

NATIONAL  
READING PLAN  
STRATEGIC  
FRAMEWORK  
**2027**

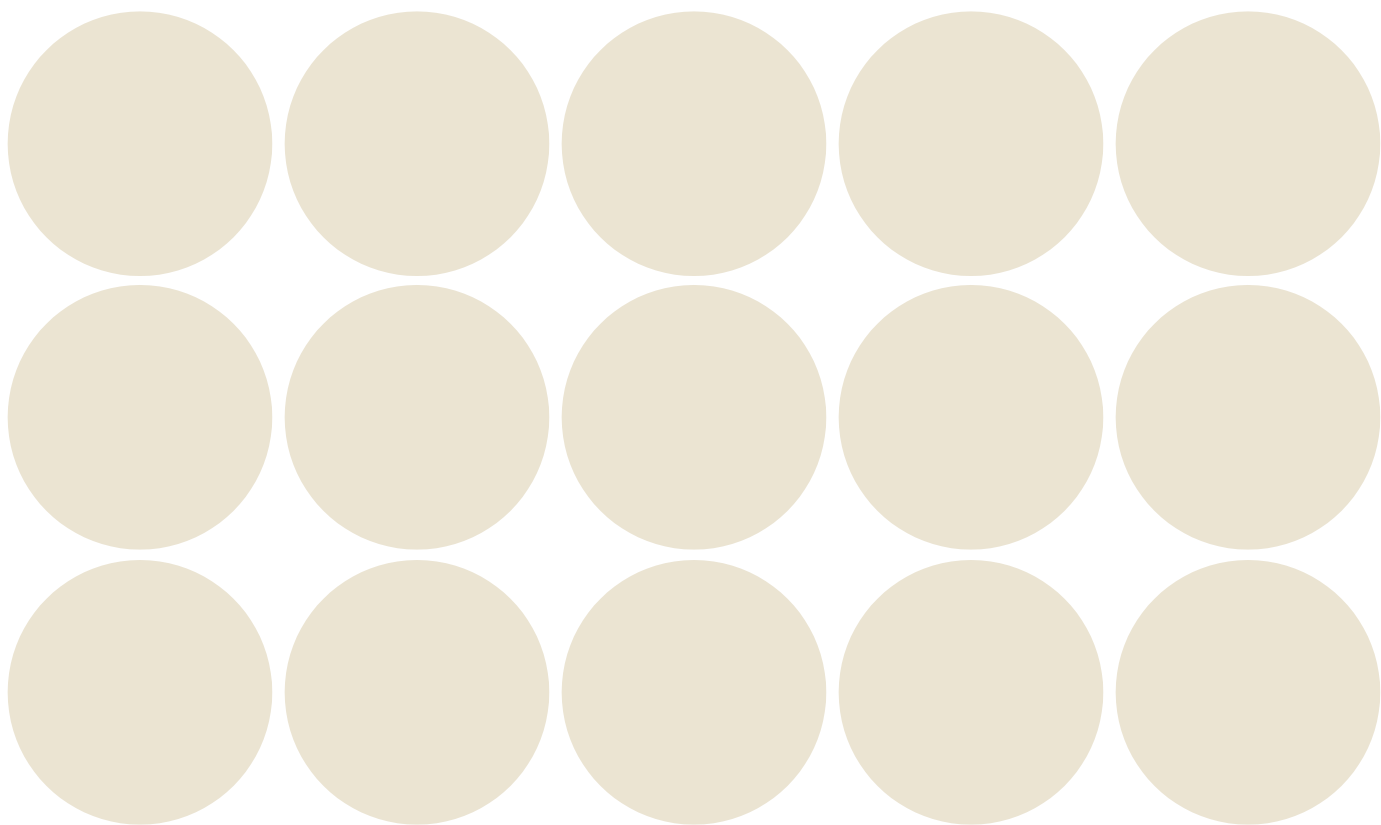
STRATEGIC FRAMEWORK.  
NATIONAL READING PLAN 2027

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**PORTUGAL. Plano Nacional de Leitura**  
Strategic Framework. National Reading Plan 2027

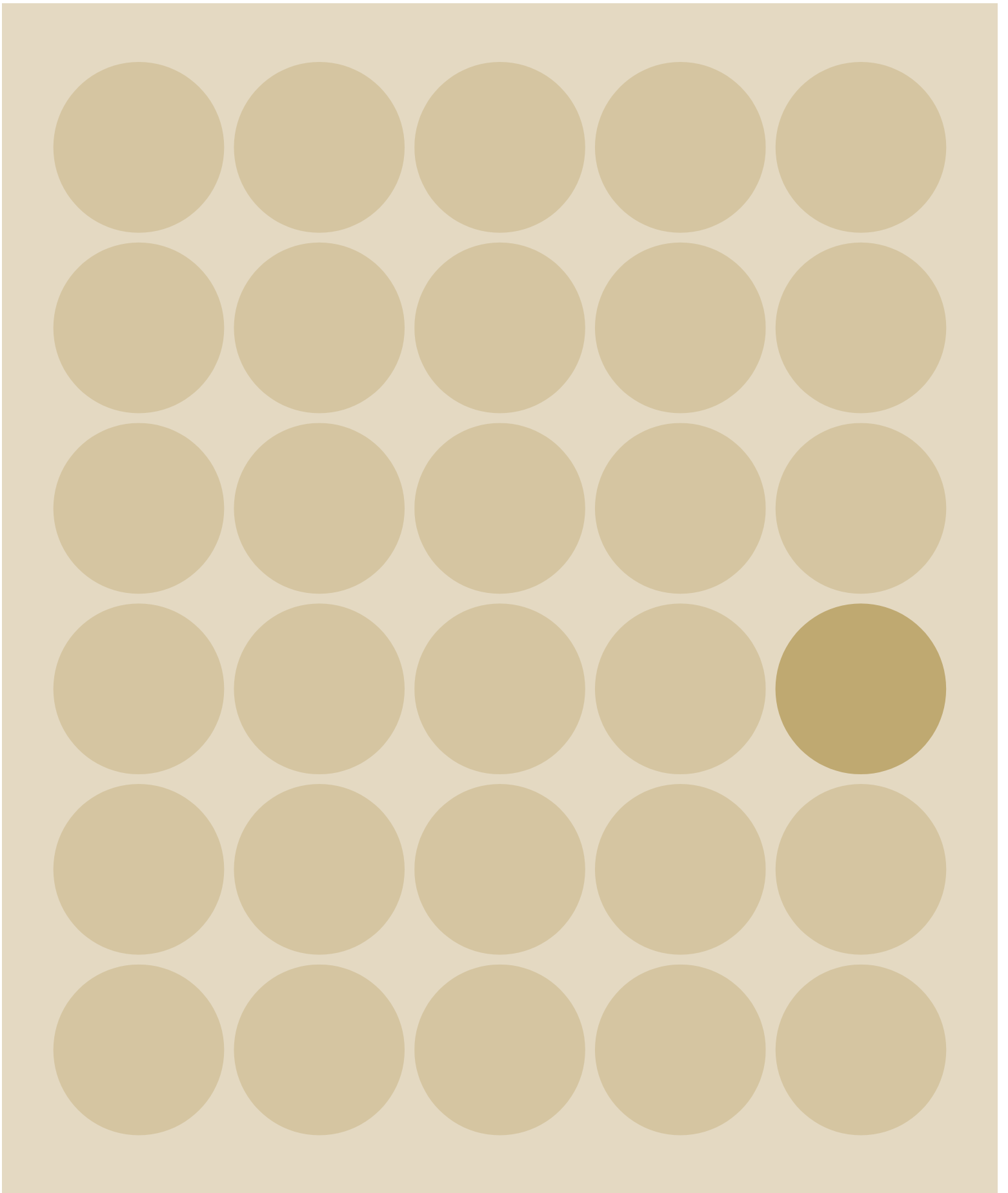
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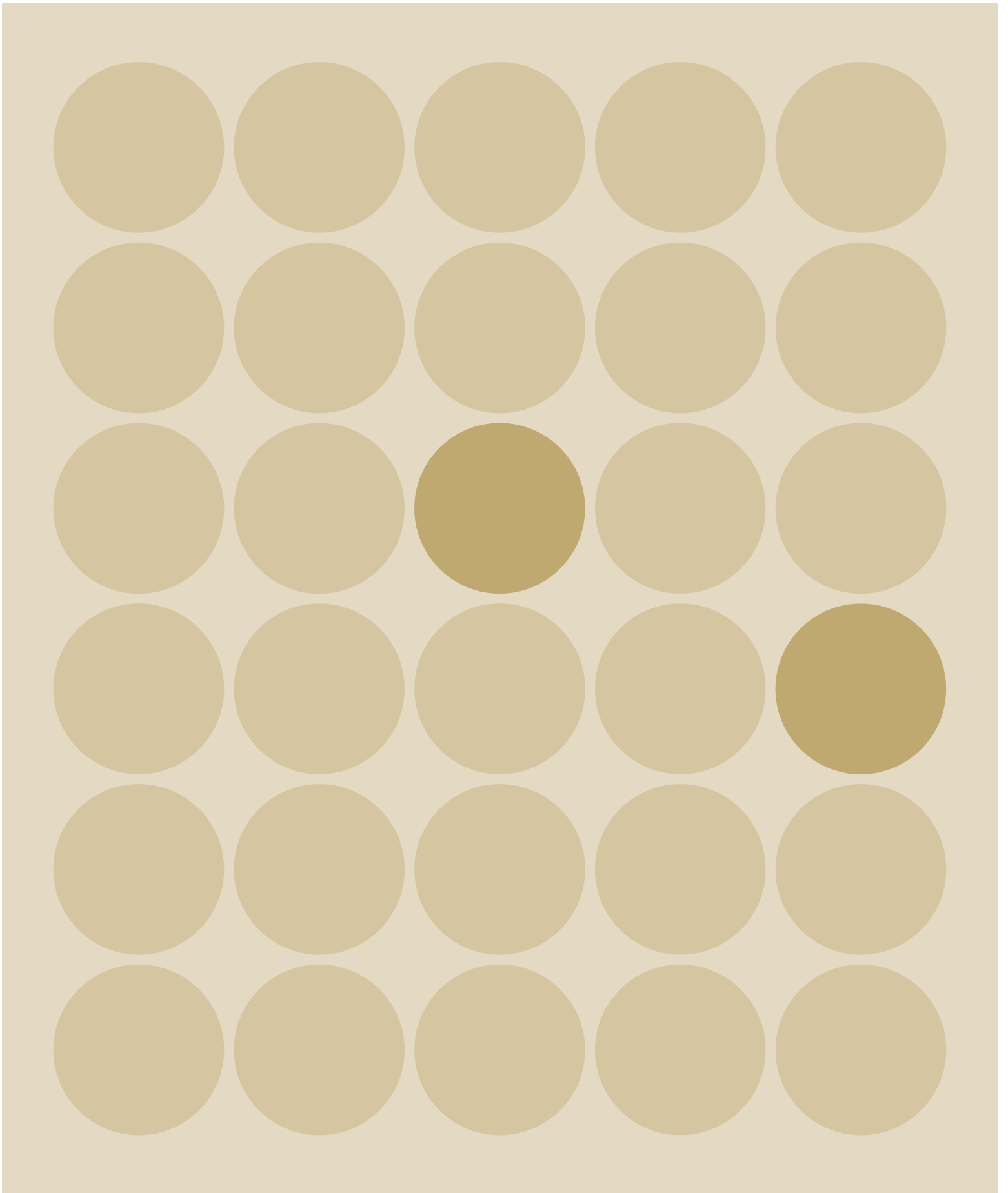
 REPÚBLICA  
PORTUGUESA  
XXI GOVERNO

