gentlemen present at this conference, you belong to a unique group of people from Poland, Lithuania and Latvia.

You are engaged readers.

You like reading books and you do it eagerly. The number of books you read is higher than 7 volumes per year. You read books in both traditional and digital formats. This is fiction and books related to your profession. The books you read are borrowed from the library, bought and given to you by friends.

You have a handy library at home of more than 100 volumes.

You develop yourselves intellectually all the time, you make a significant contribution to the development of the local community and the whole country.

It is a pity that in Poland there is only 13% of adult population like you, that is about 4,25 million people.



Your allies are **uninvolved readers**. People in this group (terminology and numbers are from the National Library Report) also read a lot, but they differ from YOU in that they don't like to read. They read because they know they need it. But they won't come to a conference about reading.

Such people in Poland constitute 7% of the adult population, that is about 2.3 million people.

The group of people developing intellectually can also include the group of "**People who read newspapers and the Internet**" (terminology according to the National Library Report). These are mostly men (60%) aged 30-49, workers and private entrepreneurs. They have mainly technical secondary and vocational education. This group comprises 5% of the adult population in Poland, i.e. about 1.6 million people.

Together these groups account for $13\%+7\%+5\%=25\%$.

Thus it is every fourth adult citizen of Poland ($4.25+2.3+1.6=8.15$ million people).

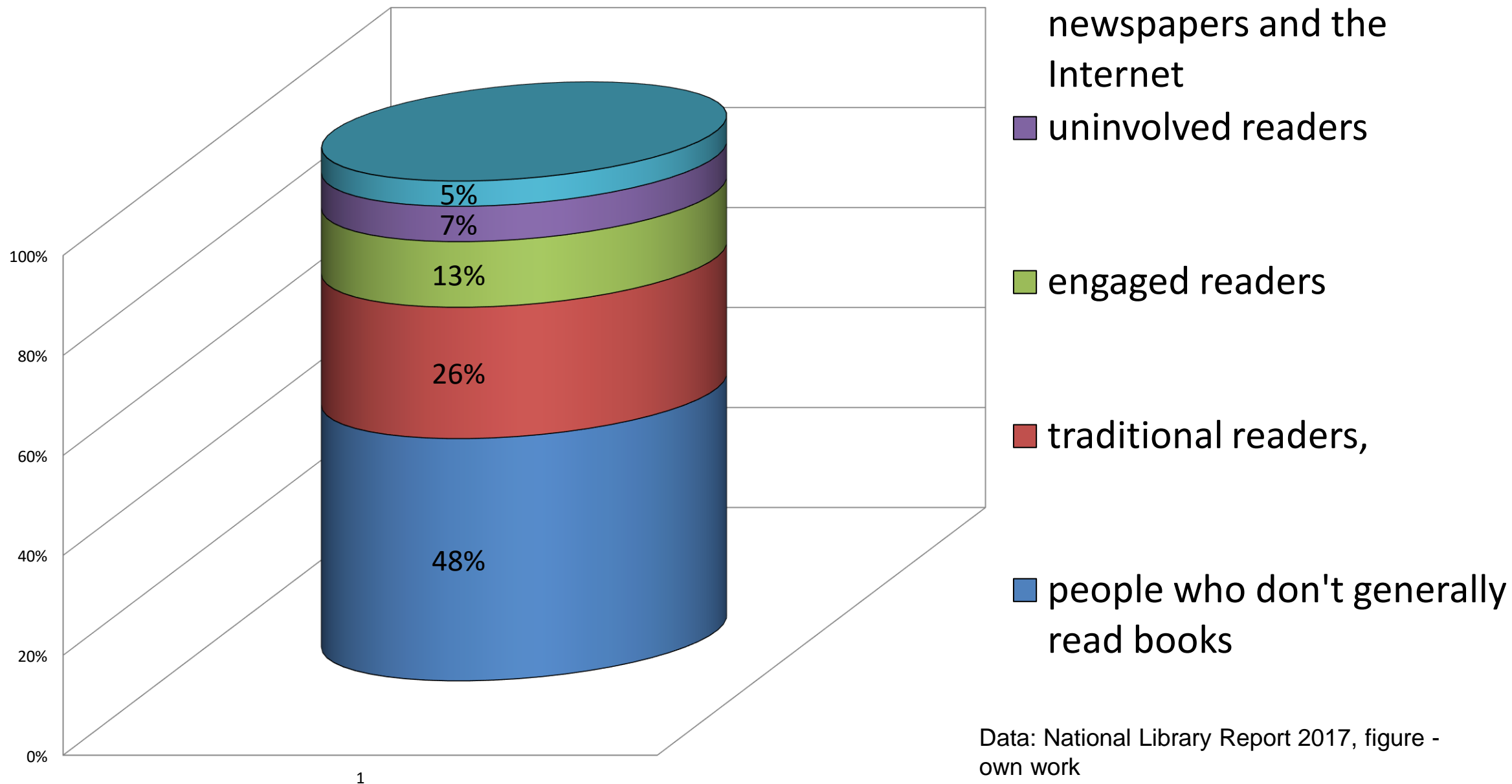
And the rest - that is 75% of adult citizens of Poland, almost =24 million people ?

