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Using research to promote literacy and reading in libraries: Guidelines for librarians

Prepared by Lesley Farmer and Ivanka Stricevic

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These guidelines are based on the draft compiled by the Standing Committee of IFLA Literacy and Reading Section. Special thanks are extended to John Cole, Virginia Walter and Ray Dioron for their work on the project

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Introduction

Convinced that “literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills,” UNESCO designated 2003 to 2012 as the decade of literacy. They recognize that everyone needs to develop the ability to access, assess, and use information in a variety of ways. This campaign encourages agencies to implement activities that foster literacy and lifelong learning, particularly for those populations with less access to formal education.

In response, librarians may say, at least to themselves, “I’d love to do more to promote literacy and reading, but it’s not a priority need.” On the other hand, as librarians recognize their growing role in literacy, reading research can help them gather facts and suggest good solutions. Furthermore, when librarians use a systematic data-driven method to address literacy and reading promotion, they can make a useful contribution to the professional field.

The IFLA Literacy and Reading Section is trying to help librarians address the question: “How can librarians effectively promote literacy and reading?”

In this spirit, we are pleased to publish *Using Research to Promote Literacy and Reading in Libraries*, our second publication aimed specifically at librarians and related organizations who want to find ways to foster literacy within the global society. The section’s first publication, the brochure *Guidelines for Library-Based Literacy Programs: Some Practical Suggestions* (2007; See at: <http://archive.ifla.org/VII/s33/project/literacy.htm>), described specific ways that librarians and their partners can become involved in literacy, emphasizing the hosting of literacy promotion events at libraries and the development by libraries of resources useful to literacy and reading promotion.

Using Research to Promote Literacy and Reading in Libraries extends the first brochure by focusing on the importance of wisely consuming, conducting and applying research conducted by librarians and their partners in order to promote literacy and reading.

We believe that libraries are uniquely situated to promote literacy and reading. It is a part of their mission. And it is a mission of all types of libraries, from school and public to special, research, university and national. They may do so directly but especially in partnership with other organizations through projects, publications, and other cooperative endeavours. In all cases, using current research to inform these projects greatly improves their chances of success. Research helps librarians efficiently gather data and incorporate assessment throughout their work, and structure efforts to make significant valid and reliable claims about their promotion efforts and importance. By systematically examining their practice with the intent of continuous improvement and increased impact, librarians and other partners become reflective practitioners of research and more effective promoters.

The aims of this new brochure are threefold:

- to encourage librarians to use research in their literacy and reading promotion efforts,
- to encourage other organizations that promote literacy and reading to make use of relevant research in their own promotional activities,
- to encourage librarians and other organizations to conduct action and assessment research.

Our definition of reading and literacy encompasses the lifelong development, practice, and promotion of functional literacy, reading, and writing. These skills, which ideally draw selectively but effectively on current research, encourage the independence, curiosity, and lifelong learning of individuals and groups. People with such competencies contribute greatly to the economic, social, and cultural health of the communities and the nations in which they live.

We have written these guidelines primarily as librarians speaking to librarians. In the process, we have organized our thoughts through asking and answering several key questions.

“Reading is to the mind what exercise is to the body.”
Sir Richard Steele

How Are Literacies Defined?

According to UNESCO, literacy is “the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO. (2004). *The Plurality of Literacy and Its Implications for Policies and Programmes*. The Hague: UNESCO).

UNESCO’s 2006 publication *Education for All*, which provided a mid-decade review of their literacy campaign, posited four discrete understandings of literacy:

- literacy as an autonomous set of skills;
- literacy as applied, practiced and situated;
- literacy as a learning process;
- literacy as text.

Cordes’ paper for IFLA expands the notion of literacy. “Multimodal literacy, called a variety of terms such as visual literacy, digital literacy, media literacy, and multiliteracies, is a literacy of the screen. Modes on the computer screen include image, text movement, music, sound effects and voice quality, all of which create meaning to the student. This multimodal literacy raises the issue of what literacy is or could be, and what it means to be literate in the digital era.” (Cordes, S. (2009). *Broad Horizons: The Role of the Multimodal Literacy in 21st Century Library*. <http://www.ifla.org/files/hq/papers/ifla75/94-cordes-en.pdf>).

Within these frameworks, reading remains the core or default aspect of literacy. The OECD (Organization for Economic Co-operation and Development) defines reading literacy as “understanding, using, and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.”

