Implementation Report
Lifelong Readers LiRe

Implementation Report from LiRe Partner:

Report Finalised on (dd/mm/yyyy):

Executive Summary (max. 400 words):

Executive summary should:
Consist of a concise summary of the larger implementation report, it should follow the structure of report, include recommendations, justifications and conclusions. It should be able to be read separately from the main report.

The implementation of the Lifelong Readers project was held at the "Intercultural Primary School of Alsoupolis", which is located in Greece and in particular in a suburb north of Athens. The school hosts about 180 pupils, coming from 30 different nationalities. That means that the whole curriculum of the school is pervaded by interculturality. The period of implementation started from December 2012 until the end of the school year and almost all of the grades participated with great enthusiasm.

The last two years, the school has included in its curriculum some activities for the promotion of reading books and participated in the programme "Philanagnosia" of the National Centre of Book in Greece (EKEVI). At the call of the project for piloting and implementation of a reading programme, all of the teachers and administrats of the school agreed on the participation in the project, since they consider the promotion of reading books as a substantial issue for the pupils of the school. The training sessions that were preceded, supplied the teachers with lots of ideas of how to plan and maintain a reading plan.

Many of the activities used, derived from the suggested ones in the website and were implemented weekly, which is the best practice to keep children engaged in reading books. All these activities were very well structured and covered a wide range of thematic units. In general the website proved to be a quite helpful tool in hands of the teachers for the creation of a reading plan.

The evaluation of the reading programme was carried out with questionnaires, interviews and focus group discussions. The findings from the data analysis, demonstrated a clear increase in the promotion of reading books. The philosophy of the programme was not only to focus in just reading books, but also to give much importance in the several activities that may accompany the content of the book.

Overall, It was a great programme that everyone enjoyed. A programme which was confronted with many obstacles due to the general crisis in Greek educational system, thought a lot of effort was made to promote and implement a reading plan in the school.

Introduction(max. 300 words):

Introduce the report and give rationale (objectives set by the school) for implementation of reading promotion programme.

The purpose of this report is to provide rational and evidence of the implementation in the Greek territory. It starts with some information about social and local conditions regarding the school and thereafter analyses the procedure of piloting and implementation. The description of training modules and reading promotion plan, represents an overview of the objectives set by the school. The initial target of the project - to promote a reading plan and develop reading habits among the pupils - has largely been achieved. In a school that two years ago did not own a library, the results from piloting such a programme were really impressive. The objectives set by the teachers were the direct familiarization of pupils with the book and reading, and particularly the gradual

establishment of a friendly relationship with literary books. Equally important for this particular school was the enhancement of the ability of students in reading comprehension and critical and creative thinking. In a school of pupils coming from over 30 nationalities, literacy proved as a powerful bond between the different cultures.

The reading plan was designed in such a way that would emphasize in a playful manner the significance of reading literary books. Pupils needed to communicate with each other and the library was a strong motive, as much as the performance of several activities within the reading of books.

Context of Implementation (max. 400 words):

Context of implementation:
It is important to give a snap shot of the school at the time prior to implementation. Patronage/type of school, size of school, location of school and reading programmes currently and previously implemented in the school should all be included. Local conditions/historical/social information regarding the school would also be desirable.

The school that facilitated the project was the "Intercultural school of Alsoupolis" which is located in a suburb of Athens, Nea Ionia. The school consists only of foreign and repatriated pupils, and as a result the percentage of Greek pupils is very low. The number of pupils is 180 and consists of 30 nationalities, mainly from the African continent. The majority of children live in the city centre of Athens, almost half an hour distance from the school, which means that they transport by school bus.

Due to its interculturality, the curriculum is slightly differentiated in comparison to the other public schools, in a way that the modules are adapted in the learning level of the pupils and they are based on the integration of different cultures. Through the activities of the school programme, pupils learn their own cultures, approach without stereotypes the cultural differences and develop critical thinking and their ability to collaborate effectively with peers who are different. Unfortunately, even though the school is included in the Educational Priority Zones, several times has been raised an issue of its abolishment.

The facilities of the school consist of a two-floor building with a small yard. Unfortunately any spare rooms are not available, which resulted the lack of a special room to be used as a library. That fact was a great obstacle for the creation library. Each classroom though, had its own collection of books to form a small library, since both teachers and pupils, offered their own books willingly to the class library.

The last two years there has been an important activation for the establishment of a small library which was located in one of the classrooms. The school participated in the programme "Philanagnosia" (http://www.philanagnosia.gr/) organized by the National Centre of Greece (EKEVI) and that resulted to a general motivation for reading promotion. The pupils since then have been put into a specific programme of borrowing books from the library regularly. Teachers and pupils welcomed the LiRe project with great enthusiasm and they were very pleased with the books that the project offered to the school. Both programs operated complementary and created a new dimension to the promotion of reading books.