**LeR<sup>+</sup>**  
PLANO NACIONAL 20  
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## EXECUTIVE SUMMARY

The National Reading Plan (NRP), launched in 2006, was the institutional answer to the concern with the levels of literacy of Portuguese people, in general and, in particular of young people. Throughout 10 years it has implemented a set of measures aimed at developing competences and reading habits of the Portuguese population, with a special focus on the school community.

Recognizing the need to consolidate and broaden the public policy and to have it aligned with the national strategy for the qualification of the Portuguese society and the global raising of its literacy levels, the XXI Constitutional Government has launched, through The Ministry Council Resolution 48-D/2017, a new phase for the NRP 2017-2027 (PNL2027).

The aim is to reinforce the work accomplished, to increase the investment on all population segments and to promote a more inclusive intervention dynamics, involving all areas of education, of culture, of science, technology and higher education and also local authorities, in order to face the challenges that nowadays restrict and determine the act of reading and writing.

Reading has been considered, in this context, **as a basic condition that covers all knowledge, a multimodal competence of literacy that combines different languages, texts and formats, and a human right with direct impact on the personal growing of individuals, on the country economic, social and cultural development and on the quality of our democracy, inclusion and citizenship.**

The implementation of this public policy as a priority and national goal assumes reading and literacy as instruments of a set of more extensive purposes, reflected, at international level, in the big strategically goals for the sustainable

development of the 2030 Agenda of the United Nations, the 2020 Europe Strategy and reflected at national level, in the goals of 2020 Portugal, to which it intends to contribute by supporting:

- the sustainable growth of productivity, innovation and competitiveness of economy;
- the scientific and technological progress;
- the educational success associated to the preschool generalization, the continuous dropout decline, the improvement of learning and the conclusion of compulsory schooling until 18 years old;
- the improvement of qualifications and competences of the population and the derived fight against poverty, inequalities, unemployment and social exclusion.

The NRP Strategic Framework 2027 is based on this set of general objectives, constituting the guiding document of the measures to be implemented in the next decade, aiming to develop the pleasure, practices and levels of reading and literacy competence of the Portuguese.

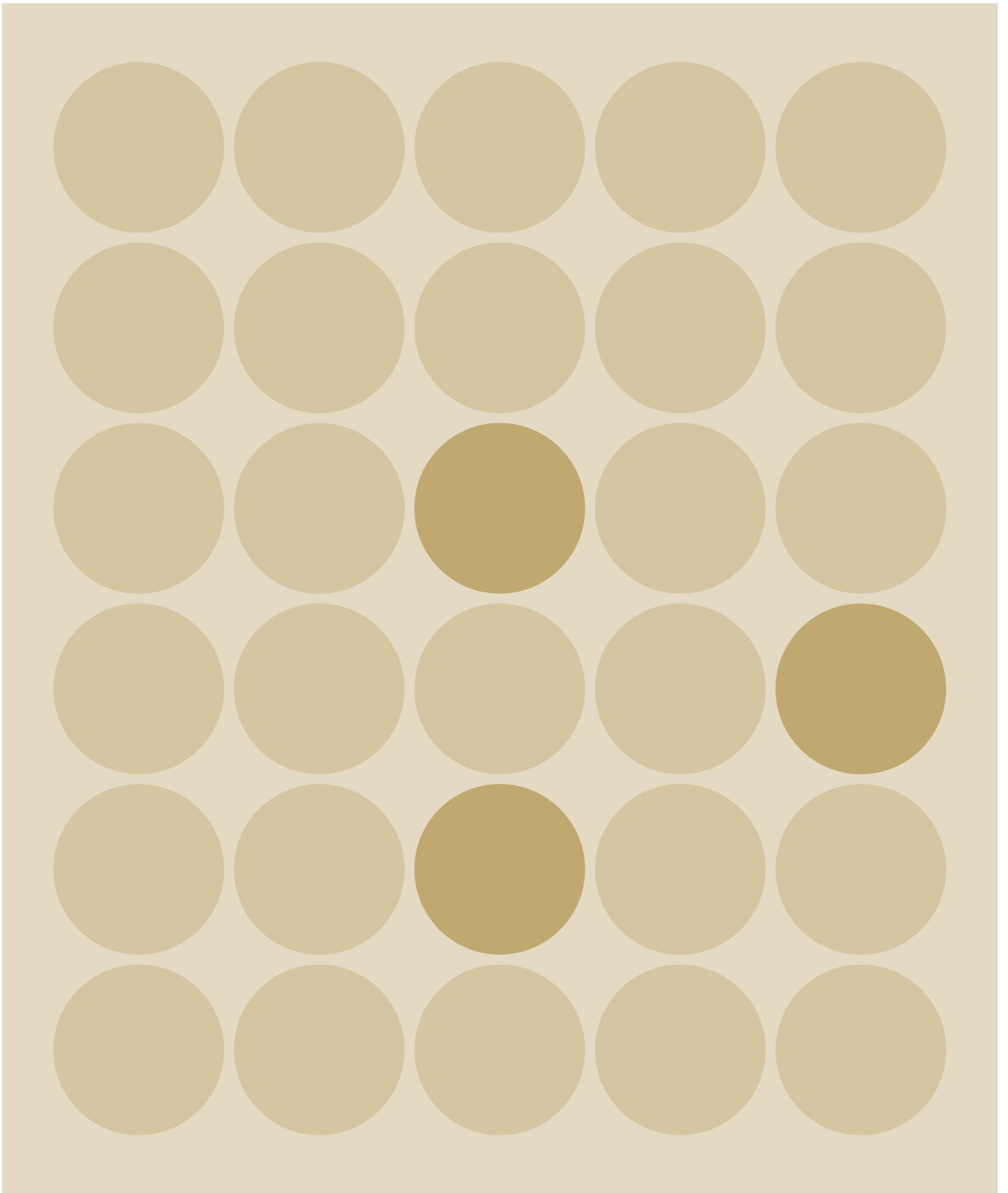
The defined strategy covers 10 areas of intervention, with different qualities and impacts (personal, academic, family and social) sustained by a wide set of projects and partnerships, at national, regional and local levels.