Among these people, the National Library (2017 report) distinguishes two groups.

The first of them are „**people who don't generally read books**”. - that is, those who have not read a single book in a year (including professional books). They constitute as much as 48% of the adult population (over 15 years old) of Poles, i.e. about 15.5 million people. Among them there are 49% of entrepreneurs and the self-employed, 36% of managers, 29% of specialists, 50% of those working in non-manual professions (e.g. clerks and teachers). This group also includes young people, with 46% of men and 35% of women aged 15-24, so there may also be some high school students among them.

The second group is the **traditional readers**. Traditional readers like to read books, but they do not read too many books e.g. 1 -2 per year. There is a clear predominance of women in the group (58%). They prefer reading books and press in their traditional form (paper). They happen to use libraries. Traditional readers constitute 26% of the adult population in Poland, i.e. around 8.5 million people.

Readership groups in Poland



This division of society is due in large part to our history (we were a country of peasants - illiterate), in part to the communist philosophy (the working class was important), but also to the fact that our democratic authorities chose other priorities (e.g. unemployment) than investing in the intellectual development of society.

The worst part is that the division into these groups may be hereditary.

People who generally don't read - will raise people who won't read either (48% of the population).

Traditional readers - will raise traditional readers (26% of the population).

So Poles will continue to be a large group of low-skilled workers in Europe. Of course, they are also very much needed and valued, for example in dishwashing.

In the project, we want to develop methods to help children develop intellectually by reading books who cannot be helped by their family for various reasons.