Description of Training Modules (max. 600 words):

Description of training module:
In this section you should include details of the training module. As partners may wish to facilitate modules in alternative ways, it would be important to outline the structure of the training modules. Give details of size of group, the classes/grades they teach, areas of strength and challenges faced. Give as much colour and variety as you can in this section.

The staff training did not follow the modules proposed by the program. The problem was that most of the teachers of the school had a quite different programme and it was too difficult to remain at school until the end of their working hours in order to attend the training modules. As a result, the main presentation of the program took place in a plenary session and had a rather informative character about the project and its objectives.

The three training meetings were held in different places and there was not participation from the whole school staff. The first one was part of the in-school training, which was held in the school of the implementation, in which almost all of the teachers participated since there were not lessons that day. The trainees discussed about the existing situation of the reading promotion programme and after familiarizing with the website of the project and considering the resources proposed in there, they worked in groups to suggest ways for the reinforcement of the reading habits of the pupils. According to the evaluation sheet, half of the teachers (50%) considered it as quite helpful.

The second one was also part of the in-school training in another school of the same region. In that training not all the teachers of the school participated. The theme of the training in regards with the project was about utilizing ICT in order make reading more experiential. Some of the activities that make use of the computers were presented in the trainees and two tools concerning the creation of digital comics (Comic Lab and Comic Strip Creator) were displayed to the teachers. Even though the trainees seem to get enthusiastic about the tools, there was a lot of questioning because of the lack of a computer laboratory that would facilitate such activities. All of the teachers agreed on standardizing specific days of the week that children would borrow books from the library

The third training was conducted under the two – day conference of a private school in Athens and took the form of a workshop. In that training some of the teachers attended, but not all of them. The theme on which we focused was some case studies about reading books, as a motive for the creation of a reading promotion plan. Trainees chose the ones they liked best and justified their answer. The revising of the reading promotion actions, led them to the production of a draft reading promotion programme, which would implement in their school. Issues that have to do with resource, timeline and personnel management were also discussed.

Description of Reading Promotion Plans (max. 300 words):

Description of reading promotion plan:
Give details of the reading promotion plan that the school decided to implement. Reading promotion areas to be addressed, proposed action, the time frame for implementation, who was responsible for implementation, success criteria and review dates. You could simply attach the relevant table with the complete plan and comment on it.

#	Objective(s)	Action Needed	Time Scale	Resources	Success Criteria	Member of Staff Responsible	Achieved (Date)
1.	To engage children with the use of library, so as to develop positive stances and habits	Library Poster: children work in groups to produce the posters	Autumn 2012	Children used A3 papers and ink colours to create their posters. They got them laminated.	Creation of colourful posters – invitations, for the weekly programme of the library	All teachers of the school	November 2012

2.	To engage children in a reading culture and interact within reading communities.	Tree of books: to be run on a weekly basis.	Winter and Summer term 2013	Drawing materials, copies of book covers or papers.	The leafless tree is filled with book covers.	A teacher responsible for the library.	June 2013
3.	Children to interact within reading communities, playing, communicating, and discussing book- and reading-related issues.	Literature festival	April 2013 (International day of book)	Books, drawing materials, wish list of books, presentation of International children's digital library.	Children experience and spread the joy of reading.	All teachers of the school	April 2013
4.	Children to delve into a specific literary work and author.	Meeting with an author.	Spring and Summer Term 2013	Books of the author, cartons, drawing materials.	Children are engaged in reading through open and authentic activities.	Teachers and pupils of 5th and 6th grade.	February 2013
5.	To engage boys and girls (especially reluctant readers) in reading.	Reading aloud to children	Winter, Spring and Summer Term 2013	Suitable story to combine with the theme of the lesson.	Children develop a reading culture, both on a personal and communal level.	Core Group Reading Team	June 2013
6.	Children to play creatively and become familiar with a well-loved genre.	Comic mania	Winter, Spring and Summer Term 2013	One or two pages from comics, photocopies, paper, scissors.	Children enhance their reading habits through reading and creating delightful stories in comic format.	Facilitator of the project (Theofili Sbrini)	June 2013
7.	To interact within	The books	Winter, Spring and	Facilitator photocopies	Children advertise	Facilitator of the	June 2013

	reading communities, discussing book-and reading-related issues.	we loved with quiz.	Summer Term 2013	the favourite paragraph/part of the book and is exhibited in a board space in the corridor.	their favourite books and create quizzes for their classmates	project (Theofili Sbrini)	
8.	To provide information about books.	Wall of books / book reports	Winter, Spring and Summer Term 2013	On a broad space, children gradually draw a mural about the books they are reading throughout the year.	Children use playful book reports to note down the authors and titles of book.	All teachers of the school	June 2013

