

Illiteracy: the statistics

ANALYSIS BY THE NATIONAL AGENCY
TO FIGHT ILLITERACY OF THE IVQ SURVEY
CONDUCTED IN 2004-2005 BY INSEE*

* French National Statistics Institute

Figures

The logo for ANLCI (National Agency to Fight Illiteracy) features the lowercase letters 'anlci' in a white, serif font. A thin white line arches over the letters, starting from the top of the 'a' and ending at the top of the 'i'. The letters 'a' and 'i' have small dots above them.

PREVENTING AND FIGHTING ILLITERACY

NATIONAL AGENCY TO FIGHT ILLITERACY – A PUBLIC INTEREST GROUP
Promoting equal access for everyone to reading, writing and the basic skills

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The ANLCI computed data provided by INSEE under the supervision of Jean-Pierre Jeantheau, national project leader, assisted by Claire Badel, Statistician apprentice

Introduction

How many people are facing illiteracy in our country? How old are they? Where do they live? What do they do? These questions must all be answered if we wish to develop and apply a policy to combat and prevent illiteracy that is adapted to the real needs.

Yet to answer them we must first agree upon what we mean by the term «illiteracy», and lay down some simple definitions that are comprehensible to all and avoid confusing the issue.

Agreeing on the terms

It is one thing to arrive in a new country without speaking the language and to have to learn this new language: this is the case for the immigrants who arrive in France and must learn French as a foreign language. It is another thing to have never attended school, and to be illiterate («analphabète» in French), as are many men and especially women in countries where schooling is not compulsory.

It is yet another, completely different situation to find oneself, after having attended school in France, unable to write a check, read signs, withdraw cash from an ATM, read safety instructions, write a shopping list, read a child's school report, etc... **It is extremely difficult, and people often conceal the fact to avoid stigmatization, to have no command of the absolute basics: reading, writing, arithmetic and the fundamental skills required for autonomy in simple everyday situations: this is what it means to face illiteracy.**

This situation required a name, given to it by Joseph Wresinski, founder of the French NGO «ATD Quart Monde»: the term «illettrisme».

It is a word that we would like to see disappear, a word that provokes reaction, but above all a word that should encourage us to act in a consistent and effective way by focusing our efforts where they are truly necessary if we want this phenomenon to be eradicated in France.

To provide decision-makers with the necessary insight, the National Agency to Fight Illiteracy (ANLCI) has made efforts to **clarify, stabilize and disseminate a certain number of simple definitions and measurement indicators** that can be used in large-scale surveys to finally provide us with statistics that go beyond simple declaratory surveys.

For the first time, in 2004-2005, a survey focusing on the population between 18 and 65 was conducted in metropolitan France on a sample of over 10,000 people.

The introduction of the «ANLCI module» to measure illiteracy in the Information and Daily Life (IVQ) survey conducted in 2004-2005 by INSEE, and the analysis of this survey by the ANLCI, have allowed us for the first time to have access to precise data on illiteracy in France and to better understand its complexity.

Beyond the striking overall number, i.e. **3,100,000 people facing illiteracy, or 9% of the population between 18 and 65 living in metropolitan France** and having attended school in France, we tried to exploit the statistics in finer detail to improve our knowledge of the people concerned and dispel some misconceptions. This paper describes the results of this work carried out by the ANLCI. It is the first time in France that we have this type of information at our disposal. To complete this information on illiteracy in France, at the end of the paper we also present the statistics concerning the young French people 17 years old who, during the military registration day (JAPD) organized by the Ministry of Defense in collaboration with the Ministry of Education, take a number of tests that make it possible to identify illiteracy situations among certain young people.

The IVQ survey is currently being deployed further at the regional level in metropolitan France and in its overseas territories. The figures exist, and we must aim for the widest possible dissemination of these figures so that ambitious joint efforts can be launched to reduce illiteracy. The ANLCI also advocates the long-term use of the same measurement indicators used in the 2004-2005 survey, so that in 2010 a new survey of the same type can be carried out with the same tools to enable us to reliably measure the evolution of illiteracy in our country for the first time.

9% of the population between 18 and 65 living in metropolitan France and having attended school in France are facing illiteracy

Marie-Thérèse GEFROY
Director of the ANLCI

Information for the reader

The IVQ survey conducted by INSEE¹ in 2004-2005

focused on the population between 18 and 65 living in metropolitan France, which amounts to roughly 40 million people. As for the measurement of illiteracy, a term which we recall refers to the situation of people who attended school in France but have an insufficient command of reading, writing, arithmetic and the basic skills to ensure autonomy in simple situations of their daily life, the analysis of the survey by the ANLCI was obviously focused on the people who declared that they had attended school in France, i.e. 90% of the people surveyed.

The 2004-2005 survey

only covered **metropolitan France**. Since then, certain overseas territories have been included in the survey: Martinique in 2006, Reunion Island in 2007, and Guadeloupe is planned for 2008.

The survey covered the entire population between 18 and 65

with a home address, in other words «households». This means that the following subjects **were excluded**: prison inmates, the homeless, those living in congregations, or university dormitories, or those who at the time of the survey were momentarily in a hospital or specialized establishment. It was conducted on a sample of **10,000 people**.

¹ Institut National de la Statistique et des Études Économiques (National Statistics Institute)

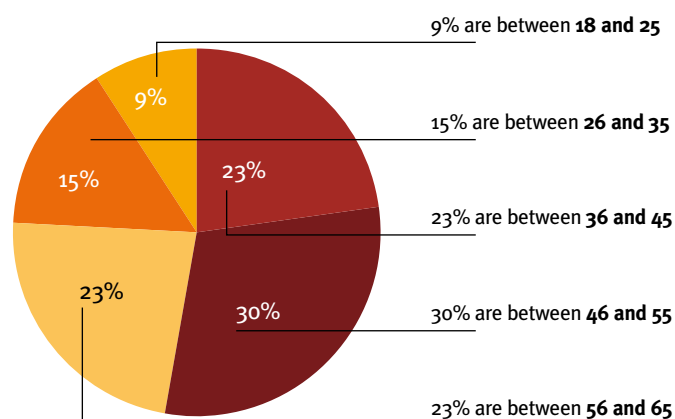
² ANLCI National Guidelines «Promoting equal access for everyone to reading, writing and the basic skills» - ANLCI 2003

Illiteracy and age

3,100,000 people are facing illiteracy: how old are they?

Among the 3,100,000 people concerned:

- 9% are between 18 and 25
- 15% are between 26 and 35
- 23% are between 36 and 45
- 30% are between 46 and 55
- 23% are between 56 and 65

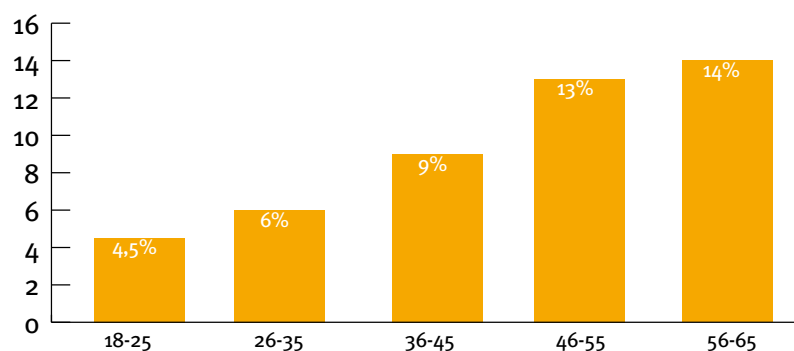


Over half of the people affected by illiteracy, i.e. over 1.5 million people, are over 45.

What are the proportions of people facing illiteracy in the different age groups?

If you look at the question from the standpoint of age groups,

- 4,5% of the subjects between 18-25
- 6% of the subjects between 26-35
- 9% of the subjects between 36-45
- 13% of the subjects between 46-55
- 14% of the subjects between 56-65 are facing illiteracy.



The proportion of people facing illiteracy is higher in the older age groups.