The term *culture of literacy* is a widely known concept but may be defined in several ways. Research conducted by IFLA, IRA (International Reading Association) and CAL (U.S. Center for Applied Linguistics) identified and explored key factors that contribute to a culture of literacy (*Research findings available at: <http://archive.ifla.org/VII/s33/project/DevelopingCulturesLiteracyRep.pdf>*). It has shown that a culture of literacy includes: a supportive environment in which literacy can be practiced and reading/writing encouraged; training in the skills needed to read, write and use information in every day life; motivation, incentives and support to practice literacy skills, learned and encouraged not only within the formal curriculum but also at work, in families, in institutions, on the street and in the community; a positive value and promotion of institutions and activities; investment in policy, training, and the production of appropriate materials that are culturally and linguistically sensitive to the various members of the community; and so forth.

The resultant nine factors in developing and promoting a culture of literacy were identified as follows:

1. Access to materials
2. The importance of people owning their own books
3. Alternative agencies that supply books if they are beyond the means of people
4. A national reading policy
5. Advocacy materials for child and adult literacy
6. Training models and materials for teaching literacy and reading

7. Cooperation between agencies and programmes
8. The importance of print literacy in contemporary society
9. Government promotion of a culture of literacy

Libraries can be seen as a key player because they have a role in almost all of these literacy factors, from access to materials and training to promotion and cooperation.

Within the context of literacy and a culture of literacy, the promotion of literacy – and reading in specific – may be construed as marketing reading material and the reading experience in order to convince people to read and use these materials. The related term, reader development (as described by Opening The Book Ltd.), focuses more on the individual: to increase one's confidence and enjoyment of reading, to expand reading choices, to provide opportunities for sharing the reading experience, and to support reading as a creative activity.

“Literacy is not, as it is considered in our schools, a PORTION of education. It IS education. It is at once the ability AND the inclination of the mind to find knowledge, to pursue understanding, and out of knowledge and understanding, not out of received attitudes and values or emotional responses, however worthy, to make judgments.”

Richard Mitchell

Who Are Reading and Literacy Promotion Stakeholders?

Promoting reading and literacy involves a number of stakeholders: library staff, potential readers, teachers, publishers, and other community members who are impacted by reading and literacy. By their profession, librarians are the most likely stakeholder to use research to promote reading and literacy, and their efforts will depend on local initiatives and situations.

Nevertheless, librarians can improve services by partnering their research efforts. Each partner brings a unique perspective and set of unique resources to the table. Librarians' skill in locating resource is counterbalanced by the media's communication expertise and teachers' connections with parents, for instance. Several factors should be considered when choosing potential partners:

- Goals and values: How do they align with literacy and reading promotion?
- Reputation: How are they regarded by the community?
- Resources and competencies: How do they support the library's assets?
- Power: How important is their participation? How does the library help them?
- Climate: Has a partnership already been established with them? How easy is it to work with them?

The potential list of reading and literacy promotion partners is lengthy: literacy and reading promotion organizations; educational institutions; policy-makers who make educational and political decisions regarding reading and literacy programmes and policies; and members of the public who eventually will benefit from strengthened, research-based reading and literacy promotion efforts by both government and the private sector. Specific groups include writers' organizations; local and state groups formed to sponsor local, state, or regional book festivals; friends of libraries groups; local arts associations; bookstores, especially those that host reading groups and educational associations. Other potential community-based partners include business and trade unions; the media; public agencies and political groups; neighbourhood associations; religious groups; fraternal organizations and alumni groups; community health and social workers; psychologists, and professional counsellors.

The IFLA Literacy and Reading Section works closely with several international and national organizations that share an interest in research-based literacy and reading promotion projects, and publications: International Reading Association, International Board of Books for Young People, National Council of Teachers of English, and International Association of School Librarians. A list of other like-minded organizations is found at the end of this brochure. It should also be noted that international organizations have their national sections or affiliations, which enables common projects and research on national and regional levels.

These stakeholders can contribute to the research side of promoting reading and literacy in several ways:

- Identify and review existing relevant research
- Suggest research agendas in the area of reading and literacy promotion
- Serve as research project participants
- Provide data that can be analyzed – and help analyze data
- Publicize relevant research, including the library's efforts
- Act on relevant research
- Provide research expertise.

In partnership with them, librarians can optimize their use of research as they seek to effectively promote reading and literacy.

What Is Research?

Research is a systematic process of investigating a topic and its context by strategically gathering data and analyzing them, and then sharing findings and recommendations. The method taken needs to be valid, measuring the intended factor, and reliable: a dependable process.

Research can be considered as an extension of problem-solving. The depth of knowledge and analysis, the acuity of methodology, and the thoroughness of the processes differentiate research from day-to-day practice. Research approaches might be placed on a continuum from structured problem-solving to empirical research, and from specific applied research to theoretical research.

Research design typically uses the following steps.

1. Clarify the purposes of the investigation.
2. Operationalize the purpose and scope of the investigation
3. Formulate research questions.
4. Determine appropriate methodologies.
5. Determine instruments to collect data.
6. Determine the population and sample to be investigated.
7. Collect valid and reliable data.
8. Determine how to analyze the data.
9. Interpret and report the findings.