Therefore, the framing and acknowledgement of these measures and the presentation of the management instruments, promotion and follow-up actions is undertaken to be carried out during the period of 2017-2027 are presented.

<sup>1</sup> <https://sustainabledevelopment.un.org/post2015/transformingourworld>

<sup>2</sup> <https://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy.en>

<sup>3</sup> <https://www.portugal2020.pt/Portal2020/>





## INTRODUCTION

The promotion of literacy practices and competences has been receiving increasing attention from the public authorities all over the world, derived from the acknowledgment of its vital importance for the development of individuals and societies.

In Europe, according to the Final Report of EU High Level Group of Experts on Literacy, Act Now! (4), of 2012, one out of five youngsters aged 15, as well as about 75 millions of adults, did not have the basic reading and writing competences, therefore it was considered essential that the European Union would redefine its strategies to improve the literacy levels of Europeans.

In Portugal, some of the most important measures of public policy in this field go back to the last quarter of the last century, namely, with the creation of the National Network of Public Libraries (1987), the launch of the School Libraries Network (1996) and the fostering of the National Reading Promotion Programme (1997), but it was already in this century, thanks to the launch of the National Reading Plan, in 2006, that this question has acquired a particular attention.

The Plan lasted for 10 years. It adopted a stepwise strategy implementation in which the preschool and elementary publics were privileged, although some measures focusing on families, youngsters in secondary level and adults were also taken. To implement this strategy the Plan counted, as a privileged partner, with the School Libraries Network (RBE) as a support base in schools of the work done on the reading and literacies promotion. The oriented reading in classrooms was one of the most important initiatives of the Plan, alongside with many other activities and projects, developed in different contexts and articulated with a numerous range of partners, patrons and sponsors. From this same period a series of studies supported and monitored the establishment of these activities and helped to evaluate their results and impacts.

**After ten years, the big aims of the Plan are still alive: to promote the pleasure, habits and reading competences of the Portuguese population. But at present there are other demands and different strategies to answer these demands.**

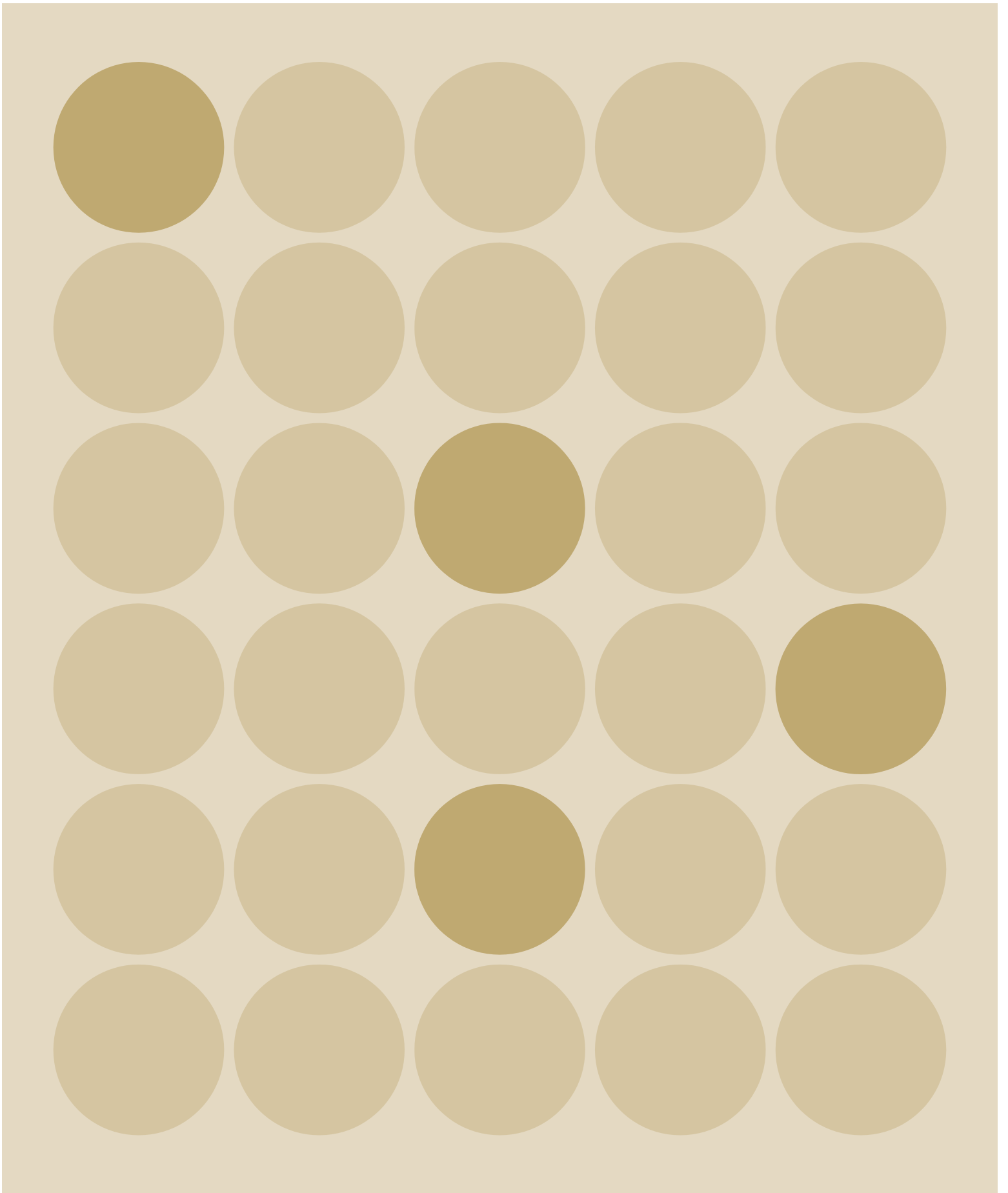
The enlargement of the Plan is a pledge in the framework of

the new national strategy that includes education, culture, science, technology and higher education and local authorities and that recognizes literacy as the country indispensable qualification, innovation and competitiveness instrument to face the challenges of this century. The target audiences have enlarged, including, in a privileged way, the first childhood, where the foundations of literacy are laid, and the young and less qualified adult population. New intervention fields, according to a more integrated perspective of science, literature, arts and digital technologies receive attention. The conceptual scope of the Plan is expanded, and includes various literacies such as the verbal, the information, the media, digital and others with the purpose of developing multiliteracy competences. New partners and bodies are summoned such as Higher Education Libraries, Science Centres (Centros Ciência Viva), Qualifica Centres and others. There is an emphasis on writing and on a bigger participation, involvement and active role of the citizens, in the context of an increasingly open knowledge economy. The facilitating role of the Plan is enhanced through the implementation of a policy primarily set on projects and partnerships stimulating local communities, professional organizations, media and institutions in the areas of culture, science, technology and higher education, education, justice, economy, health and labour.

Thereby fulfilling this set of ideas, the new Plan is designed for another 10 years, considering not only the consolidation of the good results achieved, but mainly, the investment on these new trends of intervention that will determine the activities to be developed in the period of 2017-2027.

**By enlarging the actors involved, the target audiences, the areas covered, the adopted methodologies and the means and required supports, the PNL2027 assumes a new ambition established in a wide frame of actions of great impact in national literacy, with the conviction that a good capacity to use reading and writing is decisive to more profound personal knowledge acquisition and for a better and more active intervention in society.**

Created 10 years ago, the National Reading Plan has a real and symbolic value, that the new cycle 2017-2027, now launched will reinforce and expand.



## INSIGHT

In a country like Portugal, with high levels of illiteracy, the creation of a public policy strived for the promotion of reading levels and competences has set a milestone, that the reached results and those new ones to be achieved will certainly confirm.

With an adverse historical past, where habits and reading competences have not made their way and the social bases of reading have only slightly been consolidated, it becomes even more difficult to deal with the challenges of today multimodal literacy, today multimodal, requiring bigger decoding, understanding and critical ability, due to its increased complexity.

Knowing how to read implies nowadays knowing to read well, fluently and in every format. Thus, the vital importance of an innovative policy capable of fostering the critical and effective access to reading, information and knowledge, condition for the development of the country and for a freer, more conscious and enlightened citizenship

It is not an easy task. The information overload floods us daily, it is scattered, varied and in constant growth; technologies are increasingly more intelligent, making the economy of knowledge grow continuously around us; the mobile devices put us in instant and uninterrupted contact with the worlds of media and labour, education and leisure, becoming the epicenter of

our digital lives; the social and cooperative networks connect people in local and global communities; the easy participation promotes involvement, initiative and digital citizenship.