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

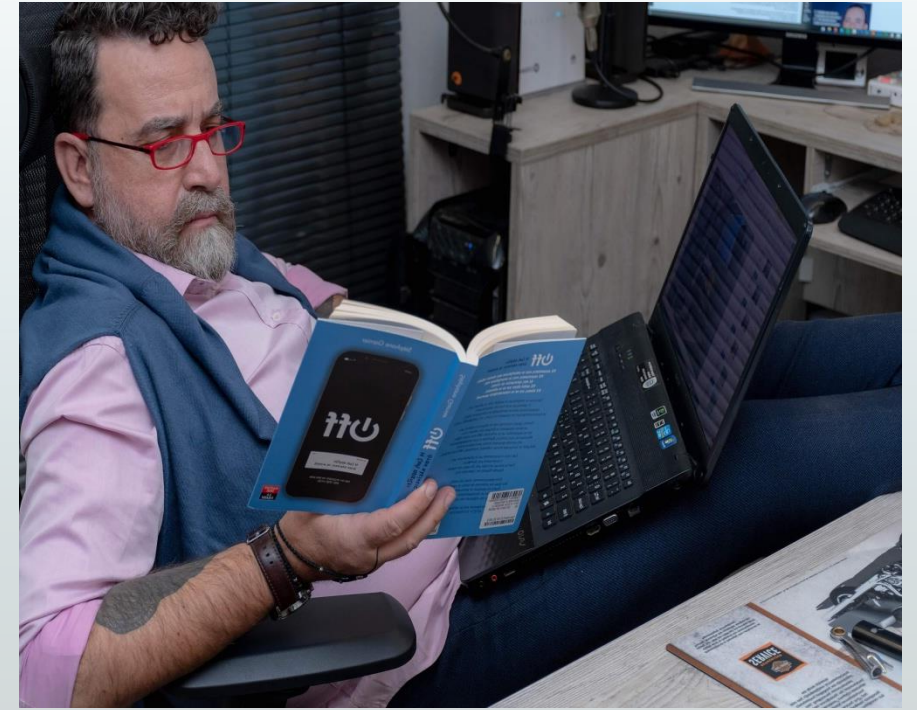
Ladies and Gentlemen

Despite the fact that I have been going to school for 57 years (7 years of elementary school, 5 years of technical secondary school, 5 years of higher education and 40 years of work) and that this was the 39th subsidised project for education of which I was the author, when I started to edit the application, I had to familiarise myself with the current state of knowledge on the subject.

So I read several books, dozens of articles, reports and research findings.

Several problems/phenomena presented there surprised me very much.

I would like to present them to you now.



First of the surprises.

In reading books the best in the European Union are the **Swedes** (65% read more than 5 books per year), second are the **Dutch** (52%), in third place the **Danes** (51%).

The last places are occupied by Italy (19%), **Romania** (19%), **Portugal** (13%). **Poland** has a rate of 27%, 20th place out of 27 EU countries.

I have analyzed whether there is any material evidence of the impact of reading. One of the measures of intellectual development of a society is innovation.

In terms of economic innovation, the **Swedes** are first in the EU, the **Danes** are third, and the **Dutch** fourth. **Italians** 19/27, **Portugal** 10/27, **Romania** 27/27.



Alfred Nobel
Wikipedia.
Domena publiczna

I researched how citizens of different countries get richer. Does reading have any effect on this. I took into account the growth in national income from 2000 - 2018.

Good readers, i.e. Swedes, gain 1309 international dollars measured in purchasing power per person each year, the Dutch 1265 and the Danes 1074.



Weaker readers i.e. Italians increase only by 606 international dollars measured in purchasing power, Portuguese by 636 and Romanians by 1028.

In Poland there is an increase of 1126 international dollars per person (but let's remember about subsidies from the EU budget to Poland and Romania and money transfers of their citizens working in wealthier EU countries).

So Poland may be more prosperous than Italy and Portugal in the future, but it will never catch up with Sweden and the Netherlands.

Increase in wealth



Innovation

**Intensity of book reading
(intellectual development)**



Given the above data,
I believe the following
relationship exists.



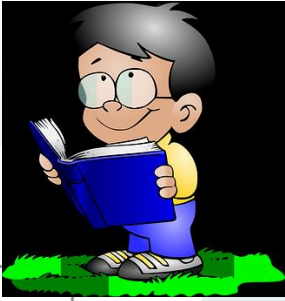
If we want to be more prosperous - we need to work on increasing our reading intensity !

Level of funding for areas related to the intellectual development of residents - education (school libraries) and culture (public libraries)