Action research is a particularly appropriate type of research for librarians and their partners to conduct. Action research refers to a process of studying one's own practice in order to improve it. As such, it involves planning, acting, and reflecting. It differs from every day practice because it is explicitly grounded in a systematic and research-based methodology, including assessment. A careful examination of existing research studies centred around a well-identified problem precedes data collection. Factors affecting the problem's outcome are carefully identified and aligned with reliable and valid assessment instruments.

“Research is formalized curiosity. It is poking and prying with a purpose.”

Zora Neale Hurston

Why Should Librarians Use Research?

As information professionals, librarians regularly help their clientele conduct research. It makes sense that librarians would systematically review the literature, gather more data, and analyze their findings to promote their own practice. At the personal level, research adds variety and depth to the job, helps one become more reflective, and satisfies one's own curiosity. At the organizational level, research supports strategic planning, increases staff engagement, demonstrates program impact, and enhances the organization's reputation. At the professional level, research facilitates in-depth discussion and action, furthers professional excellence, and increases the profession's positive profile (see also <http://lisresearch.org/2010/06/01/the-librarian-as-researcher/>).

In the final analysis, research can assist in the planning, assessment, and improvement of current and future reading and literacy promotion programmes and services. Research can:

- Measure the quality and impact of current practices
- Establish and measure library missions and plans
- Measure the effectiveness and efficiency of efforts
- Measure environmental change
- Add value to the library programme as a whole.

In any case, research can be considered as knowledge-based assessment. Effective library management involves ongoing monitoring and improvement through thoughtful problem-identification and solutions. Systematically examining an issue, reviewing the relevant literature, gathering and analyzing significant factors, testing and evaluating results all help solve crises. By documenting this process, librarians have more control of their efforts, can replicate them more easily, and have the evidence needed to convince decision-makers to allocate the resources necessary to solve the problem. For instance, when a reading workshop is cancelled for lack of interest, librarians can try to figure out the problem by identifying possible factors that led to the cancellation, researching how other librarians have addressed this problem successfully, gathering and analyzing relevant data, and then recommending a plan of action so that future workshops will be more successful.

The most immediate impact of using research is library service, with the intent of greater customer satisfaction and greater literacy. Hopefully, research efforts are conducted in consort with affected stakeholders so that they feel like part of the solution, making a positive difference at their site.

The research process also constitutes authentic professional development as the librarian research self-identifies reading and literacy issues, and searches for best practice and underlying concepts and theories to ground understanding and appropriate action. As the librarian processes the new information and reflects on it in light of local needs, he or she adds to a personal repertoire of knowledge and skills that can be applied meaningfully and immediately, thus reinforcing the benefits of the effort.

More globally, by sharing the research with the larger professional community, librarians contribute to the body of knowledge in the field as well as help their colleagues who might have similar issues to confront.

What Existing Research Will Be Helpful?

A basic professional development action is to consume research competently. Browsing through the research in library and education literature can give librarians insights to advance professional knowledge and apply it successfully. Reading the professional literature, not only in information science but also from associated fields of study such as reading and education, keeps librarians current about trends and research-based practice.

Research is probably most compelling when it is used to help improve library practice. Understanding the methodologies helps librarians match research approaches and problems. Suppose a librarian wants to test different methods to promote reading and literacy; for instance, finding the most effective way to market reader's advisory. Good reviews of the literature help the librarian determine the contributing factors that impact reader's advisory promotion. Assessment instruments that have been validated can be adapted for local issues, cutting down on research development time. Research articles offer tested methodologies, and even ineffective techniques can help avoid the same failures. Even reading the data discussion and conclusions helps the librarians know how to manage data to make meaningful decisions. In any case, the librarians' objectives determine the lens by which research is located and used.

Locating research about literacy and reading promotion follows the usual steps:

1. *Choose relevant keywords:*
 - What is the problem? Lack of interest for the programme? Poor skills?
 - Who is the target audience? Youth, parents, reading specialists, book clubs?
 - What is the setting? Public library, school, museum, recreation centre, hospital?
 - What is the goal or objective? Increase reading enjoyment, improve graph analysis, get parents involved in their children's Internet activity?
 - What is the strategy? Story hour, bookmark, literacy wiki, digital storytelling?
2. *Choose appropriate resources:*
 - Scholarly? Research articles, dissertations, conference proceedings
 - Comprehensive? Books, bibliographies, encyclopaedias
 - Timely? Newspaper, television, blogs
 - Human? Professional associations, interviews
3. *Access relevant information within resources:*
 - Research purpose and questions
 - Context: setting, timing, community, need or problem
 - Methodology: procedure for selecting population and collecting data
 - Analysis of findings
 - Conclusions and recommendations
4. *Evaluate resources:*
 - Validity: author/agency credibility and agenda, rigor of methodology, quality and quantity of data, analysis of findings, conclusions, implications, timeliness
 - Relevance: alignment with the intended promotion, replicability, and transferability to the promotion situation
 - What worked and what didn't – and why; what advice is given
 - Feasibility of duplicating the research process: cost, timeframe, staffing needs, resource needs, use of facilities
 - Impact on the library and its users

How Can Research Be Used To Plan Literacy and Reading Promotion?

