

Members Commission High Level Group of experts in the field of literacy

1		<p>H.R.H. Princess Laurentien (Chair)</p>	<p>H.R.H. Princess Laurentien of the Netherlands has been committed to literacy for years, based on the conviction that literacy is a basic human right and a precondition for a healthy, strong and durable society. It was while doing her Masters in Journalism at UC Berkeley in the US that Princess Laurentien first encountered people who had learned to read and write later in life. Following her studies, she worked for CNN Headline News in Atlanta. Years later, alongside her professional activities in Brussels, she taught Flemish adults with low literacy skills as a volunteer.</p> <p>In 2003 she established the Reading & Writing Foundation (Stichting Lezen & Schrijven). The aims of the foundation are to raise awareness, bring together traditional and new stakeholders and develop pilot projects with a view to rolling out these practical solutions more broadly. Princess Laurentien is Chair of the foundation. She was appointed UNESCO Special Envoy on Literacy for Development on 24 March 2009. Professionally, the Princess has held European functions in strategic communications, having worked both within large PR companies and as an independent advisor. She is the initiator and author of a children's book series, Mr Finney. The Mr Finney adventures are parables about how we treat our planet and each other.</p> <p>Quote: <i>"I greatly welcome this initiative as it is high time Europe faces up to the uncomfortable reality of high levels of illiteracy within its borders. This initiative will help address the taboo that exists to this day. Illiteracy stands in the way of economic growth and inclusiveness. By tackling illiteracy, we are also likely to contribute to solutions in a range of other areas, such as poverty, employability and healthy living. Together with the experts, we hope to provide a bold vision on the issues to be addressed and how literacy can help us creating strong, competitive economies and healthy societies within the EU"</i></p>
2		<p>Boris Biancheri Chiappori</p>	<p>Boris Biancheri Chiappori was born in Rome in 1930. His career as an Italian diplomat started in 1956, in Greece, France and the United Kingdom. In 1979 he was appointed ambassador to Tokyo. In 1986 he became Director General of Political Affairs. He later became the Ambassador to London and, then, Washington. In 1995, he was appointed Secretary General of the Italian Ministry of Foreign Affairs.</p> <p>Biancheri was for many years the President of the Press Agency Agenzia Nazionale Italiana di Stampa (ANSA) and of the association of publishers Federazione Italiana degli Editori di Giornali (FIEG). From 1997 he is the President of the Istituto di Studi di Politica Internazionale (ISPI). Biancheri is also a columnist for the national Turin newspaper La Stampa. He has written several fiction books and some texts on international relations in today's world.</p>
3		<p>Prof. Greg Brooks</p>	<p>Greg Brooks is Emeritus Professor of Education, University of Sheffield, where he worked 2001-07. He worked at the National Foundation for Educational Research in 1981-2000. He has conducted several national surveys of children's and adults' attainment in literacy, has written extensively on trends over time, family literacy, phonics, etc., and is the author of <i>What Works for Pupils with Literacy Difficulties? The Effectiveness of Intervention Schemes</i> and <i>What Works for Pupils in Wales with Literacy Difficulties? The Effectiveness of Intervention Schemes</i>.</p> <p>Quote: <i>"In the technological 21st century every new communication medium makes even heavier demands on literacy, so this initiative is both very timely and crucial to all our lives."</i></p>