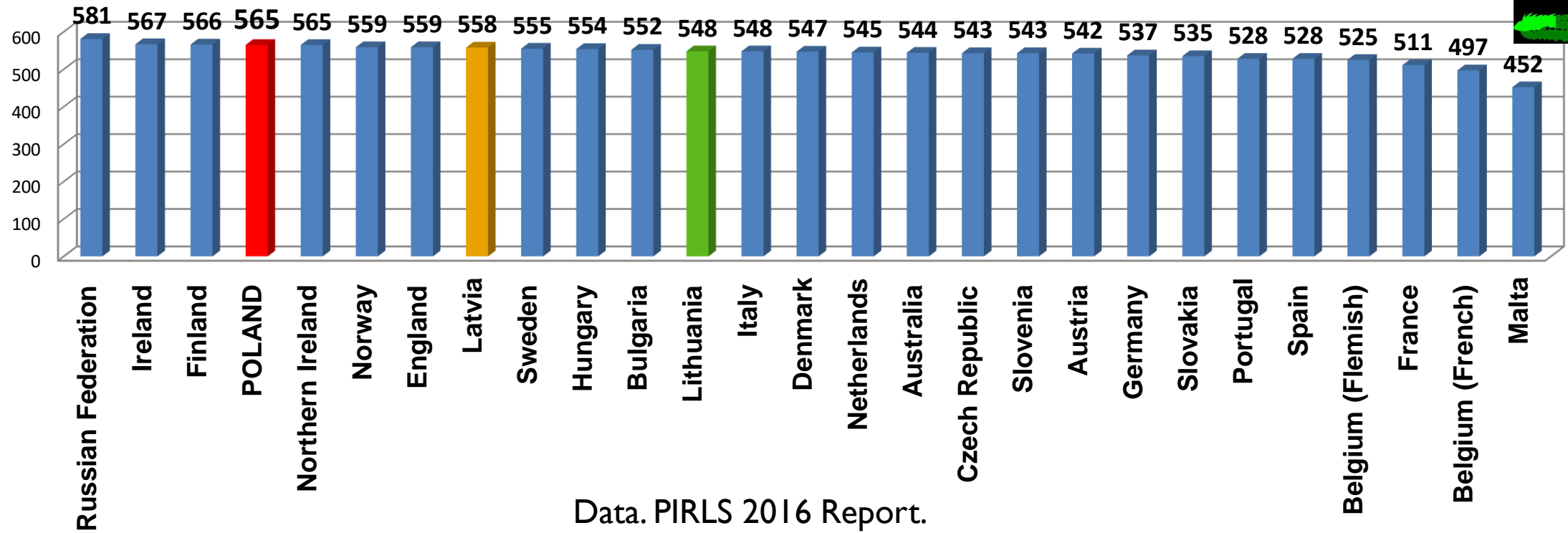
Expenses (%GDP in 2017 r.)	Denmark	Sweden	Lithuania	Latvia	Poland
Education	6,50%	6,70%	4,90%	5,80%	4,90%
Recreation, culture and religion	1,70%	1,20%	1,50%	1,70%	1,20%
Total (Education + Recreation, Culture and Religion)	8,20%	7,90%	6,40%	7,50%	6,10%
National budget expenditures on Education and (Recreation, Culture and Religion) per capita/year in inter-national dollars	4274	4186	2229	2195	1948