Very often, people think that illiteracy affects above all the younger generations. Indeed, 4,5% of young people between 18 and 25 are facing illiteracy, although the completion of their compulsory schooling is still quite recent.

They spent over 10 years in school, and at the end of their compulsory schooling still do not have a good command of reading, writing or the comprehension of a simple message linked to daily life. This is extremely preoccupying and calls for the application of a proactive prevention policy from early childhood while also reinforcing the consolidation of the basic skills throughout the compulsory schooling period.

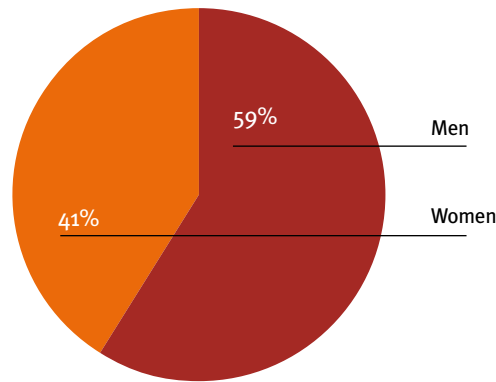
Yet the majority of the people facing illiteracy are over 45. We must publicize this fact more widely, and we must be able to provide solutions for these people faced with daily problems. The percentage of people facing illiteracy increases as people grow older, which incites us to apply a lifelong policy to prevent the erosion of knowledge, and to make basic skills consolidation an integral and permanent component of lifelong training programs.

Illireracy : men or women

Of the 3,100,000 people facing illiteracy, what is the proportion of men versus women?

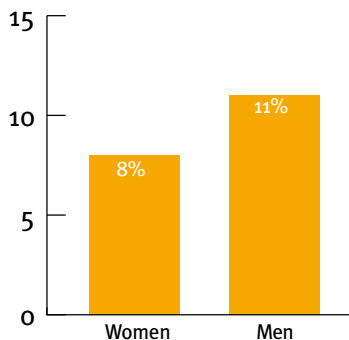
Among the 3,100,000 people concerned, **59%** are men, **41%** are women.

There are more men facing illiteracy (**59%** of the people concerned) than women (**41%**).



What is the proportion of people facing illiteracy according to gender?

When you examine the proportion of illiterate people for each gender, we see that **the rate is 11% for men and 8% for women.**



Men are facing illiteracy more often (**11%**) than **women** (**8%**)

Other surveys have confirmed these trends: girls also perform better than boys on written comprehension exercises in the tests of the PISA survey (Program for International Student Assessment) carried out by the Organization for Economic Cooperation and Development (OECD) on 15-year old students.

The objective of this test was not to measure illiteracy, but it made it possible to identify the proportion of young people who did not have a sufficient command of the basic skills to fully participate in daily life in industrialized countries. According to this survey, 6% on average of the 15-year-old students in the OECD countries were seriously challenged by the written word (see PISA 2000 results).

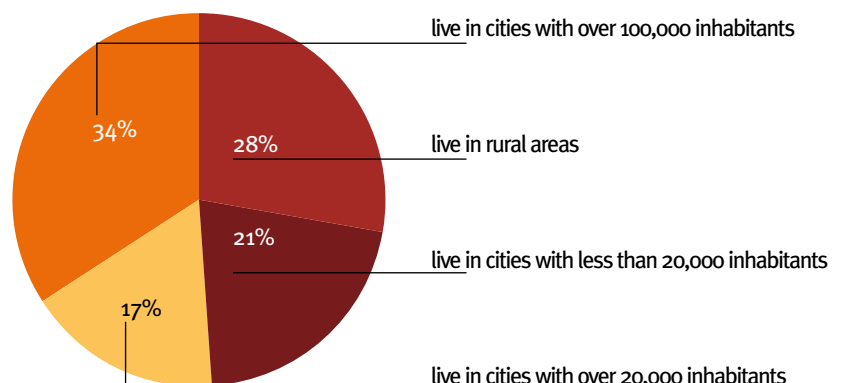
Girls also score higher on the reading tests given during the military registration day in France (JAPD): 5.4% of the boys were in serious difficulty versus 3.2% of the girls in 2005, and 5.9% of the boys versus 3.6% of the girls in 2006.

Illiteracy and geography

Where do the 3,100,000 people facing illiteracy live?

28% live in rural areas
21% live in cities with less than 20,000 inhabitants
17% live in cities with over 20,000 inhabitants
34% live in cities with over 100,000 inhabitants

Half of the people facing illiteracy, i.e. **1.5 million people**, live in rural or sparsely populated areas, and the other half in urban areas.

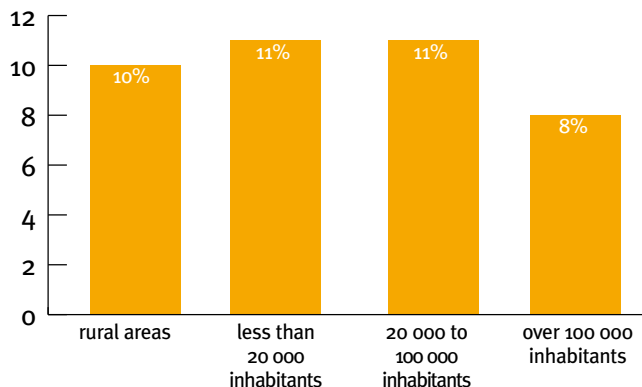


How many of the people facing illiteracy live in ZUS (sensitive urban areas)?

10% of the people facing illiteracy **live in sensitive urban areas.**

What is the proportion of people facing illiteracy in the different territories?

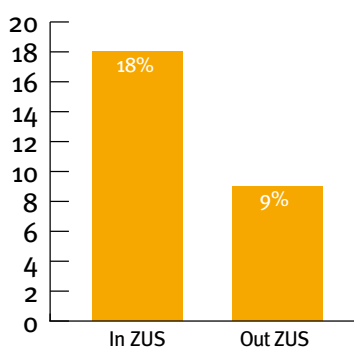
The proportion of people facing illiteracy:
10% live in rural areas
11% live in cities with less than 20,000 inhabitants
11% live in cities with over 20,000 inhabitants
8% live in cities with over 100,000 inhabitants



As for the percentage in rural areas, 10% of the inhabitants between 18 and 65 having been schooled in France are facing illiteracy, versus 8% in the cities with over 100,000 inhabitants.

In the cities with over 100,000 inhabitants, the percentage of people facing illiteracy is lower than the national average, which is 9%

What is the proportion of people facing illiteracy in the sensitive urban areas (ZUS)?



When we examine the total group of 3,100,000 people facing illiteracy, we observe that, contrary to popular belief, the majority do not live in cities, and even less in sensitive urban neighborhoods. Half of them live in rural or sparsely populated areas (i.e. over 1.5 million), which means that the policy to fight illiteracy must cover all types of territories, and in particular rural areas. Contrary to certain beliefs, the fight against illiteracy cannot be confused with urban policy.

Indeed, if the efforts were exclusively concentrated on the sensitive urban neighborhoods, where 10% of the people between 18 and 65 facing illiteracy are located, this would amount to ignoring all of those who live elsewhere and are much more numerous, i.e. over 2.8 million people.

These statistics clearly indicating that 90% of the people affected by illiteracy live outside of sensitive urban neighborhoods also incite us to avoid categorizing the «illiteracy» problem as one that is limited to the inhabitants of underprivileged neighborhoods, who also face other problems.

However, the fight against illiteracy must obviously be one of the components of an effective urban policy, since the illiteracy rate in these neighborhoods is twice the national average (18% versus 9%). Efforts must be significant in these neighborhoods, concerning both prevention in early childhood and actions to combat the illiteracy problems encountered by young people and adults.

It is therefore in all of these territories that the policy to fight illiteracy must be organized. The efforts of the ANLCI to encourage the development of regional plans to fight illiteracy in all regions represent a major step in this direction.