According to Castells we are a network society but for it to be successful and resist the threats of barbarism it is necessary that the political systems follow this movement and incorporate it into their policies and respond to its challenges.

We live an overload of information created and disseminated by different means and increasingly more powerful. In this context, it is necessary to promote an “Education for Reading” that is conscious and warns about the dangers of misuse information and the use of information without criterion; that knows how to adapt needs and practices, adjusting the offers and initiatives and that helps the reader to select and to choose the right contents for his development, interests and personal needs.

The NRP2027 is framed in this context. It is the answer to this set of concerns and aims: to help Portuguese people to become more literate, competent and prepared to relate to the world in a more critical, cohesive and effective manner, at present and in the future.

**A future where all Portuguese will have reading habits and the essential literacy competences for their personal, school and professional life and for the economic, social and cultural progress of the country.**

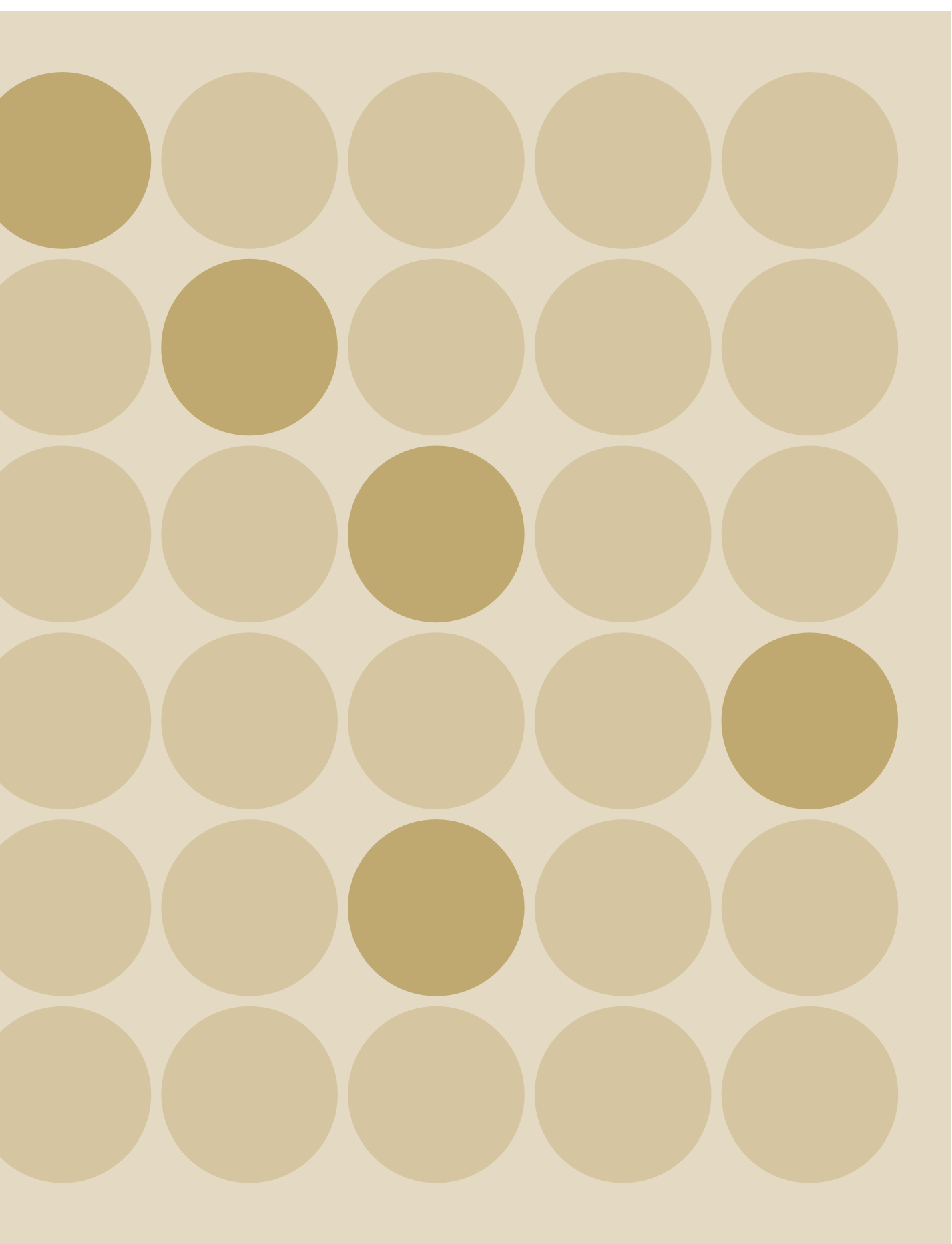
## PRINCIPLES

### **NRP2027, A PLAN THAT ...**

- promotes reading, as a key competence and an inherent right to the human condition and citizenship;
- is the depository of 10 years heritage, to be consolidated and developed;
- is broad and inclusive - FROM all, WITH all and FOR all, embracing all individuals and publics: children, youngsters and adults;
- is national, regional and local;
- mobilizes various sectors and areas of administration and society;
- enhances strengths and synergies with multiple partners and institutions, national and international;
- boosts the use of books and libraries as sources of knowledge and culture;
- integrates and is transversal to multiple literacies ;
- is creative, innovative and capable of answering the challenges of the XXI century;
- is demanding and quality criteria and scientific grounds oriented.

## GOALS

- To facilitate the access to reading and knowledge
- To increase the habits and reading rates of the population
- To improve the competences and levels of literacy of Portuguese;
- To promote the pleasure and love for reading;
- To improve reading training
- To raise awareness about the value and importance of reading;
- To stimulate a culture and an economic-socio environment favorable to multiply practices and social contexts of reading;
- To enhance the presence and mediatic projection of reading in written, printed and digital formats, face-to-face and in the Internet;
- To associate reading to science, the humanities, the arts and digital technologies according to a new ecology that is made of multiple literacies;
- To use reading to fight misinformation, prejudice and ignorance.



## READING IN PORTUGAL

Few studies can present us with an updated state of the art about the competences and practices of reading of the Portuguese people in the last years. We mention some, of different nature and scope.

The PIRLS, IEA responsibility (International Association for the Evaluation of Educational Achievement) measures the reading performance of children that attend the 4th grade. In 2011, 300.000 students from 49 countries were involved in this study. Portugal reached the 19th place, with a level of 541 points, that is, 41 points above the average value in the chart, that can be considered a reward of the efforts done in this domain in previous years.

PISA, from OCDE (The Organization for Economic Co-operation and Development) assesses reading performance, mathematics and science, in 15 years old youngsters. In the last PISA (2015) the Portuguese students reached 488 points in reading. Although the numbers have not reached the average result of 500 points, this progress was highlighted by the evaluators, that stated that Portugal is in the group of countries that show a more consistent and significant improvement since 2000.

The latest data from these two studies are very encouraging, stimulating the continuity of all the work done, so that they become sustainable. But they also reveal big room for improvement yet to be conquered, through the decrease of the still significant low performance levels and school withholding and the continuing rise of higher levels of proficiency. These objectives will surely be influenced by the increase of cognitive, procedural and socio-affective skills that both practice and the pleasure of reading provide.

The last study concerning the Portuguese population was promoted by the NRP in 2007 and carried out by the extinct OAC (Cultural Activities Observatory) under the coordination of Lurdes Santos. It is an outdated sociological picture out of date concerning the change of contexts, devices and ways of reading that define the current digital era.

The study has revealed the decrease, between 1995 and 2007, of non-readers; the simultaneous growth of readers of different media (books, newspapers and magazines),

with a focus on newspapers and a decrease of big readers. All the data shows, nevertheless, very distant values from the European average.

After 10 years, it is urgent to update these data, recovering the indicators that will give us an extensive idea of the changing sense of the habits of readers in the considered physical supports and introducing new indicators related to other supports, formats and ways of reading.

As José das Neves refers, in his recent work about the books, readers and reading, coordinated by G. Cardoso (2015), opposite to other characteristics, as far as active social groups is concerned the approaches with focus in the reading practices are rare and fragmented. The use of different theoretical perspectives and different empirical approaches and the respective classifying systems, whether in national or international plans, do not facilitate direct comparisons.

It is the case of “The Cultural and Creative Sector in Portugal” study (2010), by the consulting firm Augusto Mateus & Associados for the Ministry of Culture that revealed that the habits of reading of Portuguese are considerably worrying, with less than 50% of Portuguese stating that they have read less than one book in the previous 12 months whereas the European average was 71%.

If we associate these data, the statistical results of the surveys done by the National Network of Public Libraries concerning the registered readers and home loans, we understand that it is necessary to continue to enhance strategies of reading and book promotion, printed or digital, as well as the education of readers

As far as digital reading is concerned, we know that in 2011, and according to the Inquiry Network Society, 13% of the respondents have read online or have downloaded books, 35% have accessed sport websites/online newspapers, 1,5% had tablets and 1% ereaders, suggesting the importance of digital reading via the use of mobile devices and social media.