The library should have a strategic plan for developing literacy and reading promotion and research activities with clearly defined objectives; coordination with other existing plans, be they local or national, is also important. This plan determines the kind of research needed to consult and conduct.

In proceeding with research, librarians first need to describe the current situation. For example, the library's objectives must accommodate the needs of the users (and non-users), and identify resources that are available and needed for promoting literacy and reading within a library. Even at this point, librarians can read the research literature to find out how other libraries gather data about their settings. It is important to incorporate information from all stakeholders, including library non-users. Only then can librarians analyze the data, and determine the basis of the problem. Again, relevant research can be used to guide the analysis and make valid conclusions.

Once the gap between the current situation and the intended outcome is determined, librarians can review the research literature to discover how other libraries and associated entities addressed the problem. What methods did they use? What material and human resources were needed? What data were collected – and how and when?

Based on the research literature review and analysis of the local situation, librarians can plan and implement an intervention that will improve reading and literacy promotion. Throughout the process, librarians should document and assess their efforts to optimize its impact.

It should be noted that research-based materials to support literacy and reading promotion projects may be created, donated, borrowed, recycled, purchased, or downloaded from the Internet, according to local circumstances. As it is important to use relevant adult learning materials as well as up-to-date research results, we recommend that individuals and organizations consult with their local libraries regarding the choice of materials and research updates for their projects or publications. When appropriate, libraries should be considered as project partners. Moreover, library staff members often can be helpful regarding research content, design, and presentation.

No matter what the chosen setting may be, the literacy and reading research and promotion should be based on the team work which requires careful planning and team work management.

“There is no substitute for face-to-face reporting and research.”

Thomas Friedman

How Can Research Help Determine The Success Of Promotion Efforts?

It is important to assess research-based literacy and reading promotion efforts. Planners, intended audiences, and sponsors all want to know and to be able to assess how effective specific projects and publications have been in meeting the program's aims. Research can inform evaluation by providing instruments and processes for formative and summative evaluation as well as findings that can be applied to a local situation.

Success can be measured along a couple of dimensions:

- The process: how well the effort/programme/project itself was planned and implemented
- The effort's product: what impact it has on its participants, both the library and other stakeholders; what is the outcome.

In any case, several questions arise when assessing an effort's effectiveness:

Audience:

- How many participated?
- What was the quality of their participation?
- Who did not participate – and why?
- What did participants think of, and feel about, the effort?
- How have participants changed as a result of participating (both short and long term)?

-

Programme/Product:

- Was the content accurate and relevant?
- Was the effort well organized?
- Was the pacing appropriate?
- Was the delivery effective?
- Was the ambiance appropriate?
- Were resources used effectively?
- Was it cost-effective?

Library:

- How effectively were library resources used?
- How did the programme support or advance the library's mission?
- How did the programme change library services or resources?
- What did library staff learn from the programme's planning and implementation?
- How did the programme impact the library's relationship with stakeholders?
- To what degree was the programme worth the library's effort?

Planning:

- Did all planners participate and make decisions appropriately?
- Was planning done productively?
- Did the planning address identified needs?
- Did planners have positive interpersonal relationships?
- Were resources used wisely?
- How would you build on this planning in the future – or make changes?

What are indicators for evaluation?

- Qualitative indicators (user satisfaction surveys, measure of outcomes)
- Usage indicators (number of participants, duration...)

- Resource indicators (number of activities...)
- Human resource indicators (librarians' perception of the programmes/projects...)
- Cost indicators (unit costs for functions and activities; costs per participant)
- Comparative indicators (benchmark of data against other relevant and comparable programmes, projects at local, national, international levels).

Once the objectives and indication for evaluation are determined, the instruments for gathering evaluation data need to be identified. Here is a sampling:

- Document analysis: to ascertain main ideas and processes unobtrusively
- Observations: to identify behaviours
- Surveys: to gather facts and opinions
- Interviews: to capture perspectives, the reason for behaviours and attitudes
- Focus groups: to uncover issues, trends, and group dynamics
- Tests: to measure and compare knowledge, skills and attitudes

The choice of instrument also depends on availability, cost, and difficulty of administering and analysis. Ideally, the choice of instrument should occur early on in the planning process, and assessment should occur throughout the effort.