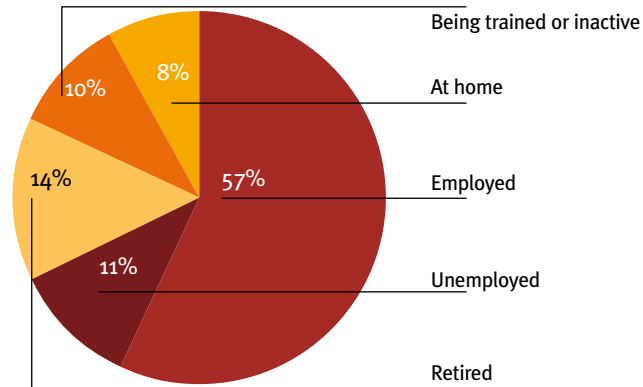
While only 10% of the 3,100,000 illiterate people live in sensitive urban areas,

the illiteracy rate in these areas is 18%, i.e. twice the national average.

Illiteracy and employment

What are the activities of these 3,100,000 people facing illiteracy?

57% are employed,
11% are unemployed,
14% are retired,
10% are being trained or are inactive,
8% are at home



To take the analysis one step further, if we subtract from the 18-65 year-old age group all retirees and students who, because of their status, no longer or do not yet have a job, the percentage of illiterate people then reaches 67%.

Over half of the people facing illiteracy have a job:

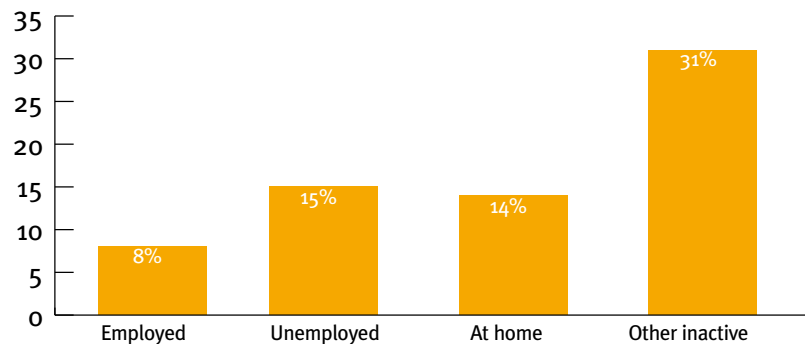
i.e. over **1.8 million people** with a job face illiteracy

What are the proportions of people facing illiteracy according to their professional situation?

This analysis was performed on the subjects between 18 and 65, excluding students and retirees:
8% of those who are employed
15% of those who are unemployed
14% of those who are at home
31% of those who other inactive
Are facing illiteracy

■ **Coverage** : people between 18 and 59 living in metropolitan France and having started their schooling in France; neither students nor retirees.

■ **Interpretation** : 8% of the people with a job face illiteracy; this is the case for 15% of the unemployed.



Among the people with a job, 8% face illiteracy.
Among the unemployed, 15% face illiteracy.

Most illiterates are not marginal people.

Over half of them work at a job. Every day, to accomplish their tasks, they must deploy very clever avoidance strategies. They do everything possible to hide their difficulties, since they are afraid that they will be stigmatized and excluded if they reveal them. However, **these men and women have succeeded in building up their skills without recourse to the written word**, and most of them have a job and make considerable efforts every day. This is why we must stop defining those facing illiteracy only by what they do **not** know, but also accept to recognize them for what they **do** know how to do. It is this legacy of skills that must be positively recognized in order to restore their confidence, so that they dare take the risk to return to basic skills training without feeling patronized, stigmatized or paralyzed with fear.

The fight against illiteracy therefore has a close relationship with the working world, and should be **part of lifelong training programs**.

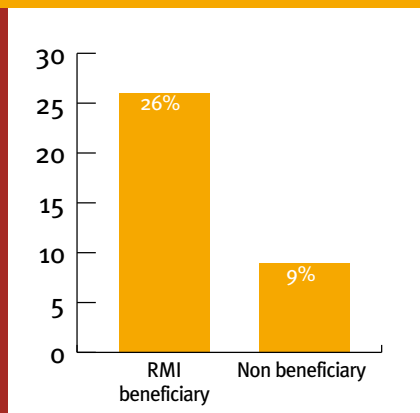
When people are able to overcome their illiteracy, not only are they more comfortable with their job, but also with their lives. Yet 10% of the illiterate are unemployed, and among the unemployed the illiteracy rate is 15%, much higher than the rest of the population, which encourages us to strongly integrate actions to fight illiteracy into the programs offered to jobseekers, and to raise the awareness of employment agency professionals concerning the large number of people facing this problem.

Illiteracy and benefits

Among the 3,100,000 people facing illiteracy, how many receive the benefits referred to as the RMI (minimum integration benefit)?

Only 5% of the 3,100,000 illiterate people in France receive RMI benefits.

Among the RMI beneficiaries, what percentage face illiteracy?



26% of the RMI beneficiaries are illiterate

This rate was calculated from a small sample, since only 5% of the illiterate are RMI beneficiaries.

However the illiteracy phenomenon among RMI beneficiaries should not be underestimated, since the proportion facing illiteracy is very high: 26%. In other words, over one quarter of the RMI beneficiaries are illiterate, a proportion three times higher than for the total population concerned.

Yet these people receiving social benefits have many problems to solve, letters that arrive, and complex administrative procedures to complete! One can imagine to what extent illiteracy can complicate their lives even further. This is why the professionals working with them to help solve their other urgent problems must be aware of the illiteracy problem in order to help them re-acquire the very basic skills that will enable them to avoid numerous daily problems and reintegrate themselves more easily into society.

The fight against illiteracy must therefore be an important component in the reintegration efforts focused on RMI beneficiaries.

Illiteracy and mother tongue

What language did the people facing illiteracy use in childhood?

Among the 3,100,000 people facing illiteracy,

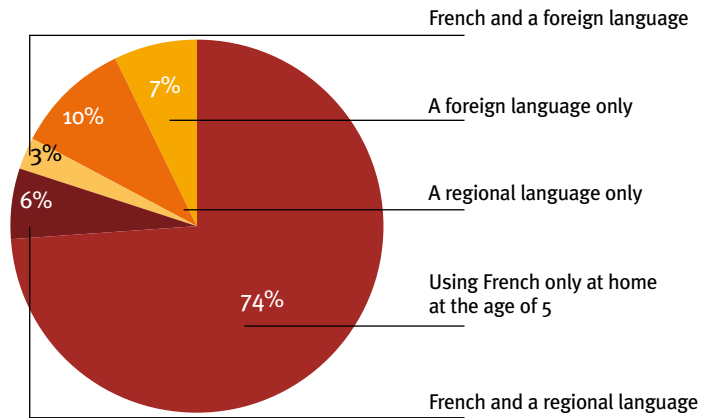
74% were using French only at home at the age of 5

6% French and a regional language

3% French and a foreign language

10% a regional language only

7% a foreign language only



74% of the people facing illiteracy spoke only French at home at the age of 5.

What is the proportion of people facing illiteracy according to the language spoken or received in childhood?

8% of those who were using French only at home

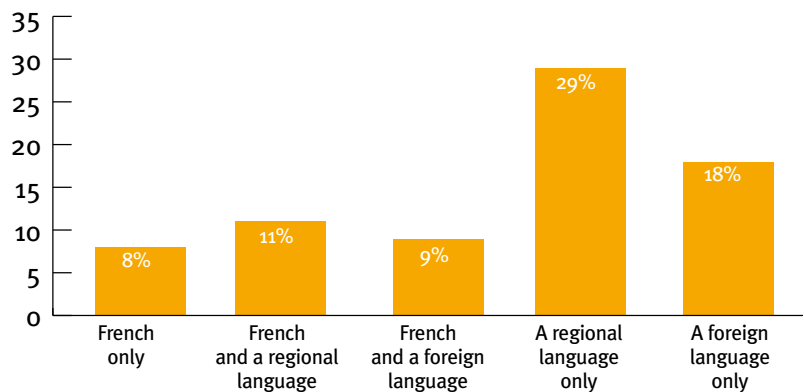
11% of those who were using French and a regional language

9% of those who were using French and a foreign language

29% of those who were using a regional language only

18% of those who were using a foreign language only

are facing illiteracy



8% of those who spoke only French at home face illiteracy

This rate is multiplied by 2 or 3 for those to whom only a regional or foreign language was spoken.