5 <http://www.iea.nl/pirls>

6 <http://www.oecd.org/pisa/>

7 <http://www.planonacionaldeleitura.gov.pt/data/estudos/ficheiros/leitura-portugal.pdf>

8 <http://barataonline.pt/eBook/O-livro-o-leitor-e-a-leitura-digital/9789723115796>

9 <https://pt.scribd.com/document/133752872/O-Sector-Cultural-e-Criativo-Em-Portugal>

10 [http://rcbp.dglb.pt/pt/ServProf/Estatistica/Documents/RNBP\\_Recursos\\_2015.pdf](http://rcbp.dglb.pt/pt/ServProf/Estatistica/Documents/RNBP_Recursos_2015.pdf)

11 [https://www.researchgate.net/publication/302038598\\_A\\_Internet\\_em\\_Portugal\\_2012](https://www.researchgate.net/publication/302038598_A_Internet_em_Portugal_2012)

Several studies available by different entities about the practices and competences of digital reading of youngsters (OCDE; Common Sense Media; National Literacy Trust; Pew Research Center; Ofcom) have revealed transversal aspects in different countries also related to the use of technologies especially for activities connected with social networks and with the interaction, sharing and peer communication. These studies show, in general, a basic level of digital use and low capacity of understanding, critical thinking and content production. This information was also evident in different national studies more or less partial about the use and digital and media competence of young people (i.e. Pereira, S. [et. al.]<sup>12</sup>, Lopes, P. [et. al.]<sup>13</sup>, Ponte, C. [et. al.]<sup>14</sup>, and other).

As far as adults are concerned, the 2011 Census contains a set of interesting data that show that the indicators related to illiteracy, compulsory education and to school and socio-professional qualifications have had a positive evolution, with the right impacts in the growth of reading practices, but still very under the average values of the countries of OCDE and EU (INE, 2012).

We know, for example, that only 33% of Portuguese between 25-34 years old have finished the Secondary Level (OCDE, 2016); more

than half the Portuguese population between 25-64 years old have concluded the 9th grade or less (Eurostat, 2016); and there are about 500.000 adults that even today are illiterate or have difficulties in reading and writing (INE, 2012)

Hence a specific policy on literacy for this public is essential.

In spite of these results, the data from the Barometer in 2011, coordinated by Firmino da Costa have revealed that the levels of recognition of the importance of reading were very high, probably resulting of the NRP intervention considered by 96% of the Barometer as important or very important.

Therefore, new studies are required to answer the question, at what extent the evolution of the structure of the Portuguese society, combined by public policies measures, such as the NRP and others are (or are not) boosting the levels of reading practices of the Portuguese population and bringing them closer to the European averages

- How are the habits and practices of reading of the Portuguese characterized?
- What levels of reading competence do Portuguese have?
- What to read and what to offer to read?

**THESE ARE THE FUNDAMENTAL QUESTIONS THAT NEED TO BE ANSWERED IN PRESENT TIMES.**

<sup>12</sup> [http://www.lasics.uminho.pt/ojs/index.php/cecs\\_ebooks/issue/view/169](http://www.lasics.uminho.pt/ojs/index.php/cecs_ebooks/issue/view/169)

<sup>13</sup> <http://ual-pt.academia.edu/PaulaLopes>

<sup>14</sup> <https://fchsh-unl.academia.edu/MariaCristinaPonte>

<sup>15</sup> [http://www.oecd-ilibrary.org/education/education-at-a-glance-2016\\_eag-2016-en;jsessionid=6gtmb6q572i7s.x-oecd-live-03](http://www.oecd-ilibrary.org/education/education-at-a-glance-2016_eag-2016-en;jsessionid=6gtmb6q572i7s.x-oecd-live-03)

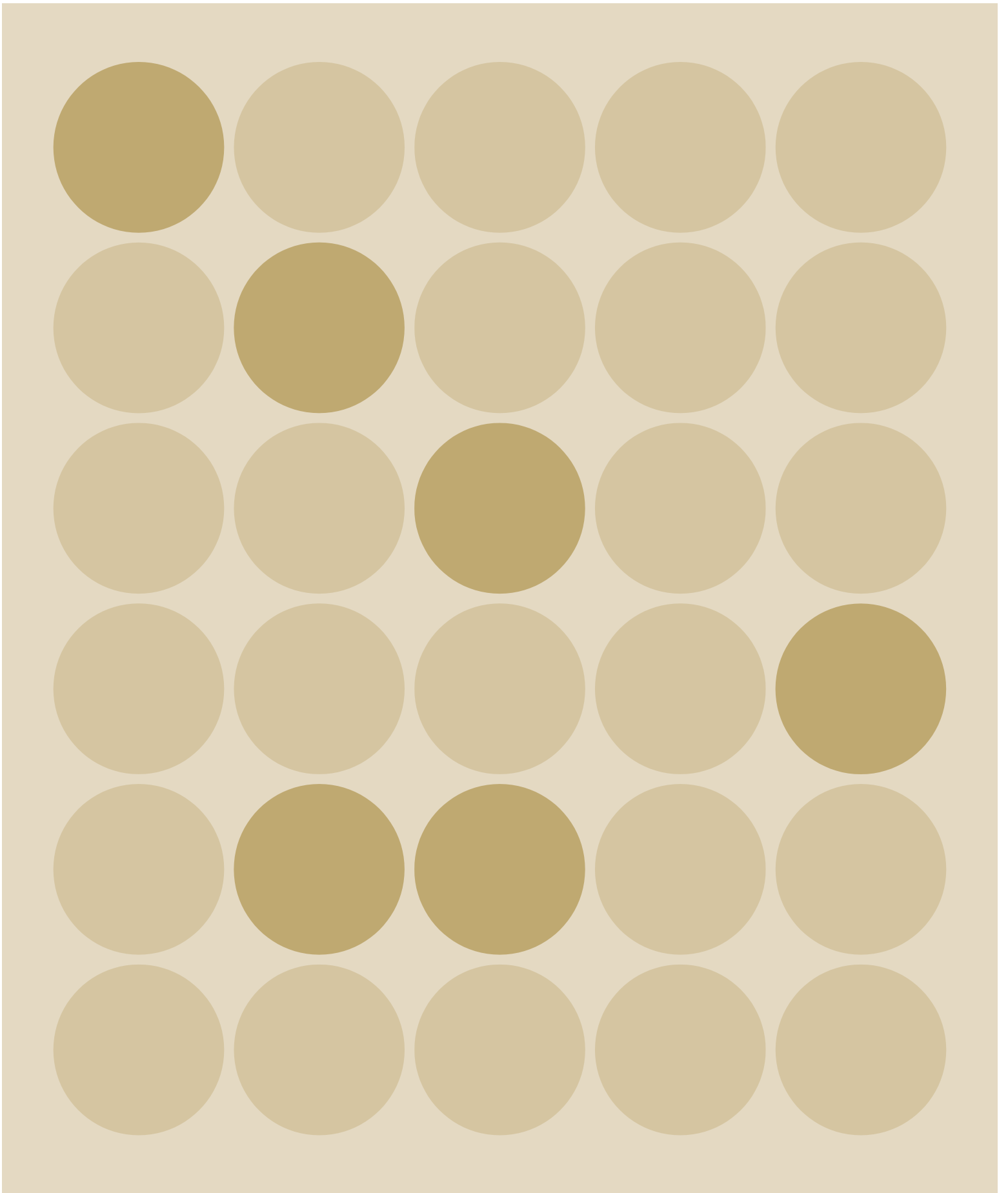
<sup>16</sup> <http://ec.europa.eu/eurostat/web/education-and-training>

<sup>17</sup> [http://censos.ine.pt/xportal/xmain?xpid=CENSOS&xpgid=ine\\_censos\\_indicador&contexto=ind&indOcorrCod=0006731&selTab=tab10](http://censos.ine.pt/xportal/xmain?xpid=CENSOS&xpgid=ine_censos_indicador&contexto=ind&indOcorrCod=0006731&selTab=tab10)

<sup>18</sup> [http://www.planonacionaldeleitura.gov.pt/index.php?s=directorio&pid=89&title=Barometro\\_opiniao\\_publica&ppid=85](http://www.planonacionaldeleitura.gov.pt/index.php?s=directorio&pid=89&title=Barometro_opiniao_publica&ppid=85)







## INTERVENTION FIELDS

The NRP2027 will be operationalized through the implementation of a set of fields of intervention. Underlying its development there is a network philosophy that seeks to perform a wide range of programs, projects and activities,

through the cooperation between the central Government and local authorities, public, private and civil society partnerships, and collaboration with companies and individuals.