4		Dr. Roberto Carneiro	<p>Roberto Carneiro is a former Portuguese Minister of Education (1987-91). He is now Chairman of Grupo Forum, a leading multimedia and publishing house in Portugal, and of Eduweb, a eLearning provider in Portuguese speaking countries. Roberto Carneiro served as a member of the UNESCO International Commission on Education in the 21st Century. He is a professor at the Portuguese Catholic University, where he also chairs the Study Centre on Peoples and Cultures and is Dean of the Institute for Distance Learning. He currently runs the Observatory of Immigration (2002-2011) and was responsible for the Information Society Observatory in Portugal (2003-2006). He is Chair of the Editorial Board, European Journal of Education, Roberto Carneiro is a Honorary Doctor and Presentation Fellow of the King's College, University of London.</p> <p>Quote: <i>"Europe participates in a global skills race whose outcome determines leadership in the 21st century. I see the HLG on Literacy as a sign of hope, one that Europe will continually invest in people and nurture talent as part of a Lifelong Learning for All Strategy".</i></p>
5		Prof. Marie Thérèse Geffroy	<p>Director of the French National Agency to Fight Illiteracy (ANLCI) since 2001, she has been a member of the High Education Council since 2005. She was a member of the High Council of School Assessment (HCcéé) and of the National Commission of the debate on the future of schools (2003-2005), after having been the President of the National Apprenticeship and Vocational Training Coordination Committee (placed under the Prime Minister's authority) which is today the National Council on Lifelong Learning (CNFPTLV). She has been President of WorldSkills France since 2000, and she is Vice President of WorldSkills International.</p> <p>Quote: <i>"In France a lot of people who attended school in our country did not acquire a sufficient command of reading, writing, calculating and other basic skills to become self sufficient in simple everyday situations. This problem is a glaring problem that remains too often invisible. Many preconceived ideas still exist about it. I hope that the High Level Group will contribute to clarify and organise the policy in order to prevent and fight illiteracy."</i></p>
6		Dr. Atilla Nagy	<p>Attila Nagy received his PhD in psychology and sociology in 1997 at the Lorand Eotvos University in Budapest. From 1986-2001 he was head of the Reading Research department at the National Széchényi Library. He is founder of the Hungarian Reading association and president of this association from 1991-1995 and 2004-2006 and was fulltime researcher and part time professor in different colleges and at the ELTE university in Budapest. He wrote more than 250 articles and 20 books, the last under the patronage of the Hungarian President László Sólyom in January 2010. He is co-author of the recently published new National Curriculum.</p>
7		Dr. Sari Sulkunen	<p>Sari Sulkunen (PhD) works as a senior researcher at the Finnish Institute for Educational Research at the University of Jyväskylä. Her fields of expertise are reading literacy, international reading literacy assessment, and text authenticity in assessment and instruction. She has worked over a decade in several international reading literacy assessments, such as the International Adult Literacy Survey (IALS) and OECD's Programme for International Student Assessment (PISA). Currently she is responsible for the reading literacy assessment of PISA 2009 in Finland and acts as a national research coordinator for IEA's Progress in Reading Literacy Study (PIRLS) in Finland.</p> <p>Quote: <i>"It is an honour to be a member in the High Level Group in literacy and contribute to its important work. I am looking forward to sharing the Finnish knowhow in the literacy studies and in the educational field with the other group members but also learning from them and their countries' good practices and research."</i></p>

8		Prof. Karin Taube	<p>Karin Taube has been Professor of Education at Umeå University since 2007 and was previously Professor of Education at Mid-Sweden University (2002-2007). She holds a PhD in Psychology and her thesis focussed on reading. She was Swedish National Research Coordinator for the Reading Literacy Study of the International Association for the Evaluation of Educational Achievement (IEA) in 1991. She was also the Swedish National Project Manager for PISA (1998-2006) and the principal researcher for the reading part of PISA in Sweden (1998-2009).</p>
9		Prof. Georgios Tsiakalos	<p>Georgios Tsiakalos (born in 1946) is a professor of Pedagogy at the Aristotle University of Thessaloniki. He obtained a doctorate (Dr. rer. nat.) in Human Biology from the Christian-Albrechts-University, Kiel, and a second doctorate (Dr. Phil.) in Education and Sociology from the University of Bremen. He coordinated several projects aiming to combat poverty and social exclusion, he designed and led literacy projects in Roma settlements and in prisons, and he also planned and followed various innovative programmes for the inclusion of disadvantaged children in target schools. He has been active in the establishment of immigrant and minority associations, as well as organizations for socially disadvantaged groups.</p> <p>Quote: <i>Despite the success of the decrease of low-achievers in Europe, the fact remains that non-European, particularly Asian countries, are improving at much faster rate. The establishment of HLGL is a response to this. The wealth of research, initiatives and support networks in education promoted by the European Union in the recent decades constitute a solid basis for the desired and necessary move forward. In my mind, the main role of HLGL is to create a dynamic framework for the design of an effective educational policy in all EU countries.</i></p>
10		Prof. Renate Valtin	<p>Renate Valtin, professor of primary education (emerita), Humboldt University Berlin, Germany. She has done extensive research in reading/dyslexia and served in many literacy related committees: Member of the Reading Expert Group of PIRLS 2006 and of the German team of PIRLS 2001, 2006 and 2011, Chairperson of the PISA and PISA/PIRLS Task Force of the International Reading Association (2005 – 2007); Vice-president of the German Reading and Writing Association. Awards: Reading Hall of Fame (2000), William S. Gray Citation of Merit of the International Reading Association (2005)</p> <p>Quote: <i>"The Convention on the Rights of the Child declares that all children have an equal right to an education — literacy is a basic right. Also the German Reading and Writing Association has declared ten children's rights of literacy. As international literacy studies reveal, in many European countries these rights are not fully realized. The work of the group is important to draw attention to ways in which we can help to realize children's rights."</i></p>
11		Jerzy Wiśniewski	<p>Jerzy Wiśniewski – mathematic teacher, civil servant, expert. Currently works at the Structural Funds Department of the Polish Ministry of National Education. He was a freelance consultant in education, human resources development and public administration, an educational project co-ordinator in CASE – Center for Social and Economic Research (leader of the elaboration of the report “<i>Key Competences in Europe: Opening Doors for Lifelong Learners Across the School Curriculum and Teacher Education</i>”). He was Director General of Ministry of National Education in 1998 - the time of launching the reform of the education system. Member of the Governing Board of the Centre for Educational Research and Innovation CERI (OECD) and the European Training Foundation (ETF) Governing Board.</p>