The familiarity with and exclusive use of French during childhood is closely linked with written French skills in adulthood, even for people schooled in France: there are 2 or 3 times more people facing illiteracy to whom only a foreign or regional language was spoken at the age of 5, in comparison with those who were spoken to only in French.

Therefore we must of course be very attentive to the illiteracy rate according to the language spoken in childhood. The illiteracy rate is the lowest among those who spoke French at home at the age of 5. This of course highlights the need to reinforce French language training for everyone living in France in order to combine efforts of all the stakeholders.

Yet three quarters of the illiterate people in France spoke only French at home at the age of 5. **Therefore illiteracy and immigration should not be confused. The fight against illiteracy should not be confused with a linguistic policy in favor of immigrants**, which involves teaching French as a foreign language (FLE).

The problem of illiteracy should therefore not be systematically associated with immigrant populations, since the large majority of those who face illiteracy are not immigrants.

A first for France: Illiteracy measurement in the IVQ¹ survey conducted by INSEE in 2004-2005 in partnership with the ANLCI

The IVQ survey = objectives that go beyond a simple illiteracy measurement

The IVQ is a survey carried out to measure the level of competency with the written word in relation to daily tasks, and to study the influence of social, professional, geographic and academic factors on this level:

This survey was carried out by INSEE (National Statistics Institute), with the support of several other institutions:

- the Ministry of Education
- the Ministry of Labor
- the Ministry of Culture
- the National Planning Commission
- the Joint Ministerial Urban Commission
- the Poverty and Social Exclusion Observatory
- the National Demographic Institute.

And in particular the ANLCI for the illiteracy measurement.

Teams of researchers from the Lyon 2, Paris 5 and Rennes 2 universities were also associated with the survey².

A survey was carried out from October 2004 to January 2005, with 13,000 households surveyed.

What basis was used to establish the sample?

To carry out a random draw from the overall population, the INSEE used the exhaustive national lists at its disposal, i.e. the housing lists. This method made it possible to create a sample of dwellings spread over the entire metropolitan territory, taking into account the demographic importance of each region. In order to achieve a sample of the best possible quality, the decision was made to question only one person at each address, when at least one person residing at the randomly drawn address could be found who corresponded to the coverage of the survey.

The testing material used was very similar to that encountered in daily life. **In order to measure illiteracy, the ANLCI module was included in the set of exercises proposed to the people surveyed.**

What was measured in general?

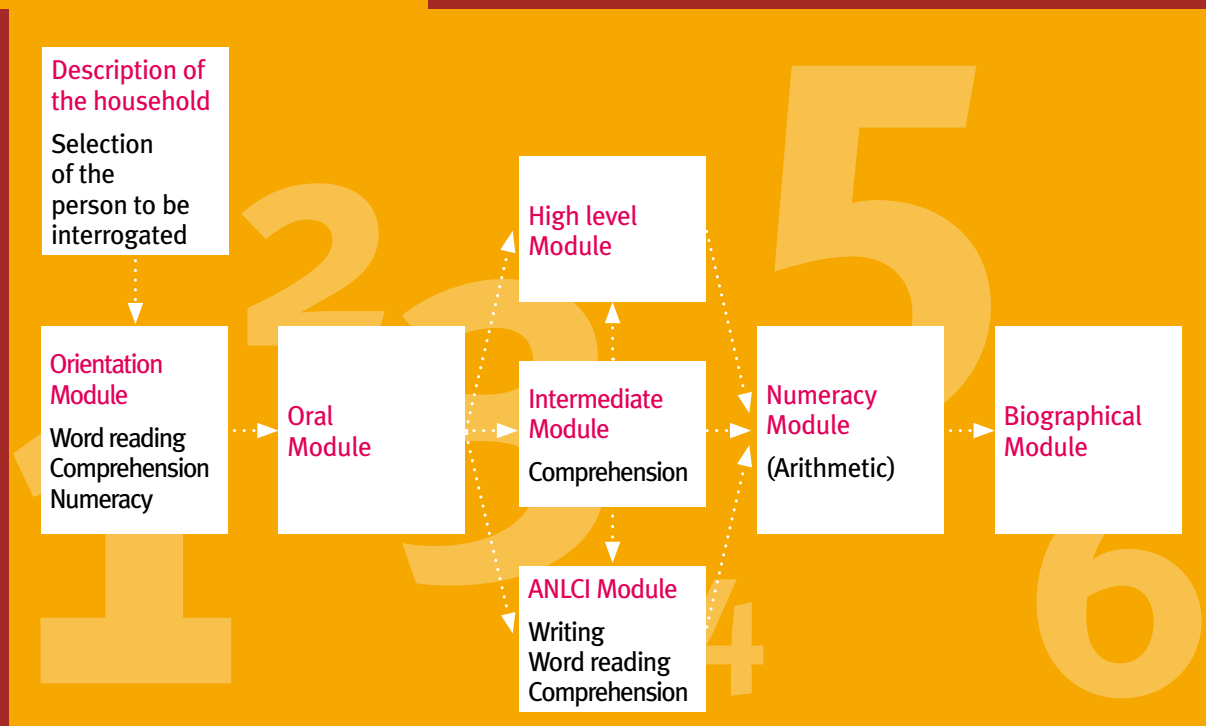
Written comprehension, reading and writing isolated words, oral comprehension and numeracy, i.e. the arithmetic used in daily life.

A biographical questionnaire was proposed to the subjects surveyed in order to better understand their life experience, their background, the places where they lived, etc., and to determine whether they had attended school in France.

¹ Information and Daily life survey

² The team of the PsyEf laboratory of Lyon2 University, managed by Jean-Marie Besse worked on the orientation module, the oral module and the ANLCI module, the team of Camillo Charron and Claire Meljac from Rennes2 University and Ste Anne Hospital worked on the numeracy module, and Hubert Tardieu's team from Paris 5 University worked on the high level module.

General organization of the survey



As indicated on the diagram above, one person was selected in each household for the survey, and a first series of tests were proposed:

The orientation module

This makes it possible to determine each person's level and orient them towards the next modules according to the results obtained on the tests proposed during this first series of exercises.

The orientation module includes words to be read, comprehension questions on a simple text (a TV program), and five simple arithmetic questions.

The oral module

Here the objective is to measure the ability to understand an oral message. The test is based on two recorded messages that the subjects listen to: a message concerning road safety read by a man, and a weather forecast read by a woman.

According to the results obtained in the orientation module:

The subjects were oriented towards other series of exercises:

- the high-level module for those who had no problems (80% of the surveyed subjects),
- the low module referred to as the ANLCI module for those who had problems and difficulties (20% of the surveyed subjects).

To those who were «between the two», an intermediate module was proposed that then made it possible to orient them towards the high-level module or toward the low ANLCI module, depending on their results.

The ANLCI Illiteracy measurement module:

The people oriented towards this module carried out a certain number of exercises, including:

- a dictation of words (a shopping list for the home),
- a word reading test (reading the cover of a CD), and a text comprehension test.

The numeracy module (arithmetic)

All of the subjects took the «Numeracy» module, a series of arithmetic tests with different levels. The subjects were oriented towards these different levels according to the results obtained on the arithmetic questions in the first series of tests in the orientation module. All of the arithmetic questions are linked to daily life (example: at the station, X number of people get on the train and Y number of people get off. Are there more or less passengers than before the stop? etc.).

The biographical module

This module is proposed to everyone, and includes, as its name indicates, a series of questions on the background of the people surveyed, and notably whether they attended school in France or not.

The questions concern their language, scholastic background, family, professional situation, financial situation, dwelling, reading habits, etc.

To the people who had difficulties with the written word in the previous tests, questions are asked to better understand how they have developed avoidance strategies.