### THE AREAS OF FOCUS OF THE NRP2027 ARE AS FOLLOWS:

1. Enlargement of the target audiences.
2. Encouraging the practice of writing.
3. Valuation of all literacies.
4. Strengthening reading for pleasure.
5. Developing collaboration with school, municipal and higher education libraries
6. Approach to literature, science, arts and technology.
7. Placing reading and writing as school core.
8. Mobilization of qualified, experienced, creative and innovative staff
9. Survey, completion and dissemination of scientific studies.
10. Using the Web as a sharing, dissemination and communication space.

Each of the 10 above areas unfolds in a series of measures to be carried out along the 2017-2027 period.

All areas and measures will be launched in the first three years of the NRP2027, the set of activities attached to them being progressively increased

and extended throughout the duration of the plan, according to monitoring results and periodic evaluation

Planned initiatives in the context of each measure will enter the Annual Activities Plan, and carried out in accordance with the human, material and financial resources allocated to NRP2027.

## 1

## ENLARGEMENT OF TARGET AUDIENCES

Reading is a predictor of school, personal and professional success, and each reader is a work in progress. It is essential to keep up with the needs of primary socialization with reading, pre-school universalization, improvement of basic learning, establishment of secondary school as minimum level of education, adults training and qualification strengthening for the employment, well-being and elderly quality of life; and it is also essential, not only to consolidate and strengthen the initiatives with preschool and basic education children and young people, but also to extend the NRP2027 intervention near those who need to acquire or improve their literacy skills - in a family context, completion of compulsory schooling, post-secondary or higher school pathway, whether in active life or not.

So, it will be given priority to new activities directed at first childhood, young adults and adults in training / qualifying, in line with the principles of emerging and parental literacy, and the values of lifelong learning.

- 1 Strengthening emergent and parental reading existing programs;
- 2 Coordination with other socialization of reading projects involving first childhood, youth and families;
- 3 Specific proposals for the study and early intervention in first cycle basic education for fixing and improving reading and writing;
- 4 Personal approach to books through free distribution to children and young people, in partnerships with public and private institutions, publishers, booksellers or other;
- 5 Specific programs for young people who explore strategies and typical resources of their day-to-day life and cultural, digital and social networks environments;
- 6 Integration of reading and literacy modules for adults who attend qualification initiatives;
- 7 Promotion of easy reading offers for readers with major reading difficulties;
- 8 Coordinating actions related to programs and activities with training responsibilities near the adult population;
- 9 Expansion of informal educational and literacy activities among adults over 65 years old, in a follow-up perspective on initiatives of active ageing, fighting social exclusion and voluntary reading;
- 10 Enlargement of actions aimed at people with special needs, in compliance with the principles of inclusion and accessibility to literary adapted contents;
- 11 Development of reading projects in unconventional contexts and reading environments: hospitals, prisons, day centers and others.

## 2

## INCENTIVE TO WRITING PRACTICE

Encourage writing, as a form of personal expression, interaction and communication and prime condition for strengthening the abilities of reading, combining the printed and digital media.

Digitalization has changed the nature, frequency and importance of writing.

The spread of mobile devices, the possibility of accessing to resources and communications tools increasingly varied, sending messages and the constant posting on social networks, ..., lead us to think we need to take advantage of these possibilities and instruments, bringing them into the school and training universe.

The challenge is to promote an equally connected, social and participatory learning, taking advantage of these practices that today live predominantly outside the school; but that are the places where, in particular, young people write more freely and extensively.

Therefore we will seek that these conversational forms between oral and written discourse, easier and less formal, and naturally able to attract and capacitate the more reluctant readers, be recognized and exploited, along with other more or less conventional strategies.

- 1 Writing projects, based on a set of new strategies and techniques;
- 2 Creation of a digital services platform, contents, resources and creative information, sharing and interaction tools (tips, storytelling apps, fanfics, texting, booktubers, self-publishing, ...), based on a consortium of partners with different profiles;
- 3 Developing communities and book clubs and online writing;
- 4 Promotion of synergies between communities and reading/writing clubs in municipal public libraries and in other institutions.

# 3

## THE VALORIZATION OF ALL LITERACIES

Valuing all literacies in which reading and writing are core and transversal, taking advantage of texts, books with audio, video and multimedia interaction.

Today we are increasingly confronted with new ways of reading, mixing simultaneously various languages and codes (verbal, visual, audio, multimodal), various formats (print and digital) and media (Internet, TV, radio, books, newspapers, magazines, ...), many contexts, uses and practices (formal, non-formal and informal), influencing the way we perceive and interact with the different texts.

The new reading scenarios reclaim a new reader, able to dominate the multiple literacies of nowadays informational and media environments. They require learning and training processes that value the acquisition and the development of new knowledge, new skills, attitudes and values, commonly called as the 21ST century skills.

Reading and writing are a key component transversal to these skills.

- 1 Involvement in media literacy initiatives, in conjunction with TV, radio, press and new media projects and activities;
- 2 Participation in scientific and technological literacy events, in liaison with programs and national movements in science, national programming, robotics and other;
- 3 Promoting health literacy projects;
- 4 Streamlining financial literacy activities;
- 5 Promoting information, statistics and data mining literacies;
- 6 Creation of reading suggestions and activities which will enhance the knowledge of texts and authors of various origins and promote inclusion through intercultural literacy.

## 4

## THE IMPROVEMENT OF THE PLEASURE OF READING

Reinforce the reading for pleasure, favoring the existence of spaces, time and opportunities - formal, non-formal and informal - to practice reading and the joy of reading.

National and international studies (PISA, 2009<sup>19</sup>; National Literacy Trust, 2013<sup>20</sup>; Common Sense Media, 2014<sup>21</sup>) have shown a reduction in extensive reading and reading for pleasure. Good reading skills, educational success, and reading for pleasure are inextricably linked. We must encourage children and young people to become independent readers, regardless of the reading media they choose. The acquisition of habits and the joy of reading require systematic and regular practice of reading, emotional involvement and the intrinsic motivation of readers through a free and voluntary exercise that will encourage individuals to progressively read more and better. We are not born readers, we become readers. But the most difficult thing is to remain readers. Through easy access to meaningful readings and diversified informal initiatives, we seek to encourage the enjoyment of reading and train readers for life.

- 1 Dynamizing Reading Week;
- 2 Launching the National Reading Contest;
- 3 Elaboration and dissemination of annual lists of suggestions and guidelines for guided and autonomous reading for different audiences and age groups;
- 4 Support the creation of new models and pedagogical practices to promote the joy of reading, associating them to creative and playful activities;
- 5 Participation in competitions, prizes and events that celebrate reading.

19 [http://www.oecd-ilibrary.org/education/pisa-2009-results-what-students-know-and-can-do\\_9789264091450-en](http://www.oecd-ilibrary.org/education/pisa-2009-results-what-students-know-and-can-do_9789264091450-en)

20 [http://www.literacytrust.org.uk/research/nlt\\_research/6078\\_childrens\\_and\\_young\\_peoples\\_reading\\_in\\_2013](http://www.literacytrust.org.uk/research/nlt_research/6078_childrens_and_young_peoples_reading_in_2013)

21 <https://www.common SenseMedia.org/research/children-teens-and-reading>

## 5

IMPROVING THE CONSOLIDATION OF COLLABORATIVE  
WORK WITH THE LIBRARIES

Encouragement and support for the consolidation of collaborative work between the School Library Network and the National Public Library Network, extending it to higher education libraries, whose network is under construction, in order to continue the efforts favoring books, reading, multiple literacy and the use of libraries throughout the whole education and training system.

Through synergies enhancement and the convergence of projects and actions, cooperation between libraries allows the profitability and rationalization of resources, the gain of scale, sharing responsibilities and achieving better results in relation to many common information, educational, scientific or cultural objectives. The promotion of reading skills and practices and school success are among the areas that will most benefit from this articulation, in which libraries make their infrastructures, resources, services and activities available and the NRP develops its policies, strategies and support for reading and writing projects, all at the service of students and communities.

- 1 Launching applications for reading and literacy, aimed at civil society - schools, families, communities, libraries, companies, associations, volunteers, in liaison with SLN and RNPB:
  - LeR +, aiming at creating an environment and a reading culture throughout the school and community.
  - LeR + Jovem, targeting the higher education youth.
  - “All Together We Can Read”, centered at including school audiences with special educational needs and other specific curricula.
- 2 Diversification of spaces, in articulation with municipal public libraries and higher education libraries, promoting regular reading by people of all ages, whether in school, professional, leisure or other contexts.
- 3 Development of experimental research-action projects with institutions and higher education libraries in reading and literacy.