Data: Eurostat, own calculations

Second surprise



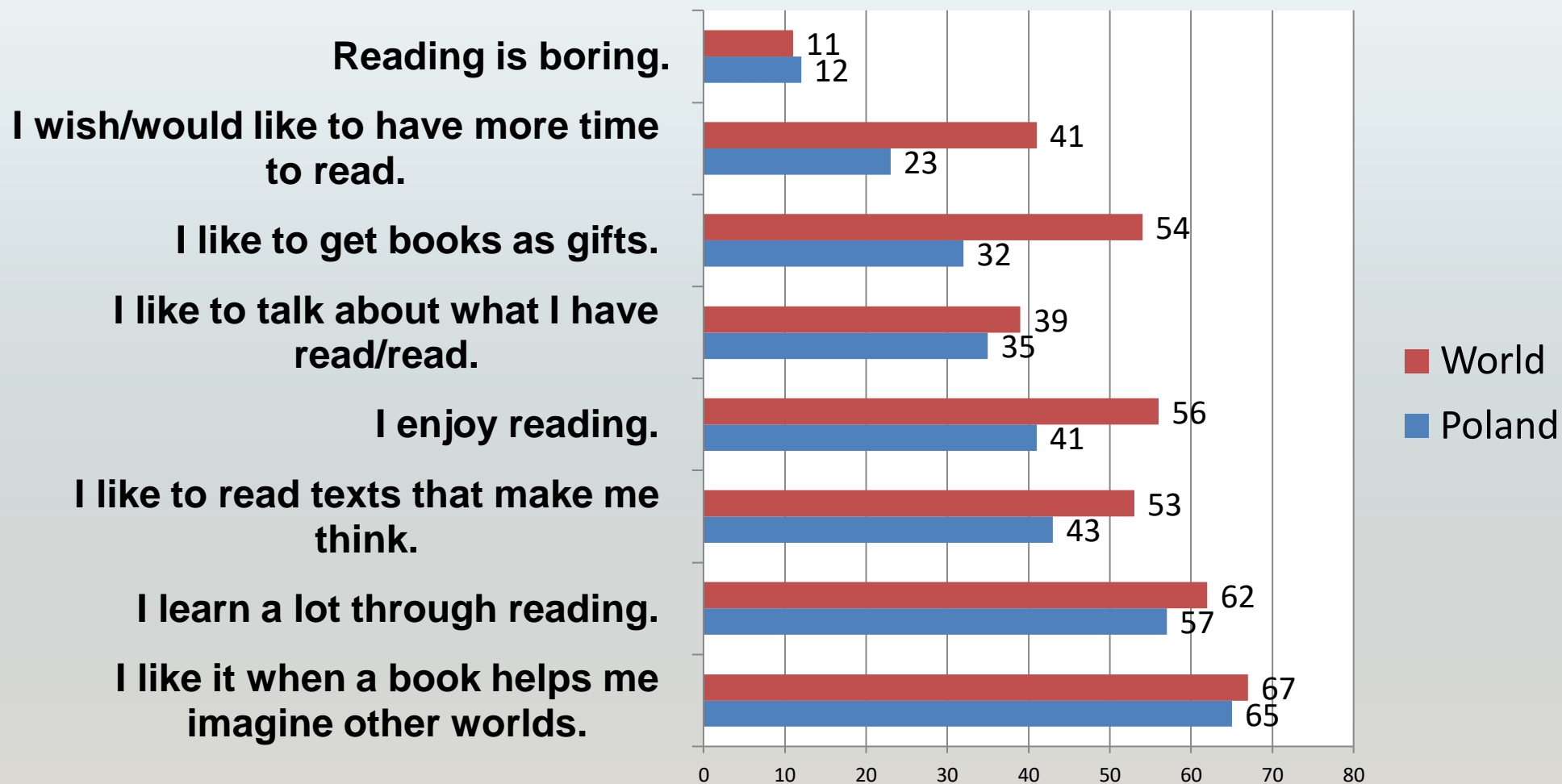
Results of an international survey of fourth-graders' reading achievement



Data. PIRLS 2016 Report.

Polish children are taught reading very well. 565 points is the highest level 5. It means that "the child/student separates relevant from irrelevant information, draws conclusions on the basis of explicit and implicit messages scattered in the text, interprets the characters' behaviour and interactions, and assesses the impact of the means used on the reception of the text."

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



Dane: Raporty PIRLS.
Wykres praca własna

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 !!!



Third Surprise

Characteristic statements

The last 30 years of reading research confirms a simple formula - regardless of gender, race, nationality, or socioeconomic background, those who read the most, read the best, achieve the most, and stay in school the longest (get the highest education). Conversely, those who read little cannot achieve more.

A nation that reads little, knows little

A nation that knows little makes bad decisions: at home, in the marketplace, in court, at the ballot box. An uneducated majority can outvote an educated minority - a very dangerous aspect of democracy."

Jim Trelease, author of the book (Reading Aloud Handbook)



Photo. *Jim Trelease* . Autor *Jim Trelease*, [CC BY-SA 3.0](#).

https://en.wikipedia.org/wiki/Jim_Trelease#/media/File:Jim-trelease-profile--1.jpg

Efektywne strategie w edukacji czytelniczej uczniów



Efektywne strategie w edukacji
czytelniczej uczniów



Effective strategies in students' reading
education




Efektīvas lasīšanas stratēģijas jauniešu
izglītībā



Veiksmīgos mokinių skaitvmo 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		