Assessment is only as good as the actions resulting from its thoughtful analysis. The data determine what kind of analysis is appropriate. For instance, descriptive statistics make meaning of numerical data while content analysis would be more meaningful to capture focus group data. Graphs can help visualize the information and reveal trends. Follow-up interviews can help understand the reasons for particular results. In any case, findings should be contextualized in terms of the setting or situation.

Analysis should then lead to interpretation, conclusions, and recommendations. Furthermore, those recommendations should be shared with stakeholders to optimize their engagement. The groundwork is laid for action that can result in improved literacy and reading promotion.

One-shot promotional efforts usually cannot provide long-term impact. Certainly, research-based promotions need to be analyzed in terms of their feasibility for improved, continued planning, implementation and potential long-term sustainability. Here are several tips for incorporating research to sustain promotion programmes.

- Review and consider the results of assessments of past and current projects, making adjustments or taking other actions as needed (including just-in-time changes during the promotion).
- As appropriate, provide participants with research trends and results and related materials, directly and through partnership programmes.
- As appropriate, organize activities and projects for successful programme participants.
- Continue to cooperate with other groups and organizations to be certain that current and future projects develop partnership opportunities for the participants without operating in isolation from community interests.
- Document and share library research on reading and literacy promotion.

“Research serves to make building stones out of stumbling blocks.”
Arthur D. Little

Synthesis of Research on Reading and Literacy Promotion Leading to Best Practices

Over the decades, librarians and other researchers have studied efforts of promoting reading and literacy. A meta-analysis of these investigations reveals these findings:

- Effective promotion communication methods: displays, bibliographies, bookmarks, video, newspaper articles, web portal news/book of the week/lists, radio and TV/video public service announcements,
- Impactful library services: book talks, reader's advisory and bibliotherapy, reference service, book give-aways, collection development, literacy/reading training, give awards
- Impactful promotional programmes: family literacy, story hours, contests (poetry slams, writing, dress up as a character, summer reading, posters, etc.), authors and other speakers, town halls, content-specific (e.g., babysitting, job application, scrap booking)
- Successful ways to garner participation: book clubs and other discussion groups (e.g., film, anime) both face-to-face and online, advisory groups (review, select materials, plan programmes, do service)
- Worthwhile products for users: book reviews, bookmarks and posters, video, displays
- Productive user services: mentor, book buddy, teach/train, story hours, videotape/record
- Beneficial ways to collaborate with partners: public relations, programmes, training, speaker, consultant
- Effective computer-based promotional products: digital storytelling, pod casts, blogs, wikis, virtual communities
- Library pre-conditions for reading/literacy promotion:
 - collection (high quantity, high-quality, attractive, current, meets interests, languages)
 - user choice of resources and services
 - staff (trained, languages, approachable)
 - facility (accessible, friendly, clean, organized)

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”

Katherine Patterson

Sample Research-Based Promotion Efforts ¹

The following articles represent research-based literacy and reading promotion related to libraries. While most documents originate in English-language countries, they intend to cover a broad range of libraries. Although the arrangement is by type of library, some efforts may overlap, even with a category of general promotion research.

Public Libraries:

Bourke, C. (2007). Public libraries: partnerships, funding and relevance. *APLIS*, 20(3), 135-139.

This paper reviews practical ways public libraries can work with children and their families to provide better learning outcomes, and promote literacy and numeracy skills in culturally and linguistically diverse communities. Demonstrated are specific library programmes that encourage building on the strengths of the community and working in partnership with a wide range of government, business and not for profit organizations.

Bundy, A. (2008). A nation reading for life. *APLIS*, 21(4), 182-190.

The fifth annual Report to the Nation by Friends of Libraries Australia surveyed the recognition of the importance of reading in Australia. It concluded that increased political awareness of public libraries, funding of their collections, and the recognition of reader development as core strategic business throughout the Australian public library system, are required.

Francis, A. (2009). Thursdays with MacGyver. *Children & Libraries: The Journal of the Association for Library Service to Children*, 7(2), 50-52.

This reading promotion used dogs in libraries where children read out loud. Data collected revealed several benefits of therapy dogs in different settings: greater comfort reading aloud, sense of pride, increase self-esteem, and reduced absenteeism. The LaGrange Library in Poughkeepsie, New York, started the reading dog programme in 2008; it has been a success with child participants and their parents, noting reading impact and an overall sense of fun in reading and interacting with the therapy dog.

Goulding, A. (2002). Public libraries and reading. *Journal of Librarianship and Information Science*, 34(1), 1-3.