## 6

## APPROACH TO LITERATURE, SCIENCE, ART AND TECHNOLOGY

There is no literary, scientific, technical or artistic culture without reading. The integration of reading with literature, science, art and technology generates enriched contexts, where different languages, texts and literacies are used to observe, experiment, discover and interact with the world, and speak, read and write about it. This approach invites the exploration of imagination, fantasy and creativity associated to the curiosity of individuals, as fundamental elements of the cognitive and sensory processes of perception, development of abstract thinking, aesthetic experience and sense-building.

Hence the objective of bringing NRP closer to literature, to science, to art and to technology, as well as to the organizations and agents that promote them, fostering synergies, partnerships and projects.

- 1 Closer to literature, by being present at the release of books and authors on television and radio programs;
- 2 Closer to art, by signing collaboration agreements with entities responsible for cinema, music, visual and performing arts, and others;
- 3 Closer to science, by establishing partnerships with Ciência Viva Centers and allowing access to scientific contents in school and municipal libraries, and in liaison with higher education libraries, aiming at developing scientific literacy and fulfill the National Plan for Open Science goals<sup>22</sup>;
- 4 Closer to culture, by designing and implementing an itinerant activities varied program that include municipal libraries, archives and museums, aimed at different target audiences and objectives;
- 5 Strategic approach to reading DIGCOMP<sup>23</sup> to Portugal Digital<sup>24</sup> initiatives and to Portugal INCoDe2030<sup>25</sup> Agenda, in the fields of digital literacy, qualification, inclusion and citizenship;
- 6 Creation of multisectoral regional reading plans, based on a networked collaborative culture established in Intermunicipal Communities and Metropolitan Areas, which, involving municipalities, libraries and other local players, capitalize on the approach populations and the development of territories.
- 7 Encouragement to responsibility and social and cultural commitment of labour organizations in promoting reading among their employees and communities.

22 <http://www.ciencia-aberta.pt/>

23 [http://www.erte.dge.mec.pt/sites/default/files/Recursos/Estudos/digcomp\\_quadro\\_europeu\\_de\\_referencia\\_para\\_a\\_competencia\\_digital.pdf](http://www.erte.dge.mec.pt/sites/default/files/Recursos/Estudos/digcomp_quadro_europeu_de_referencia_para_a_competencia_digital.pdf)

24 <http://portugaldigital.pt/index/>

25 <http://incode2030.gov.pt/>

# 7

## WRITING AND READING AT THE CORE OF THE SCHOOL

Placing reading and writing at the core of school life and learning, in order to develop reading skills.

Learning to read and read to learn are foundational and identity processes inseparable from the notion of school and education. It is very important that in school you read in every way, independently or oriented; individually, in pairs or in groups; loud or silently; extensively or intensively; and always and everywhere, to learn how to deal critically with information, to structure knowledge, to improve teaching and learning, to improve school achievement and obtain better qualifications.

- 1 Inclusion of daily reading practice periods, silently and loudly, by students and teachers both in school activities and in class;
- 2 Encouraging extensive, reflective and in-depth reading of printed and / or digital books, through diverse strategies and contexts: oriented reading in the classroom, reading activities in school libraries, student reading plans, autonomous reading, voluntary reading, ...;
- 3 Promoting the use of digital tools as a pedagogical strategy for motivation and improvement of reading and writing;
- 4 Production of guidelines and practical examples for teachers and librarians who train reading and writing in order to reduce early detected difficulties;
- 5 Production of studies and methodological indications and teaching reading and writing support platforms, by research centers.

# 8

## MOBILIZATION OF QUALIFIED, EXPERIENCED, CREATIVE AND INNOVATIVE PEOPLE

Mobilize qualified, experienced, creative and innovative people, putting the NRP resources at their service.

There are no projects without people. They make the difference. Social and cultural evolution, technological development, sophistication of methodologies and work techniques require quality people ever more capable, with given proof and ideas up to the demands and challenges every professional who work with reading and writing face nowadays: teachers, families, librarians, mediators, cultural agents, media professionals, volunteers, specialists and others.

- 1 Participation in the training of mediators and other elements involved in the promotion of reading, of a formal or informal nature; face-to-face or online; initial, continuous or post-graduate;
- 2 Inclusion in training and exchange projects within the EU, with European Schoolnet, eTwinning, EUREAD, ELINET and others;
- 3 Creation and dissemination of guidance methodologies, contents and training resources in the NRP 2027 web spaces;
- 4 Stimulate training institutions to broaden the offer in the field of reading;
- 5 Encourage the participation of volunteers, partners, patrons and sponsors interested in NRP2027

## 9

**SURVEY, PRODUCE AND DISSEMINATE  
SCIENTIFIC STUDIES**

Production of academic studies that provide the NRP with data to allow a longitudinal perception of the Portuguese skills and reading practices evolution, as a basis of diagnosis, decision-making and identification of new lines of inquiry.

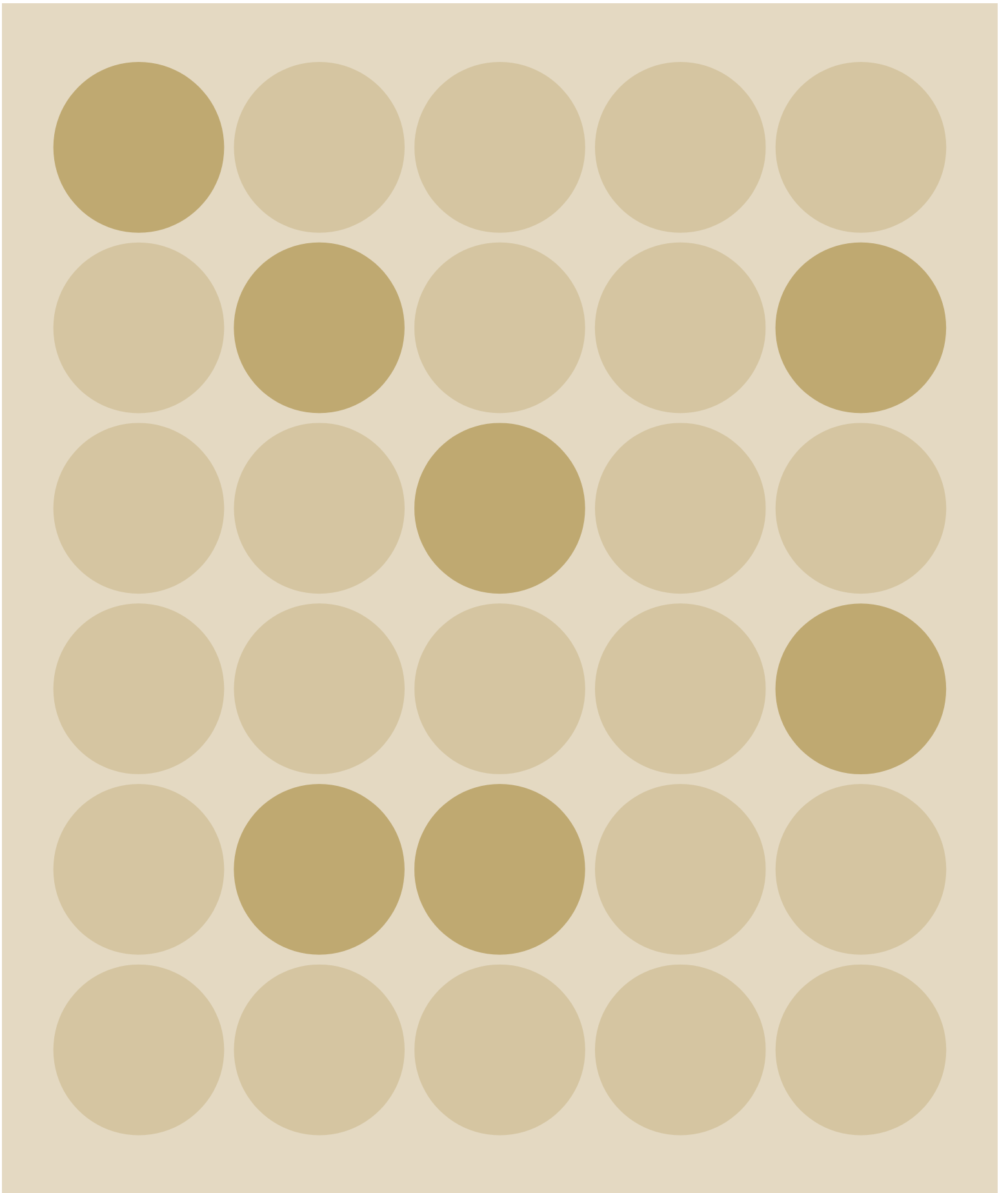
- 1 Perform updated studies on the Portuguese skills and reading habits;
- 2 Produce evaluation studies on the NRP2027;
- 3 Inventory of ongoing research projects (master and PhD) and surveys near young researchers, for complete/full knowledge on the panorama related to reading and to the reader, and theoretical trends in the area.
- 4 Creation of queries in the RCAAP (open access Scientific Repository of Portugal) that allow to automatically retrieve scientific works on reading and on literacies.
- 5 Disclosure of studies and results of investigations internationally relevant, dealing with reading and literacies.