Illiteracy measurement

The biographical module makes it possible to determine whether the surveyed subjects have been schooled in France: this information is indispensable to measure illiteracy.

Once these people have been selected (they represent 90% of the people between 18 and 65 living in France), among those who have been oriented toward the ANLCI module, one measures the number of people who are below the threshold characterizing a situation of illiteracy.

How was this illiteracy threshold determined?

The ANLCI module was designed to assess skills in 3 main areas: reading, comprehending, and writing messages allowing the communication of simple information. Standardized tests were designed to allow this assessment.

Each person taking the ANLCI module was rated with a percentage of success in the three areas.

According to these results, they were classified in one of four categories:

No difficulties (with the written word): if the person reached a success rate of over 80% in the three areas.

Difficulties: if the person reached a success rate between 60% and 80% in one of the three areas, but no score lower than a 60% success rate.

Considerable difficulties: if the person reached a success rate between 40 % and 60 % in one of the three areas, but no score lower than a 40% success rate.

Serious difficulties: if the person reached a success rate below 40% in at least one area.

The people classified in the categories «considerable difficulties» and «serious difficulties» are considered to be facing illiteracy.

JAPD: what are the statistics for those under 18?

The information collected during the military registration days (JAPD)

For young people under 18, we have the statistics made available to us by the Ministry of Defense and the Ministry of Education, provided by the tests taken by 17-year-old boys and girls. The objective of these tests is not only to measure illiteracy, but also to measure the skills of these young people with respect to the written word in a broader sense. Let us recall that **the term illiteracy describes the situation of young people with very serious difficulties with the written word, to the extent where they are unable to read or write a very simple message**, whereas the term does not cover those who, to varying degrees, have certain difficulties with the written word. While over 10% experience difficulties with the written word, the percentage of young people who have no command of the basics and experience difficulties that can be considered close to «illiteracy» reached 4.3% of this age group in 2005 (4.8% in 2006), meaning that over 30,000 young people are concerned.

Context of the military registration day

Under the French law of October 28, 1997, all young French men and women about 17 years old, after having met the requirements of a census at age 16, must attend a military information and registration day called the «**defense preparation day**» (JAPD). This system, deployed as of October 1998, concerns all the metropolitan «départements» as well as the overseas territories. A certificate attesting to participation in the JAPD is required to apply for any state diploma, including a driver's license.

Since 2000, all young French men and women must attend the JAPD, which means that nearly 800,000 young people take tests concerning their mastery of written French every year.

If a young person's score is very low, he is sent to a meeting describing the assistance that can be offered to him through the integration network (local youth centers, information and orientation centers (PAIO), and the organizations or associations working on remedial basic skills near the young person's home). If the young person is still in school, a report is sent to his public school district, to the religious authorities for religious schools, or to the regional agricultural authorities for agricultural and forestry schools.

This operation, which has mobilized thousands of Ministry of Defense staff members since 1998, makes it possible to collect valuable information on the number of young people facing illiteracy. Unfortunately, the tests were modified in January 2004, which has prevented the development of a statistical series to highlight the trends of the recent years. The National Agency to Fight Illiteracy (ANLCI) recalled at the time, and recalls again today, the importance of developing permanent indicators to provide elements for comparison over time, in order to measure the evolutions and the effects of the policies implemented.

Nevertheless, the figures available are still extremely useful for local project managers to help them decide upon the dimension of the assistance programs required for these young people facing illiteracy. It must however be recalled that since these tests are not exactly similar to those of the IVQ, the results of the two cannot be directly compared, even if at a first glance they appear to be of the same magnitude (4.3% for the 17-19 year olds at the JAPD, 4.5% for young people between 18-25 in the IVQ survey—2004-2005).

The results

It should be recalled that comparisons between the results collected in different territories should be made with precaution. As for the comparison between different regions or school districts, it should be recalled that the latter can conceal very significant disparities in the territories composing them. At the level of the «départements», especially the smaller ones, poorly controlled local phenomena can marginally affect the results. When using these figures it is therefore wiser to consider the order of magnitude rather than the figures themselves.

The figures reproduced below were supplied upon request from the ANLCI by the «Mission de Liaison Partenariat» of the Ministry of Defense, based on calculations made by the «Direction de l'Evaluation, de la Prospective et de la Performance» of the Ministry of Education.

¹ provided by the Ministry of Defense's partners' department, after having being computed by the Evaluation, Achievement and Forecast department (DEPP) - French Ministry of Education

JAPD: national, regional and «departemental» figures for 2004, 2005 and 2006

In 2004, in France, 4.4% of young people having attended JAPD are facing illiteracy; they were 4.3% in 2005 and 4.8% in 2006.

Young people facing illiteracy by "Académie"

	2004	2005	2006
Aix / Marseille	5,7%	5,0%	5,4%
Amiens	6,8%	7,0%	8,1%
Besançon	4,6%	2,9%	2,8%
Bordeaux	3,7%	4,0%	4,4%
Caen	4,8%	4,9%	5,6%
Clermont-Ferrand	3,2%	3,1%	2,6%
Corse	5,9%	3,1%	4,5%
Créteil	4,8%	5,0%	5,8%
Dijon	5,1%	4,5%	5,3%
Grenoble	3,2%	3,3%	4,0%
Lille	7,2%	6,7%	7,6%
Limoges	4,0%	3,7%	3,9%
Lyon	3,9%	4,2%	4,2%
Montpellier	5,2%	4,8%	5,0%
Nancy / Metz	3,6%	3,7%	4,1%
Nantes	3,8%	3,8%	4,1%
Nice	4,3%	3,7%	4,2%
Orléans / Tours	4,4%	4,0%	4,3%
Paris	3,0%	2,7%	2,9%
Poitiers	4,6%	4,2%	4,1%
Reims	6,4%	5,3%	5,2%
Rennes	3,1%	3,1%	3,3%
Rouen	5,2%	5,4%	6,8%
Strasbourg	5,2%	5,2%	5,3%
Toulouse	2,7%	2,6%	3,4%
Versailles	3,3%	3,4%	4,0%
Metropolitan France	4,4%	4,3%	4,8%

Young people facing illiteracy by region

	2004	2005	2006
Ile-de-France	3,8%	3,9%	4,5%
Champagne-Ardenne	6,4%	5,3%	5,2%
Picardie	6,8%	7,0%	8,1%
Haute-Normandie	5,2%	5,4%	6,8%
Centre	4,4%	4,0%	4,3%
Basse-Normandie	4,8%	4,9%	5,6%
Bourgogne	5,1%	4,5%	5,3%
Nord-Pas-de-Calais	7,2%	6,7%	7,5%
Lorraine	3,6%	3,7%	4,0%
Alsace	5,2%	5,2%	5,3%
Franche-Comté	4,6%	2,9%	2,8%
Pays de la Loire	3,8%	3,8%	4,1%
Bretagne	3,1%	3,1%	3,3%
Poitou-Charrente	4,6%	4,2%	4,1%
Aquitaine	3,7%	4,0%	4,4%
Midi-Pyrenées	2,7%	2,6%	3,4%
Limousin	4,0%	3,7%	3,9%
Rhône-Alpes	3,5%	3,7%	4,1%
Auvergne	3,2%	3,1%	2,6%
Languedoc-Roussillon	5,2%	4,8%	5,0%
Provence-Alpes-Côte-d'Azur	5,1%	4,5%	4,9%
Corse	5,9%	3,1%	4,5%
Metropolitan France	4,4%	4,3%	4,8%

Young people facing illiteracy by “department”