Reading promotion schemes in UK public libraries have been recently introduced and include initiatives by partner organizations. To be successful, librarians need to understand why people read fiction, the needs that it fulfils and the role it plays in people's lives. UK public libraries are pro-actively addressing the needs to non-readers, particularly in disadvantaged neighbourhoods, with support for the development of adult basic skills and the introduction of the concept of community librarianship.

¹ The Literacy and Reading Section thanks to all those librarians from around the world who responded to call and have provided contributions: samples of research-based reading promotion programmes, research starting points, and the lists of relevant associations. Many other excellent efforts exist around the world, which were not able to be presented here, and librarians are urged to seek them out locally.

Hincker, A., & Specht, P. (2010). Promoting reading in the Strasbourg urban area. *Bulletin des Bibliothèques de France*, 2, 38-42.

Based on a survey of libraries in Strasbourg, many deficits were identified, including facility and collection size, seating and public Internet access; only two branches loaned videos. Consequently, library use was low. Reading promotion policy aimed to improve local services and streamlining public expenditure. The launch of the Pass'relle library card, which facilitated cross-library use, and the opening of the André Malraux multimedia library in Strasbourg were two major steps to create a structured, accessible network based on cooperation and the pooling of resources. Strasbourg is moving away from the traditional public multimedia library towards a new concept of libraries as shared knowledge pools as it exhibits cultural works and promotes library heritage collections.

Lijuan, S. (2007). An introduction to the experiences of popularization activities of reading in Hong Kong and Macao. *Library Journal (China)*, 25(5).

http://en.cnki.com.cn/Article_en/CJFDTotat-TNGZ200705018.htm

The article introduces the popularization activities of reading in Hong Kong and Macao. Based on the analysis of its experiences, the researchers make recommendations for improving reading activities and promotion by taking advantage of public libraries.

Maynard, S., Davies, J., & Robinson, R. (2005). Poetry for pleasure: Promoting poetry to children in public libraries. *Journal of Librarianship and Information Science*, 37(1), 35-43.

This article reports an investigation of the attitudes and opinions of children's librarians towards poetry, and towards its promotion in the public library. It also reports some attitudes towards literature promotion to young people in general. A series of structured interviews with library professionals currently working in the public sector strongly indicate that children's librarians are themselves enthusiastic concerning poetry, and are firmly convinced both of the benefits incurred by children encouraged to read, write and listen to poems from a very early age, and of children's own enjoyment of this genre. Due to its brevity and memorability, poetry is regarded by the interviewees as the most accessible literary form for poor or reluctant readers, despite its wider image as a neglected and "difficult" genre for children and young people.

McSwain, B. (2008). Bringing it all together: Salisbury reads. *APLIS*, 21(2), 62-65.

Over four years Salisbury Library Services in South Australia developed an extensive programme aimed at encouraging all age groups in the community to read. Salisbury Reads has seven components. Some of these components rely on building relationships. They are complemented by another programme Reading @round the Region bringing together nine other local government authorities to focus on readers advisory training and resources.

Palmer, T. (2008). Reading the game: Using sport to encourage boys and men to read more. *APLIS*, 21(2), 78-83.

The UK's National Literacy Trust provides figures about reading habits, and finds that males read less. The author developed Football Family Fun Day: a series of activities and games to highlight the array of sport resources available in libraries. The event targets reluctant readers and appealed particularly to boys and men. Reading habits improved significantly. This article provides several strategies for promoting reading to males.

Quinn, S. (2008). Reading rewards: The evolution of a train the trainer course for public library reader advisers. *APLIS*, 21(2), 44-55.

New South Wales designed and implemented a train-the-trainer programme to teach librarians needed reader advisory (RA) skills. Trainees went back to their site and taught the library staff. The researcher considered that promotion of the libraries and their reading resources through the training programmes was a significant factor in the libraries that experienced strong circulation growth. Many new programmes and promotional activities were instigated, and there was a more proactive approach to collection development.

Sabolović-Krajina, D. (1998). Uloga narodnih knjižnica u poticanju čitanja. In Kraš, M. (Ed.), *Međunarodno savjetovanje Knjižnice europskih gradova u 21. stoljeću: Zbornik radova Međunarodnog savjetovanja*. (pp. 145-152). Varaždin, Croatia: Gradska knjižnica i čitaonica Metel Ožegović.

Especially in an era of printed and electronic mass media domination, the struggle and efforts that the public libraries make in enhancing and promoting reading as basic ability and essential skill of an individual in a modern society is of an utmost importance. By promoting and supporting reading abilities and skills, as well as literacy in general, the papers stresses the key role public libraries have in helping their local communities to join the process of globalization, enabled by highly developed technology and information age demands. The papers presents library reading programmes and initiatives.