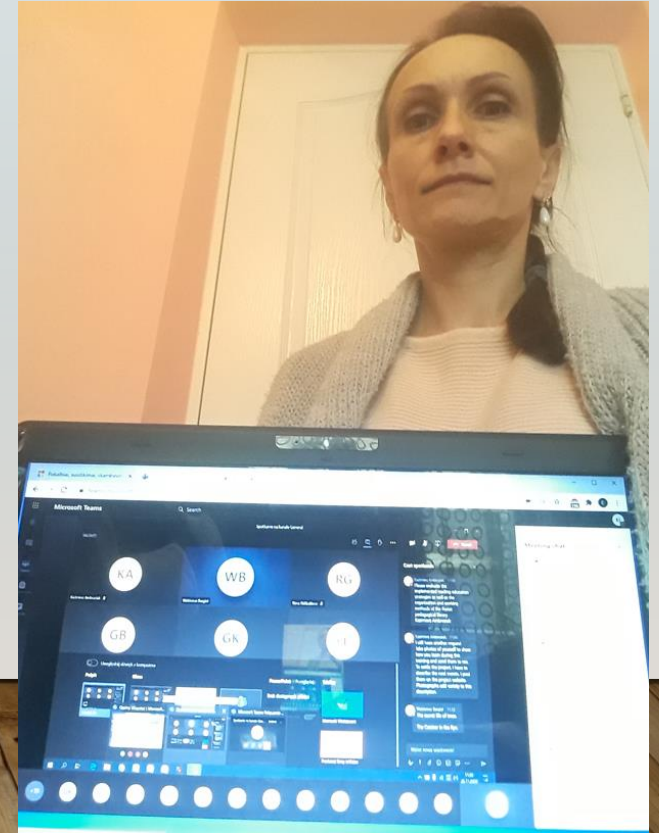
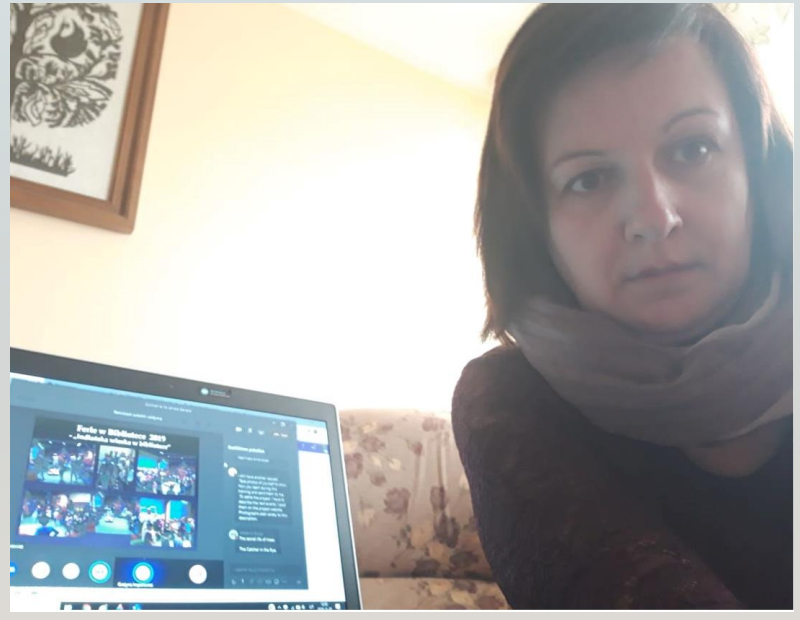
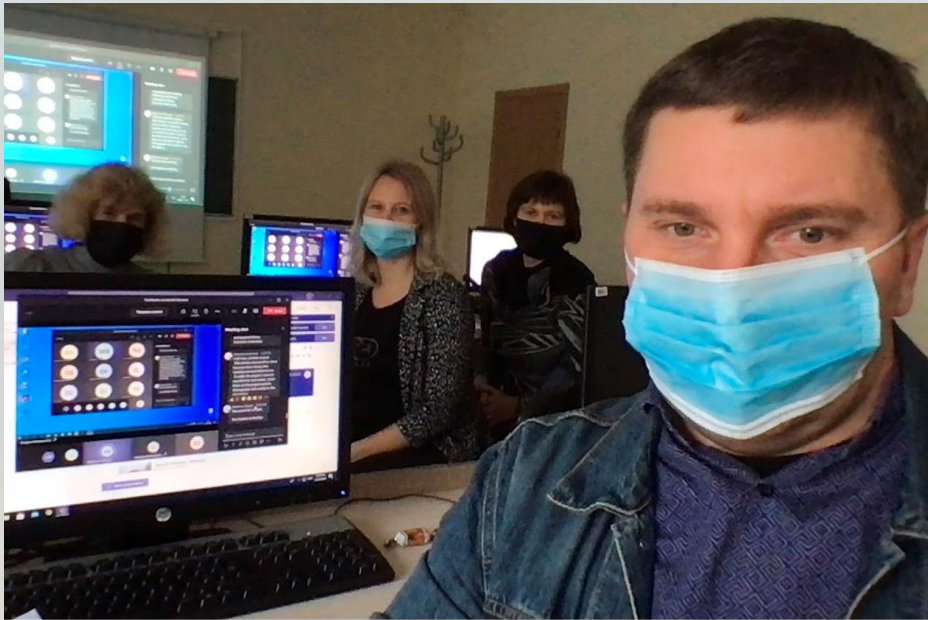
The project involved 50 people from 10 partner organizations. Each partner was represented by a group of 5 persons, consisting of school management, teachers: librarians, home language teachers, foreign language teachers, and others who have the greatest influence on the provision of reading education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