	2004	2005	2006		2004	2005	2006
01 Ain	3,8%	4,7%	4,1%	48 Lozère	4,2%	4,5%	4,3%
02 Aisne	7,7%	8,1%	9,0%	49 Maine-et-Loire	4,3%	3,9%	4,1%
03 Allier	3,9%	3,6%	3,1%	50 Manche	4,3%	4,5%	5,1%
04 Alpes-de-Haute-Provence	4,7%	3,3%	4,1%	51 Marne	6,4%	5,1%	5,0%
05 Hautes-Alpes	3,0%	2,4%	2,9%	52 Haute-Marne	5,1%	4,7%	4,6%
06 Alpes-Maritimes	4,1%	3,4%	4,2%	53 Mayenne	3,1%	4,1%	4,2%
07 Ardèche	4,0%	3,9%	4,6%	54 Meurthe-et-Moselle	3,2%	3,1%	3,9%
08 Ardennes	7,0%	6,6%	6,3%	55 Meuse	3,4%	3,5%	4,1%
09 Ariège	3,8%	2,7%	3,4%	56 Morbihan	2,4%	3,2%	2,9%
10 Aube	6,7%	4,7%	4,7%	57 Moselle	3,8%	3,9%	4,1%
11 Aude	4,0%	4,5%	4,0%	58 Nièvre	5,8%	4,7%	5,0%
12 Aveyron	1,5%	1,9%	2,9%	59 Nord	6,9%	6,7%	7,3%
13 Bouches-du-Rhône	5,8%	5,3%	5,6%	60 Oise	6,0%	6,3%	7,9%
14 Calvados	5,2%	4,8%	5,0%	61 Orne	4,8%	5,8%	7,7%
15 Cantal	3,2%	2,7%	2,8%	62 Pas-de-Calais	7,8%	6,8%	8,0%
16 Charente	5,4%	4,6%	4,6%	63 Puy-de-Dôme	2,8%	3,0%	2,5%
17 Charente-Maritime	4,0%	4,0%	4,0%	64 Pyrénées-Atlantiques	3,0%	3,3%	3,4%
18 Cher	4,5%	3,7%	4,5%	65 Hautes-Pyrénées	3,2%	3,1%	4,1%
19 Corrèze	3,6%	3,5%	3,5%	66 Pyrénées-Orientales	4,9%	4,1%	5,3%
21 Côte-d'Or	4,7%	4,4%	5,0%	67 Bas-Rhin	4,4%	5,1%	5,4%
22 Côtes d'Armor	4,0%	3,6%	3,9%	68 Haut-Rhin	6,1%	5,3%	5,2%
23 Creuse	5,0%	4,9%	4,4%	69 Rhône	3,8%	4,0%	4,1%
24 Dordogne	3,8%	3,7%	4,5%	70 Haute-Saône	5,4%	4,1%	3,6%
25 Doubs	4,2%	2,2%	2,2%	71 Saône-et-Loire	4,6%	3,8%	5,4%
26 Drôme	4,7%	4,7%	5,8%	72 Sarthe	4,3%	4,7%	5,9%
27 Eure	5,5%	5,9%	7,3%	73 Savoie	2,3%	2,5%	3,1%
28 Eure-et-Loire	4,9%	3,8%	4,4%	74 Haute-Savoie	2,5%	2,5%	3,8%
29 Finistère	3,1%	2,7%	3,1%	75 Paris	3,0%	2,7%	2,9%
2A Corse-du-Sud	5,9%	3,1%	5,3%	76 Seine-Maritime	5,1%	5,1%	6,6%
2B Haute-Corse	5,9%	3,1%	3,7%	77 Seine-et-Marne	4,1%	3,5%	4,1%
30 Gard	6,4%	7,2%	6,9%	78 Yvelines	2,7%	3,0%	3,1%
31 Haute-Garonne	2,4%	2,5%	3,4%	79 Deux-Sèvres	4,4%	3,3%	4,3%
32 Gers	2,7%	1,9%	3,3%	80 Somme	7,0%	7,0%	7,5%
33 Gironde	4,0%	4,2%	4,7%	81 Tarn	3,1%	2,4%	2,9%
34 Hérault	5,1%	3,6%	3,9%	82 Tarn-et-Garonne	3,9%	3,9%	4,0%
35 Ille-et-Vilaine	3,0%	3,1%	3,5%	83 Var	4,5%	3,9%	4,3%
36 Indre	4,3%	4,4%	5,6%	84 Vaucluse	6,3%	5,3%	5,8%
37 Indre-et-Loire	4,5%	3,8%	3,8%	85 Vendée	3,4%	3,2%	3,4%
38 Isère	3,2%	3,4%	3,6%	86 Vienne	4,9%	4,7%	3,8%
39 Jura	5,0%	2,8%	2,8%	87 Haute-Vienne	3,9%	3,4%	4,0%
40 Landes	3,9%	4,2%	4,2%	88 Vosges	4,2%	4,2%	4,3%
41 Loir-et-Cher	4,6%	4,0%	4,5%	89 Yonne	5,9%	5,6%	5,7%
42 Loire	4,1%	4,2%	4,4%	90 Territoire de Belfort	3,9%	3,6%	3,7%
43 Haute-Loire	3,3%	2,9%	2,3%	91 Essonne	3,2%	3,4%	4,3%
44 Loire-Atlantique	3,7%	3,6%	3,6%	92 Hauts-de-Seine	2,9%	2,9%	3,1%
45 Loiret	3,9%	4,1%	4,2%	93 Seine-Saint-Denis	6,5%	7,1%	8,1%
46 Lot	2,6%	2,5%	3,4%	94 Val-de-Marne	3,7%	4,6%	4,9%
47 Lot-et-Garonne	3,7%	4,6%	4,9%	95 Val-d'Oise	4,5%	4,5%	5,4%
				Metropolitan France	4,4%	4,3%	4,8%

The National Agency to Fight Illiteracy

A PUBLIC INTEREST GROUP FOR CONCERTED
EFFORTS TO COMBAT ILLITERACY



Illiteracy: a word that we would prefer to no longer use, yet...

860 million men and women in the world are deprived of the most basic skills, and must deal with the inability to read and write. Industrialized countries with mandatory schooling are not spared.

To refer to this situation, affecting every age group, and to distinguish it from that of people who never attended school, France has chosen the term «illiteracy». A harsh word that provokes shock and indignation but that is still necessary today so that those who face it are not neglected, since they tend to hide this condition so often associated with failure.

Illiteracy is a glaring problem that remains invisible.

Agreeing on the terminology

- For people who attended school in France yet did not acquire a sufficient command of reading, writing and the basic skills to become self-sufficient in simple everyday situations, we use the word «**illiteracy**».

The challenge here is to help them to re-learn and re-discover the culture of the written word, with basic training courses in the framework of an anti-illiteracy policy.

- For people who never attended school, the specific French term «**analphabétisme**» is applied. These people require access to initial training.

- Finally, for those who have just arrived in France and don't speak French, the challenge is to learn a new language. In France, this training is referred to as «**French as a foreign language**».

Fighting the clichés

Being illiterate means having been to school yet not possessing the sufficient basic skills (reading, writing and arithmetic) to deal with daily life situations in a self-sufficient manner: writing a shopping list, reading medication or safety instructions, writing a check, using equipment, understanding your child's school report, enjoying a book, etc.

There are many misconceptions about people facing illiteracy in a society where recognition is too often based only on academic success, without taking into account other skills acquired throughout a lifetime. To avoid stigmatizing those facing this situation, we must find a way to restore their confidence so that they dare take the risk to re-learn.

It is a situation that we must try to prevent to the greatest extent possible, since illiteracy often takes root in childhood and even during infancy. The goal is to help prepare children for initial learning, and to reinforce and consolidate their basic skills throughout mandatory schooling, but also throughout their lifetime.

Without necessarily leading to exclusion, illiteracy can isolate individuals and hinder their social integration, access to employment and professional mobility. It is a barrier to individual and collective progress. However, this situation can be reversed. Men and women of all ages living in very different environments are faced with it: crisis situations (school failure, unemployment, illness, family situations, etc.) can contribute to this erosion of knowledge, but a variety of appropriate solutions are available to put these people back on the learning track.

This is why we must act on all fronts, at every age, as close as possible to individuals and their environments and in a coordinated and sustained manner if we really want to prevent and eliminate illiteracy.

Acting against illiteracy means allowing everyone to acquire or re-acquire this initial competency base in reading, writing and arithmetic, i.e. the basic skills required for the simple actions of daily life, to become more self-sufficient in their lives as family members, professionals and citizens.