The activities that have worked best up to now are the following :

- o **The "tree of books": Pupils were eager to fill the tree with leaves and make it denser. It was a creative and playful activity which promoted interaction between the readers and literature texts.**
- o **The "wall of books": this activity was already implemented by the previous year. Each book that was borrowed from the library, was accompanied by a report that the child should complete. The LiRe project inspired the teachers to use a more playful and inspirational format for the book reports, which encouraged children to observe it and spot books that might interest them.**
- o **The "Comic Mania" was an activity that from the beginning provoked a lot of enthusiasm between the pupils. It is common accepted that the majority of children are fans of comics and that is why this activity was accepted with great pleasure.**
- o **The "books we loved" was an activity where children are asked to choose their favorite paragraph or part of the book they have read. Children fancied have their favorite parts of the books exhibited in the corridor. Most of the pupils flaunted and discussed with their classmates about their selections.**

Children seem to be very willing to perform the activities suggested by the project and respond with pleasure. The reading program that was developed allowed pupils to take responsibility and ownership of their independent reading. Furthermore, children were encouraged to make their own choices and become more enthusiastic readers.

Description of Data Collection Activities (max. 300 words):

Data Collection Activities:

How did you collect your data? What methods did you use? Quantitative/qualitative? How large of a sample did you take? It is important to justify use of each method used in collection of data (CARDET could assist you on this part).

Data Collection Activities should include:

- o *reading promotion tool before and after implementation*
- o *reading habits tool to be administered by school staff **before and after** (36-48 kids per school – boys and girls)*
- o *At least 1 visit to a school to observe sample activities*

- o *2 interviews with key school staff and 2 with parents if possible*
- o *A debriefing focus group with school staff*

The data collection was both quantitative and qualitative. Two questionnaires were applied before and after the implementation, one for the school staff (Reading promotion tool) and the other for the pupils (Reading habits tool). The sample consisted of 8 teachers and 29 pupils. These tools were very objective and collected the information in a standardised way, since the questions were highly structured and the conditions under which they were answered were controlled. The only disadvantage was the length of the Reading habits tools, which was proven as an obstacle for the return rate and respondents might have answered superficially.

Furthermore, the data collection activities included 2 interviews with key school staff and a focus group with school staff. The interview allowed the facilitator to clarify any questions and observe verbal and non-verbal behaviour of the respondents, without the anxiety of the questionnaire. Both interviews were very well structured and contributed to the effective evaluation of the data. They consisted of several key questions and guidance, which helped to define the areas to be explored.

Regarding the focus group discussion with school staff (5 teachers), it was easy to moderate because all of the participants work in the same school for many years and share almost the same views about issues related to school. Therefore they expressed their feelings and opinion openly, emphasizing the strengths and the limitations of the reading plan. The discussion was quite effective to complete the feedback from the overview of the project.

Data Analysis (max. 200 words):

Data Analysis:

Briefly describe how you analysed data

The tool used to analyse the questionnaires was the Google Forms in which the findings were depicted in figures and shapes. It was a very helpful tool to collect information in an easy, streamlined way. The form was connected to a Google spreadsheet where the responses were automatically sent. Here you can view the results of the responses of the Reading habits questionnaire before the implementation of the reading program and here after the implementation. The same thing with the Reading promotion questionnaire, whose results are reachable here.

The interviews were conducted according to the template of the project. The two teachers that were interviewed were the ones responsible for library matters, while the focus group consisted of 5 teachers. Unfortunately, parents were not available to conduct an interview.

Findings (max. 700 words):

Findings:

It is important to make measured statements based on the analysis of data. What worked well? What were the challenges? What was surprising? Why did this occur? ***It is important to provide evidence****, quotes, etc. for each claim and finding.*

The reading promotion tool was a questionnaire used to diagnose the weaknesses of the reading promotion in school and was applied in 8 teachers. According to the findings, almost all reading areas seemed to need improvement, especially activities that refer to boys and communication with families. The accessibility at the school library was also at initial stage, as most of the areas. After the implementation, there was obvious improvement in all reading areas. For instance, regarding the pupils' involvement, in a 63% the teachers recognised a change to a more developed stage. Similar with the school library stock, which was enriched with many genres of books and was upgraded at a developed stage. Moreover, after the implementation of the reading plan, the tool showed an improvement in the organization of events related to books and to peer-to-peer

recommendation. **The most important was the development of visibility of reading culture at a developed stage (88%.), as well as the development of a strategy for the reading promotion**.