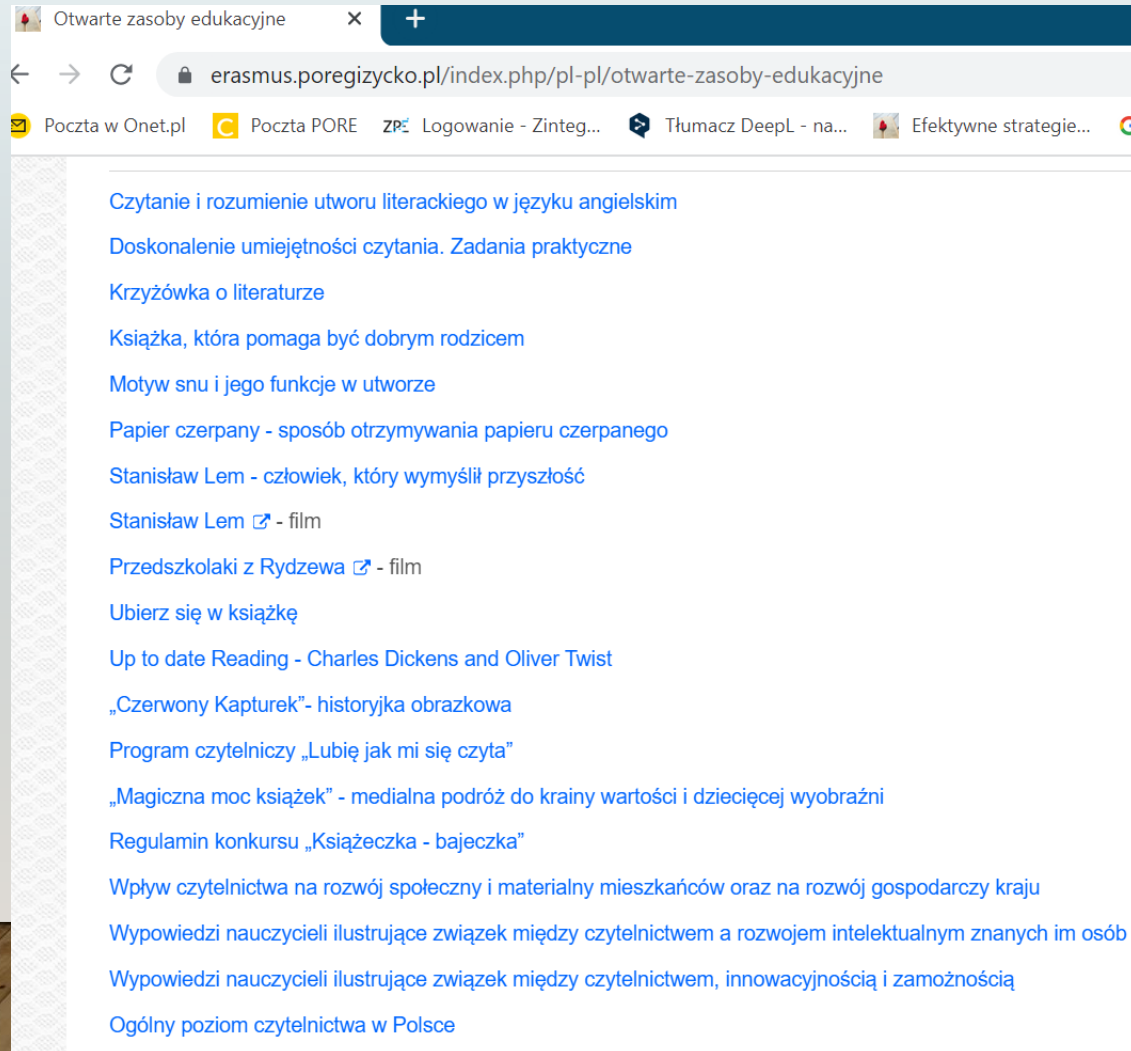


The project will result in the following outcomes:

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:

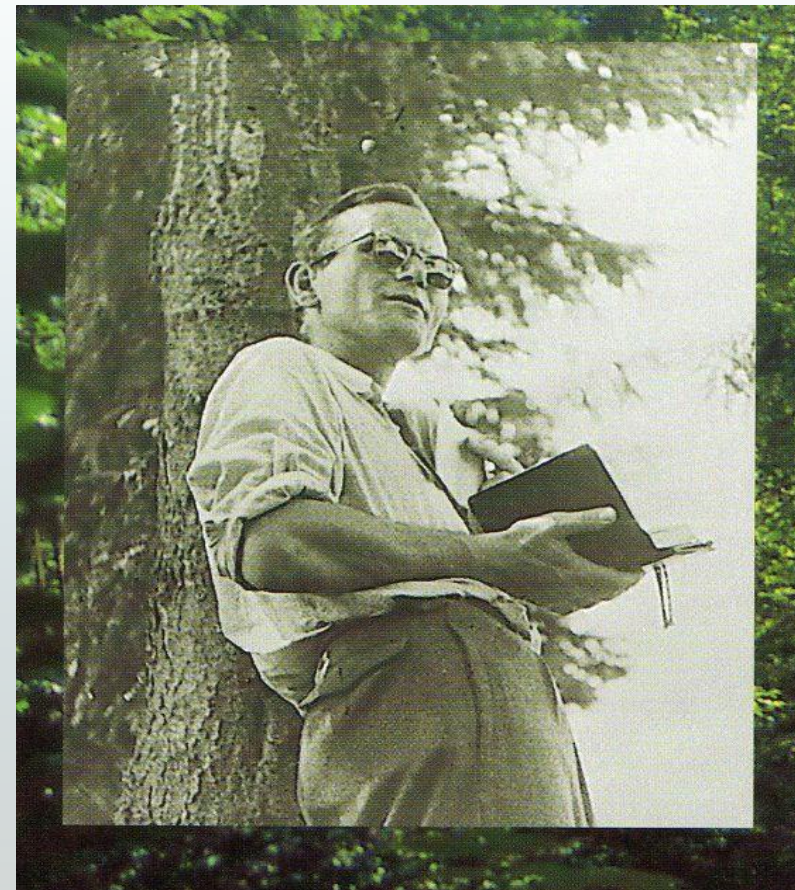
- 1) to schools, kindergartens and libraries in warmińsko-mazurskie voivodeship (min 2000 organizations),
- 2) to districts in Poland (380),
- 3) to schools and kindergartens in Alytus apskriis (Alytus city, Alytus region, Druskininkai region, Lazdijai region, Varena region),
- 4) to districts in Lithuania (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