Joining forces for a greater impact

More than a slogan, a genuine working and organizational method

The ANLCI was created in October 2000 and mobilizes and works with and for those who act at the institutional and grass roots levels to prevent and combat illiteracy. Its role is to federate and optimize the energies, actions and resources of all the decision-makers and stakeholders to increase the visibility and effectiveness of their commitment.

This flexible, **public interest group** structure brings together public and private partners and organizes work-sharing according to skills and areas of intervention; it distributes no subsidies but works to produce added value through an action plan federating the efforts of all involved. Its organization reflects a commitment to allow everyone to participate in decision-making and in joint coordinated efforts.

So that each partner can better understand their role, the ANLCI adopted a structuring tool in 2003 called the **National Guidelines**, the anchor point of a coherent, cross-disciplinary common policy.

When its initial convention was renewed in 2005, the scope of action of the public interest group ANLCI was confirmed and expanded, focusing on **3 key activities**:

Measuring

The ANLCI is in charge of promoting all actions to **measure, prevent and combat** illiteracy at the national, regional and local levels, and to promote access for everyone to reading, writing and the basic skills.

Organizing

The ANLCI **federates and optimizes** the resources provided by the State, local authorities, companies and civil society for the fight against illiteracy.

Providing tools

The ANLCI **accompanies** and supports the actors involved in the combat against illiteracy to help professionalize their action and develop their skills.

To succeed in providing everyone with better access to reading, writing and the basic skills.

A lean, responsive structure

The operational team of a dozen people is made up of the national project leaders and the secretarial staff in charge of applying the national policy and coordinating the network of regional project leaders, under the leadership of Marie-Thérèse Geffroy.

Regional project leaders are appointed by the regional Prefects and the agency director in cooperation with the Regional Councils to organize the regional policy against illiteracy and prepare and coordinate regional action plans.

A Board of Directors, chaired by Antoine Martin, an Advisory Committee and a Scientific and Assessment Committee.



Acting pragmatically together for the long term

The ANLCI

Brings together, mobilizes and organizes

The ANLCI's role is to organize partnerships at the national and local levels in all areas of action involved in the fight against illiteracy: prevention, education, adult training, the professional world, integration, social action and culture.

At the national level

The **Board of Directors** brings together ministries, public agencies, local authorities, companies and social partners to decide on priorities. The **Advisory Committee** represents civil society and brings together all those who have a role to play in preventing and fighting illiteracy: family and parents' associations, professional organizations, trade unions and chambers of commerce, associations and institutions. The **Scientific and Assessment Committee** provides the support and vision of trainers, researchers and experts.

At the local level

According to the priorities defined by the board and supported by the national team, the national guidelines and the illiteracy assessments, the ANLCI's regional project leaders draft, implement and monitor **regional anti-illiteracy plans** to harmonize the actions of the State, its associated agencies, the local authorities, civil society and economic stakeholders.

By publicizing and sharing the regional diagnosis, the strategic objectives of public action in the region and the resources mobilized to prevent and fight illiteracy at all stages of life, **these regional plans mobilize all of the stakeholders in an operational and sustainable manner.**

Sharing and exchanging

The ANLCI uses its «Permanent Forum on Practices» to **publicize and share successful practices** in all areas of the fight against illiteracy, to share and promote what works, and to develop professionalization processes to improve the quality and effectiveness of initiatives.

Collective dynamics: almost **80 «good practices»** in all areas of the fight against illiteracy were presented during the first phase of the Forum in 2005, thanks to the contributions of **900 actors** in the field. A project was launched throughout the country resulting in a vast exercise in every region starting in 2006, marked by milestone events, and it will bring together 2000 participants at a national gathering in June 2007.

Large-scale mobilization: research work covering the **central themes of the fight against illiteracy:** prevention, basic training in companies, professionalization of trainers, volunteer work, cultural action, learning of basic skills in prison structures, new learning methods and tools, the use of information and communication technologies (ICT's) in basic training, etc.

Numerous publications, constantly enriched with contributions from all involved, so that the operational tools available are better known and easier to use.

Effective exchange of practices and harmonization of methods with international and European organizations (OECD, UNESCO, European Commission) and different countries (Quebec, Germany, Belgium, Sweden, Hungary, England, etc.).

Informs, raises awareness and provides tools

Services made available to all:

- » The ANLCI website (www.anlci.gouv.fr) with a directory of service offerings, and the Forum on Practices. For basic training in companies: www.formationdebase.net.
- » A reduced-toll telephone number providing local information on illiteracy
- » An electronic newsletter called "ANLCI Infos"

Events

- » April 2001: colloquium "Unite to act more effectively" in Lyon
- » October 2002: "Combating illiteracy together : policies and practices in other countries" in Paris
- » November 2003: "Assessing low writing skills levels" in Lyon
- » April 2005: International meeting of the Permanent Forum on practices" and UNLD European meeting organised by Unesco Institute for longlife learning and ANLCI, in Lyon
- » June 2006: National day on "Cultural initiatives and the fight against illiteracy" in Lyon
- » June 2007: Second National meeting of the Permanent Forum on practices" in Lyon
- » September 2007: MODEVAL conference (European Socrates project) in Lyon
- » February 2008: National day of the "Grenelle de l'Insertion" on Social integration and illiteracy, in Nice

The www.anlci.gouv.fr website

To download our publications and tools, the Permanent Forum on practices' regional and national productions, the ANLCI missions in the French regions to prevent and fight illiteracy, news, contacts...



In all activity sectors

The ANLCI has undertaken targeted contractual projects in the public and private sectors and the youth guidance sector such as framework agreements for basic training of employees in SME's, social housing agencies and neighborhood service agencies, cleaning companies, food processing companies, quarries and construction materials companies and private hospitals, and for regional civil servants; and a framework agreement to develop the «Knowledge for Success» program targeting young people identified as illiterate during the Defense Preparation Day in cooperation with the Fondation des Caisses d'Épargne pour la Solidarité.

The Board of Directors

In order to organize the synergy of their actions, it brings together representatives of the various ministries and public agencies, representatives of the local authorities, three approved fund-raising organizations and one company. It is chaired by Antoine Martin.

The ministry of employment, labor and social cohesion – the ministry of justice – the ministry of defense and war veterans – the ministry of education, higher education and research – the ministry of youth, sports and associations – the ministry of agriculture, agro-foods, fisheries and rural affairs – the ministry of culture and communication – the ministry of overseas territories – the interior and spatial planning ministry – the state department responsible for promoting equal opportunities – the association of French regions – the interministerial delegation for cities and urban social development – the national employment agency (ANPE) – the national adult vocational training agency (AFPA) – the national educational research institute (INRP) – the national institute for youth and popular education (INJEP) – the association managing training funds for the agro-foods sector (Agefafora) – the training fund for SME employees (Agefos-PME) – the training fund for the cleaning industry (Faf propreté) – Sanofi-Aventis and, pending approval of their deliberating bodies: the assembly of French counties, the association of French mayors – Guy Clary, Government Commissioner – Antoine Martin, Chairman of the Board of Directors.