In the reading habits tool, 29 pupils replied before the implementation and 25 after the implementation. In both measurements girls constituted the greater population at a 52%. Most of the questionnaires derived from the 4th and 6th grade and much fewer from the 5th grade. Because of the intercultural character of the school, the percentage of languages spoken at home is shared between Greek, English and several other languages, like Ethiopian, Filipiness, Urdu, Arabic, Nigerian, etc. The pupils' preferences in reading are focused mainly in adventure stories and comic books.

According to the findings, pupils after the implementation checked out books for the library every day in a 33%, while before the implementation 1-2 times a week in a greater percentage. It seems that the school's previous efforts to create good readers have yield, since pupils stated at that during their past summer holidays they read more than 6 books in a satisfied percentage. At home they read stories by using a computer or a tablet, a statement that changed slightly after the implementation, but being good at reading was totally changed (50%), that they also stated a bigger preference to reading at school, provided that it is not part of their homework. **The percentage of the pupils that they read during the holidays rose to 38% and there was also a very important improvement in reading aloud in class (63%). At the same time pupils stated that they dedicate more time to read at home and school as long as it is not part of homework.** The fact that both teachers and parents like reading books at a great percentage (67% and 50%), is a significant factor that motives and encourages children to read more. Moreover, the majority of pupils choose by themselves the books that they read (71%), which refer at a topic that interests them and like discussing it with friends or family.

After the implementation, the percentage **of discussion in class about books that children read,** has increased from 39% to 52% and even though at the beginning of the reading plan, pupils do not read too much at school, at the end they stated that in 43% they read magazines and comic books at school. **The most important statement was the importance of reading in their free time** (79%). Other notable reasons for getting better at reading would be if "*there was a big library at school*", "*the book that I' ll read is really interesting, fun and nice*", while the majority of the pupils believes that homework is always an obstacle in reading more books.

Recommendations (max. 600 words):

After collecting and reviewing all the information based on the questionnaires and interviews of the project LiRe, I need to make reference to the following recommendations.

Related to the staff training, it would be preferable to give them a stronger motivation to attend the sessions, like a certificate or maybe a book relevant to the promotion of reading or a free licence to access an educational tool. Staffs definitely need to feel supported in all that they have to learn. Another issue that should be considered is timing. The training sessions should not be more than 3 hours, otherwise the trainees are likely to get tired.

As far as the questionnaires are concerned, especially the one referring to the pupils, though it was quite usable, should better be shorter in length. It is important to apply them both in the very beginning and in the very end of the implementation in order to get more reliable results and display densely the behavioural changes.

Regarding the piloting and implementation, what is important about a successful implementation is not to allow spending a long time between the activities, since children may lose their interest and concentration. Another important factor that has to be emphasized for the promotion of reading is the involvement of parents, whose support in combination with the home environment is able to foster the love for reading. Unfortunately, in Greek case study we did not manage to have parents in our side, since the communication with the school was already difficult.

Respectively, reading promotion is strongly influenced by the altitude of the teachers towards books. It is important teachers themselves to promote reading by dropping "reading hints", such as reading their book in the break, making a wish list of books, or even maintaining a calendar of literary events, etc.

Conclusions (max. 500 words):

Conclusion:
Summarise the main ideas and finding of your project. Make reasoned conclusions based on the evidence collected during the implementation of the programme.

The basic objective of the project was the promotion of reading habits in pupils of primary schools. Of course the philosophy of the project was not just to read as many books as possible, but to make pupils love books and appreciate literature. The best way to succeed that was to combine reading with a lot of playful activities and that was the basis on which we relied on to organize the reading plan. Reading and fun was the main concept of the implementation, because we wanted children to proceed book without compulsion and out of the school curriculum. The weekly reading plan encouraged children to stabilize their reading habits and at the same time to be exposed to more reading material and exercises.
All these activities gave them a solid background and foundation to understand and fully comprehend what they were reading. Moreover, pupils developed their reading and writing skills. In general pupils and teachers were benefited from the programme by all sides and experienced working with a European Programme. Especially teachers exploited the programme as a good opportunity to explore where the school stands in terms of reading promotion and take important decisions and actions for the improvement of this area.
Conclusively, it should be noted that during the implementation there was an excellent cooperation between the facilitator and the whole school staff, an important element that enabled an successful piloting and implementation of a reading plan.

ANNEXES:

1. Google Drive
2. Final Reading promotion plan as it was implemented.