Touitou, C. (2010). Présentation de l'étude sur la place de la bibliothèque municipale dans les représentations et les pratiques de loisir, de culture et d'information des jeunes de 11 à 18 ans. *La Revue des Livres pour enfants*, 7(2), 50-52.

The sociological profile of the young supporters does not vary very much from what is known about other generations. The majority if not all of 11-18 year olds interviewed knew about their library, and have been there at least once, mainly with their school. Youth find the library useful, mainly not for themselves but for others or later on, when they will be parents. This phenomenon was termed "familiarité distante."

Vanobbergen, B., Daems, M., & Van Tilburg, S. (2009). Bookbabies, their parents and the library: An evaluation of a Flemish reading programme in families with young children. *Educational Review*, 61(3), 277-287.

Bookbabies, an initiative from the Flemish Reading Association and the Flemish Centre for Public Libraries, was a pilot project organized in 10 Flemish cities where local public libraries worked together with 82 couples with young babies for two years to set up a programme called "having fun with books". The objectives of the research linked to the pilot project were: (1) mapping the parents' experiences regarding the introduction of a reading promotion programme, and (2) presenting a wide range of good examples of practice. There was also a clear objective of including families who were more difficult to reach. Throughout the project, all families were surveyed three times in their own homes. The results of the study show, among other things, that parents particularly need more implicit support for reading to young children. The parents also greatly stress the affective side involved with reading, which resulted in the creation of reading rituals in the families.

Academic Libraries:

Elliot, J. (2007). Academic libraries and extracurricular reading promotion. *Reference & User Services Quarterly*, 46(3), 34-43.

The article traces the historic role of academic libraries in extracurricular reading promotion in the U.S. It states that promotion of recreational *reading* used to be part of an

academic library's mission in as early in the 1920s and 1930s. It claims that extracurricular reading *in libraries started* to decline in the 1960s. It cites the various means by which academic librarians promote extracurricular reading, including creating displays of popular genres, developing paperback collections, and publishing book reviews in blogs.

Hernández, F., & de la Cruz, H. (2007). "365 días de libros": blog para la promoción de la lectura. *El Profesional de la Información*, 16(2), 131-133.

This article describes an institutional blog, created by the library of the Colmenarejo campus of the University Carlos III of Madrid. The aim of the blog is to promote reading among the university population. After first assessing the potential of this participative digital medium for encouraging the use of literature collections, the article describes the steps taken by the library in this campaign that include acquisitions, exhibitions and book reviews posted to the blog.

Smith, R., & Young, N. (2008). Giving pleasure its due: Collection promotion and readers' advisory in academic libraries. *Journal of Academic Librarianship*, 34(6), 520-526.

Academic librarians understandably focus on supporting their colleges' pedagogical and research missions, only incidentally providing other resources, such as popular reading. However, fostering reading for pleasure both supports those pedagogical aims and moves beyond them. The university community needs these services more than ever, as the modes of electronic entertainment and communication employed by students fragment their attention ever further. After a look back on 20th century academic library history, this article highlights ways academic librarians can encourage reading among users, including displays, instruction, programming, connecting with other libraries, expanding ideas of genre, and developing readers' advisory skills.

Trott, B., & Elliott, J. (2009). Barriers to extracurricular reading promotion in academic libraries. *Reference & User Services Quarterly*, 48(4), 340-346.

In surveying higher education libraries without planned reading promotions, the researcher identified several barriers to such efforts: budget constraints, staff issues, and low priority. Proven reading promotions in such settings include book displays, paperback exchange service, collaboration with public libraries for book donations and speaker series, and book discussions.

School Libraries and Child Care Centres:

Farmer, L. (2001). Building information literacy through a whole school reform approach. *KnowledgeQuest*, 29(2), 20-24.

Leveraging a school-wide improvement plan, the school librarian co-chaired a research study group of department representative to promote information literacy. The curriculum was mapped in terms of information literacy instruction and use, and focus groups and content analysis identified current practice. Teachers developed strategies to systematically promote and reinforce literacy. In parallel, another teacher-led research group studied student reading habits, and spearheaded interventions that fostered a culture of reading

Haycock, K. (2003). Support libraries to improve teen reading. *Teacher Librarian*, 30(3), 35.

Studies of teenage reading have found that teenagers like to read and read quite a lot. "Most teenagers like to read and know it is good for them. Therefore, the first priority of

reading promotion campaigns should be to help make reading possible by providing access to books. Once access to reading is taken care of, we can then deal with the small minority of potential readers who have access to reading material but do not read."