# 10

## USING THIS WEB AS A SHARING, DISSEMINATION AND COMMUNICATION SPACE

The NRP 2027 Portal and the social networking (Facebook, Twitter, Instagram and YouTube channel) are the digital tools of NRP2027. Through these means several information and communication activities are ensured.

- 1 Diffusion of lists and critic hints on reading;
- 2 Disclosure of highlights, events and news;
- 3 Availability of documents and studies;
- 4 Information on projects and activities;
- 5 Application launching;
- 6 Advertising of competitions;
- 7 Links to partners;
- 8 Interaction with readers and users;
- 9 Online Training;
- 10 Information on Curatorship.



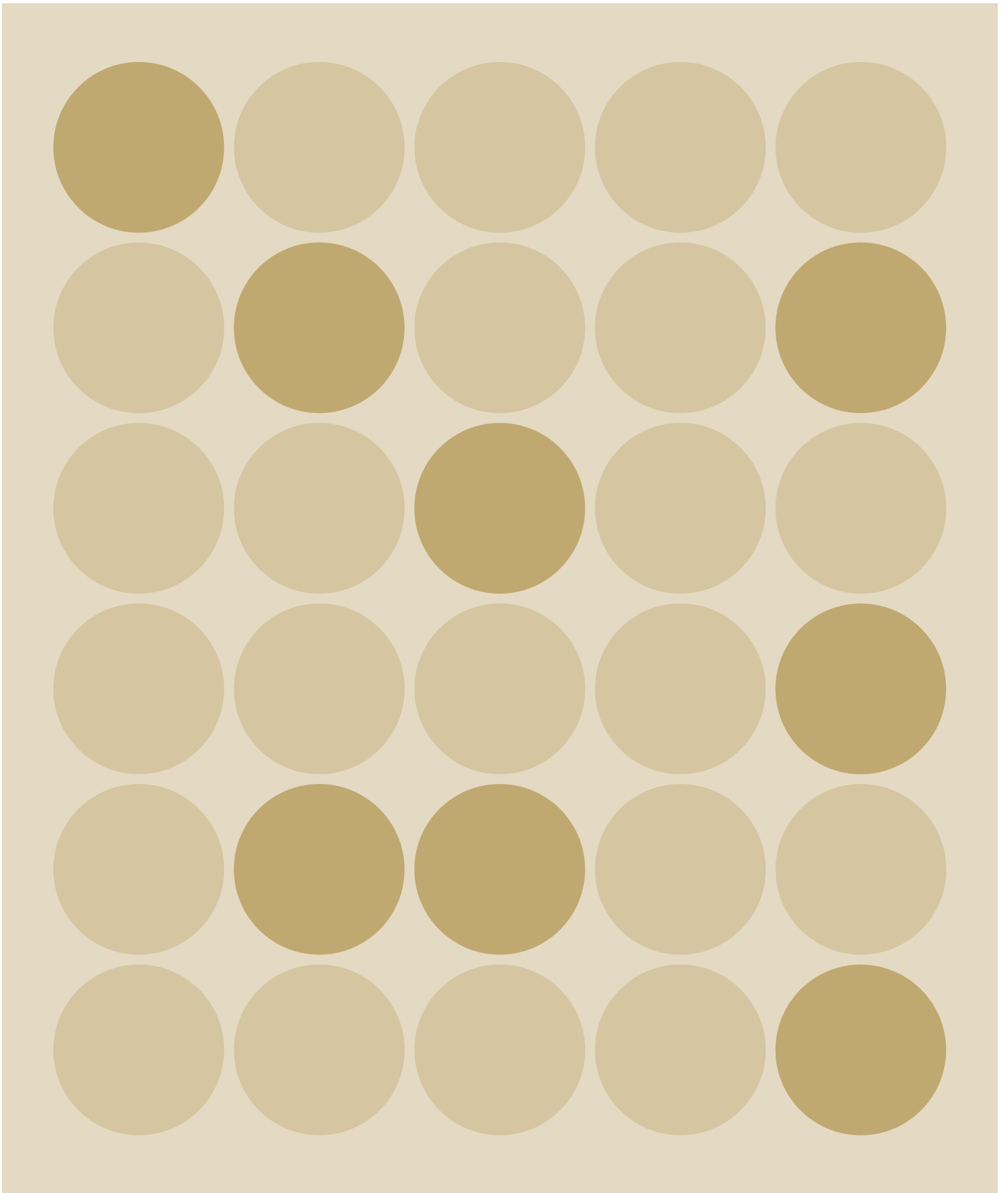
## NRP2027 MARKETING AND PROMOTION

The promotion and marketing activities of the NRP2027 goals are intended to raise awareness in the public opinion, to create the conditions for a favorable work and welcome by

the different target audiences and society in general, to draw media attention, to mobilize institutions, to attract partners, patrons and institutions.

### AMONG THE PLANNED INITIATIVES ARE THE FOLLOWING:

1. Award of Leitura ++ projects;
2. Assignment of "seals" and prizes to schools, libraries and professionals;
3. Production of graphic materials templates, such as: posters, warnings, announcements, highlights, and others with editable areas allowing partners associate with NRP in those events;
4. Reading ambassadors;
5. Perform a NRP conference every two years;
6. Support and create initiatives that take the book and reading to places of large public concentration: transport stations, markets, gardens, beaches, and others (reading machines, NRP points, etc.);
7. Conducting campaigns for different audiences using music (youth), football (youth and adults), advertising;
8. Compilation and dissemination of information on programs, actions and policies for the promotion of reading and literacy carried out in other OECD countries;
9. Exploration of opportunities for broadening knowledge and public debate on reading and literacy issues;
10. To mobilize the media and literary and scientific communities towards reading issues and the NRP2027 goals;
11. Establishment of cooperation and partnership protocols with Foundations and other public and private institutions;
12. Resumption and / or initiation of cooperation and development projects with the CPLP countries, together with Portuguese schools, Camões Institute, the International Institute of the Portuguese Language and the Portuguese Language Observatory;
13. Deepening international relations with relevant institutions in reading and literacy policies of the respective countries.





## MANAGEMENT, MONITORING AND FOLLOW-UP OF THE NRP2027

### THE OPERATIONAL MANAGEMENT OF THE NRP2027 IS PERFORMED BY THE COMMISSIONER, WHO IS RESPONSIBLE FOR:

1. Submit this strategic plan, the annual and multiannual plans of activities, as well as their implementation report, to the approval of the Ministry of Education in articulation with the Government members responsible for Local authorities; Culture; Science, technology and higher education;
2. Regularly monitor the implementation of the programs and measures contained in the NRP2027 and ensure compliance with their deadlines;
3. Set up protocols with public or private entities, in order to obtain partnerships, patronage and sponsorships;
4. Request from government departments, authorities and agencies involved all collaboration and information necessary to achieve the goals of the NRP2027;
5. Call and chair the meetings of the inter-ministerial committee.

The monitoring and follow-up of the NRP2027 is carried out by its inter-ministerial Commission, composed by the commissioner, the sub-commissioner, the School Libraries Network

coordinator and three members appointed by the Government members responsible for local authorities; culture; and science, technology and higher education..

### IT IS THIS COMMITTEE RESPONSIBILITY:

1. Plan the NRP2027 activities and program the necessary actions for their implementation, as well as the annual activity plans and implementation reports;
2. Promote actions to attract new institutions to be involved in the NRP2027 development;
3. Ensure articulation with the Government members of their respective areas, as well as with the organisms or institutions under their hierarchy, dependency or guardianship;
4. Ensure articulation with various entities that contribute to the development of the NRP2027;
5. Ensure articulation with the Portuguese Broadcasting Company (RTP), under compliance with the concession contract for the public radio and television service, in order to promote the NRP2027 goals, as they fit on the principle of its editorial independence;
6. Monitor the activities carried out by the entities and agencies contributing to the attainment of the NRP2027 goals.

The inter-ministerial Commission is supported by a Scientific Council with advisory functions, particularly regarding strategic guidelines, investigation and evaluation projects.

The NRP2027 integrates a Committee of Honor composed by individuals who have significantly contributed with support and services for the promotion of reading. The administrative and logistic support is provided by the Directorate-General for Education.

The National Reading Plan 2017-2027 (PNL 2027) is a public policy whose main purpose is to increase the practices and reading habits of the Portuguese citizens and to improve their reading and literacy skills. Until 2027, the plan will focus on reinforcing and consolidating the actions carried out over the previous 10 years and will invest in the development of new strands, by broadening its links with education, culture, science, technology, higher education and local authorities, as well as with other sectors and the civil society, in general.