The Advisory Committee

The Board of Directors is supported by an extensive advisory committee bringing together professional organizations, unions and chambers of commerce, family associations, federations, associations and groups involved in the fight against illiteracy or who contribute to it. National assembly of French chambers of commerce and industry (ACFCI) – general association of public primary and nursery school teachers (AGIEM) – permanent assembly of chambers of agriculture (APCA) – permanent assembly of the trades guild (APCM) – center for young company managers (CJD) – CFTD trade union – CFE CGC trade union – CFTC trade union – General confederation of SMEs (CG PME) – CGT trade union – national speech therapists' association (FNO) – FNSEA trade union – FO trade union – unified trade union federation (FRANCAS-FSU) – French companies' federation (MEDEF) national federation of independent trade unions (UNSA) – trade union of the self-employed (UPA) – parents' associations federation (FCPE) – parents' associations federation (PEEP) – national union of family associations (UNAF) – parents' associations federation for the private sector (UNAPEL) – cultural actions against exclusion and segregation (ACCES) – students' association for towns (AFEV) – national agency for improvements to working conditions (ANACT) – Agir ABCD – assembly of France's economic and social councils – French regions association – national association of vocational training advisors – national association of HR directors and managers – Rotary's «learning to read» association – ATD Quart Monde – national social security benefit fund (CNAM) – national family allowances fund (CAF) – training centers for active teaching methodology (CEMEA) – Centre Michel Delay – national center for integration through employment – national territorial civil service (CNFPT) – national distance learning center (CNED) – national educational documentation center (CNDP) – national council for lifelong professional training – committee for the promotion of migrants and people with integration difficulties - national council for vocational training of directors of university teacher training establishments – national council of local youth centers – national arts and crafts conservatory (CNAM) – French Red Cross organization – Emmaus France – vocational training federation – French federation of young people's centers and cultural centers – national federation of anti-illiteracy workshops (FENALI) – national federation of the Mutualité Française – national federation of training organizations – regional union of training organizations in Rhone-Alpes – national federation of reception and social rehabilitation centers (FNARS) – national specialized written press federation (FNPS) – national federation of “reading towns” – Caisse d'Epargne solidarity foundations – Crédit Mutuel reading foundation – France Télécom foundation – parliamentary anti-illiteracy group – Algora – the teaching league – “Lire et faire lire” – national reading observatory – Organization for Economic Cooperation and Development (OECD) – “Quand les livres relient” – Restaurants du Coeur – Secours Catholique – Secours Populaire Français – social press union (SPS) – UNESCO – people and cultures union – national union for communal social action centers (UNCCAS) – national union for young workers' hostels and services – national inter-federal union of private sector health and social work (UNIOPS) – National Federation of the school for parents and educators (FNEPE) – Federation of national education school librarian's associations (FADBEN)

The scientific and assessment committee

This committee is made up of experts, researchers, trainers, teachers and members of the Board of Directors who work together to better understand illiteracy and build up knowledge on the subject. It supervises the coherence of evaluation and working approaches and tools, and proposes avenues of research.

Jean-Pierre Astolfi (Rouen University) - Alain Bentolila (Paris 5 University) - Jean-Marie Besse (Lyon 2 University) - Marie-Christine Bordeaux (Grenoble 3 University) - Christiane Cavet (National Education Research Institute) - Sylvie Cebe (University Teacher Training Institute) - Danielle Colombel (anci) - Daniel Coste (Ecole Normale Supérieure de Lettres et Sciences Humaines) - Vinnoli Delamourd (National Employment Agency) - Yves Guérin (Ministry of National Education) - France Guérin-Pace (National Institute for Demographic studies) - Martine Isnard (National Association for Professional Training for Adults) - Martine Kherroubi (University Teacher Training Institute) - Francis Lavoine (Saint Exupéry Training institute - Véronique Leclercq (Lille1 university) - Hugues Lenoir (Paris 10 university) - Vincent Merle (National Center for Arts and Vocational (CNAM)) – Arnaud Degorre (National Statistical Institute) - Josiane Teissier (Cereq) - Daniel Verger (National Association for Professional Training for Adults) – Anne Vicher (Ecrimed) – Ghislaine Vaesken (FafPropreté)

The national team

Composed of National Project Leaders and a secretarial office, it coordinates the national policy and the network of Regional Project Leaders.

Marie-Thérèse Geffroy, director - Hervé Fernández, general secretary - Valérie Démule, accountant - Marie Britten, Jean-Pierre Jeantheau, Virginie Lamontagne, Elie Maroun, Eric Nedelec, Emmanuelle Unal-Canitrot, national project leaders - Sylvie Brugnoli, Armelle Delamplé, assistants - Edith Kaboré, secretary

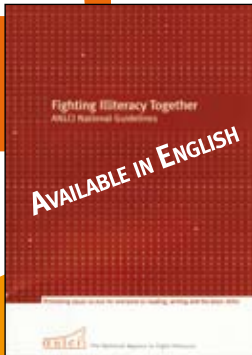
26 Regional project managers

In each region, a Project Leader from the ANLCI is appointed by the Regional Prefect and the Director of the Agency in collaboration with the regional council to manage the regional policy to fight illiteracy. With support from a partner body to define the priorities, he/she prepares the regional plan to fight illiteracy, leads and coordinates its implementation.

53 illiteracy resource centers

Sharing effective practices and tools

The French literacy background and the ANLCI missions



National Guidelines

September 2003

A structuring tool designed to provide policy-makers and stakeholders with a comprehensive view of the essential components of the fight against illiteracy, it presents the guiding principles and the areas of intervention, and it lays down recommendations to facilitate the actions of public authorities, companies and civil society



The ANLCI presentation

June 2006

To know more about the ANLCI, its missions, who to contact...



Official report Lutter contre l'illettrisme

Marie-Thérèse Geffroy, 1998



Illiteracy ; effective action through better understanding

Marie-Thérèse Geffroy, Valérie Grasset Morel

Milan, 2003 - 2005

When we speak of illiteracy, what, and specially who are we referring to?

Lutter ensemble contre l'illettrisme

Politiques et pratiques d'autres pays - 2002

Proceedings of the day, which goal was to initiate an exchange of experiences and information in order to cast a different light on the question.

Réunir pour mieux agir

First national ANLCI Forum

December 2002

Proceedings of the Forum held April 18th 2001

Figures and surveys



Illiteracy : the figures

June 2007

For the first time, commented detailed figures on French literacy survey carried out by INSEE - ANLCI IVQ (2004-2005)
24 pages



Illettrisme : des chiffres pour éclairer les décisions

June 2006

A four page publication presenting the key figures resulting of the computing of data from the survey organised by INSEE-ANLCI 2004-2005



L'Évaluation des bas niveaux de compétence à l'écrit

November 2003 - Lyon

Proceedings of the international colloquium on assessing low writing skills level

Permanent forum for sharing effective practices



Premiers échos et actes du Forum Permanent des Pratiques I

Phase 1- April 2005
International meeting
Proceedings and DVD



The **compendium and the DVD** of the Permanent Forum of practices national meeting which gathered 700 persons sharing effective practices in June 2007



Thematic publications

Because we need everyone:



Le bénévolat, un engagement de qualité

June 2007
Operational guidelines for volunteers who want to get involved in an action for preventing and fighting illiteracy.

Because the world of work is getting involved:



La formation de base, l'atout gagnant de votre entreprise

2004
Leaflet to make the stakeholders of the business world aware.

Because the cultural action is an essential detour:



DVD Action culturelle et lutte contre l'illettrisme

October 2006
Two 10 minute movies «chemins de lecture» and «un détour par le musée», produced by the ANCLI for the national meeting "Action culturelle et lutte contre l'illettrisme" 14th June 2006



Detour

The proceedings of the national meeting – June 14th 2006 : Action Culturelle et lutte contre l'illettrisme

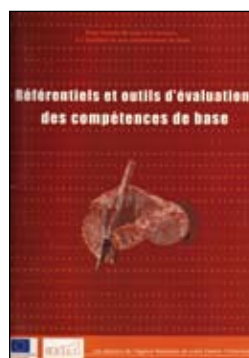
To remind the way which has been covered:



Lutte contre l'illettrisme dans les régions

repères 2002/2003
A first appraisal of the fight against illiteracy in the French regions for 2002/2003

Framework:



Référentiels et outils d'évaluation des compétences de base

2005
A study offering a global vision of the existing frameworks, offering points of reference and helping to know better and to choose the frameworks and basic skills evaluation tools.

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The logo for ANLCI features the lowercase letters 'anlci' in a serif font. A thin white line curves over the top of the letters, starting from the 'a' and ending at the 'i'. A horizontal line is positioned below the letters.

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NATIONAL AGENCY TO FIGHT ILLITERACY – A PUBLIC INTEREST GROUP
Promoting equal access for everyone to reading, writing and the basic skills