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JELGAVAS  
TEHNIKUMS

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Gizycko, 2022



# Survey of reading habits in Latvia 2018 (I)

Typical book readers in Latvia in 2018:

- women, young people aged 15-18 and 19-24, residents of Riga
- persons with higher education, pupils or students
- persons who speak Russian and Latvian equally in the family
- Persons with income above EUR 571 per month, per person in household

Typical "non-readers" of books in Latvia in 2018:

- men, age group 51-65 years, rural population
- unemployed or looking for work
- persons with an income up to EUR 170

Source: : [https://www.gramatizdeveji.lv/\\_files/Petijums\\_gramatu\\_lasisanas\\_paradumi\\_feb\\_2018.pdf](https://www.gramatizdeveji.lv/_files/Petijums_gramatu_lasisanas_paradumi_feb_2018.pdf)



# Survey of reading habits in Latvia 2018(II)

- About half (52%) of people in Latvia read books at least once a month - these are regular readers.
- More than a third (38%) of the Latvian population can be described as frequent readers - reading books at least 1-2 times a week.
- 24% of Latvians can be described as occasional readers, reading a book every 2-3 months or less.

Source: : [https://www.gramatizdeveji.lv/\\_files/Petijums\\_gramatu\\_lasisanas\\_paradumi\\_feb\\_2018.pdf](https://www.gramatizdeveji.lv/_files/Petijums_gramatu_lasisanas_paradumi_feb_2018.pdf)



# 2018 PISA International Student Assessment Program report on reading literacy in a digital environment

- High achievers in reading make balanced use of different sources of information - they read news from electronic sources, but also paper books.
- In Latvia, students who read paper books more often score 43 points higher on the PISA 2018 reading test than students who hardly read books.
- Overall, Latvian 15-year-olds scored 479 on the OECD PISA 2018 reading assessment, slightly below the OECD average of 487.

Source: : <https://lvportals.lv/dienaskartiba/327865-oecd-petijums-skaidro-skolenu-lasitprasmi-digitalaja-vide-2021>



# IEA PIRLS - Parental influence on children's reading

- The greatest impact on students' reading achievement comes from reading books together in kindergarten, which is the most direct activity to promote reading.
- On average, parents of students in Latvia taught for 14.6 years in 2016, shorter than in Finland, Sweden, Lithuania, and Russia. Parents of students in Canada, Norway, Denmark, and Dubai had been in formal education the longest, more than 15 years.
- Lower reading and writing scores are achieved by students whose parents began teaching them to read at age 5. Even more significant differences are found for students whose parents only started teaching at age 6 or 7, with percentages up to 10%.
- Higher scores are achieved by students whose parents believe that the primary responsibility for reading skills lies with the parents or the child rather than with the educational institution.

Source: [https://www.izm.gov.lv/lv/jaunums/iea-pirls-petijuma-dati-atspogulo-vecaku-ietekmi-uz-bernalasitprasmi?utm\\_source=https%3A%2F%2Fwww.google.com%2F](https://www.izm.gov.lv/lv/jaunums/iea-pirls-petijuma-dati-atspogulo-vecaku-ietekmi-uz-bernalasitprasmi?utm_source=https%3A%2F%2Fwww.google.com%2F)



Since due to COVID-19 pandemic constraints, the first training in Gizycko was conducted remotely/online, we were very pleased to be able to come to Poland and present our strategies and recommendations directly.



## Recommendations for the promotion and improvement of reading skills at the Ministry of Education and Science of the Republic of Latvia

- Expand and improve the libraries of educational institutions, for example, provide funding for upholstered furniture, ottomans, carpets, suitable tables;
- Ask for funding for the digitization of fiction and textbooks to support students with special needs;
- Educational institutions to provide access to libraries for students with disabilities (elevator, stair extension);

- Expanding the functions of libraries in Latvia by creating and promoting interest groups and clubs, for example, lego games and literature on lego.
- Establish an international book exchange.
- Introduce virtual and interactive lessons to promote reading skills.
- Organize various literacy competitions with the aim of encouraging children to read, as well as promote reading with parents by attracting media to promote these competitions.
- To promote and maximize the reading project "Jury for Children, Youth and Parents"





***"Reading for the mind is what physical exercise is for the body" J. Addison***