Green, S., Peterson, R., & Lewis, J. (2006). Language and literacy promotion in early childhood settings: A survey of center-based practices. *ECRP*, 8(1).
<http://ecrp.uiuc.edu/v8n1/green.htm>

The purpose of this study was twofold: (1) to assess the extent to which early childhood educators engage children in literacy-building activities, and (2) to identify educator or programmatic characteristics associated with the promotion of early literacy activities in child care centres. Multiple regression analysis suggests that certain characteristics related to the educator and programme itself appear to have a positive influence on how often educators promote language and literacy activities in their centres: availability of print materials, the educator's confidence in the training received in basic literacy skills instruction, and the number of children cared for in a particular programme.

Tella, A. (2007). Children reading habits and availability of books in Botswana primary schools: Implications for achieving quality education. *The Reading Matrix*, 7(2), 117-142.

This study examined children's reading habits and the availability of books in Botswana primary schools. Inadequate book availability, lack of interesting children's literature, and television watching were identified as obstacles to developing reading habits. The researcher recommended furnishing primary schools libraries with recent books and getting parents to develop an interest in reading for their children.

Special Library Settings:

Bond, W. (2006). Reading together: Working with inmate fathers. *Library & Information Update*, 5(5), 29-3.

This article reports on an initiative at the Lincoln Prison in England to help incarcerated fathers maintain contact with their children through literacy. The programme also helps support prisoners with poor reading and writing skills. The programme has helped prisoners re-establish their relationships with their children, has prompted the mothers to support the child's reading efforts, has helped combat social exclusion.

Brewster, L. (2008) Books on prescription: Bibliotherapy in the United Kingdom. *Journal of Hospital Librarianship*, 9(4), 399-407.

Bibliotherapy is a concept that has been used in hospital libraries to help improve patient well-being for decades. In the United Kingdom, public libraries have taken over the impetus for running schemes using books to help people with conditions such as depression and anxiety. These *Books on Prescription* schemes have proven popular with medical professionals and patients alike. This article situates current work within the history of bibliotherapy, before a practical outline of current techniques is presented, with suggestions as to how this work can be used in hospital libraries in partnership with medical staff.

General:

Drakulic, A. (2006). A research on the book market in Serbia. *The Herald of the National Library of Serbia*, 105-111.

This article describes the first overall research about books, book shops, publishers, librarians, as well as in buying and reading books in Serbia. This book market research produced simple, accurate answers to many questions; its biggest value is the possibility to focus discussion about the position of books in a constructive way.

Gendina, Natalia. (2004, August). *Information literacy or information culture: Separation for unity: Russian research results*. Paper presented at the meeting of the 70th IFLA General Conference and Council, Buenos Aires.

In an effort to systematically teach and promote information knowledge and skills for today's life, Russians researched this area. Information users, information culture, and information curricula and instruction research is discussed. Recommendations for information literacy are provided.

Greenwood, H., & Davies, J. (2004). Designing tools to fill the void: a case study in developing evaluation for reading promotion projects. *Performance Measurement and Metrics*, 5(3), 106-111.

An evaluation toolkit was developed for a project aimed at supporting new creative partnerships among libraries, museums and the arts to develop new audiences and new venues for reading-inspired creativity. The toolkit provided a uniformly applicable set of performance indicators and data gathering instruments that was used by project managers to assess their reading promotion efforts across venues.

Hee-Yoon, Y., Duk-Hyun, C., & Young-Seok, K. (2006). Libraries in Korea: A general overview. *IFLA Journal*, 32(2), 93-103.

This article overviews the current situation of South Korea's national library institutions as well as different types of libraries in the country. Information literacy, reading promotion, legal and regulatory changes and institutional mechanisms are key components of efforts to continue library development in Korea.

Huang, J. (2006). Develop reading theory and establish a reading-oriented society. *Library Tribune*. http://en.cnki.com.cn/Article_en/CJFDTotat-TSGL200506002.htm

This paper discusses the need for theory research on reading and reading habits. The author asserts that reading research should address the current situation, and that the state should develop culture and education, and support reading activities. The researcher also recommends strengthening library reader services and improving the reading environment.

Jelušić, S. (2005). Dječja knjižnica u razvijanju čitateljske kulture u obitelji : priopćenje o projektu Istraživanje čitateljskih interesa i informacijskih potreba djece i mladih. *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*, 51(14), 77-91.

The author presents current and future work on the research project of investigating reading interests and information needs of children and adolescents. The paper first provides an overview of related research in the world, highlighting the experiences relevant for Croatia. The second part reviews previous research on the behaviour of children and adolescents in Croatia. Results of completed research tasks are presented in part three. Directions for future work in family and library environments are also noted.

Jerotijevic, L. (2006). Buying, reading and publicizing books in Serbia. *The Herald of the National Library of Serbia*, 97-105.

This article thoroughly analyzes the book market structure in Serbia. It presents results of data gathered about the opinions, attitudes and expectation of Belgraders

concerning buying, reading and publicizing books. A specially designed semi-standardized interview was used to survey six selected groups of average or above education and income, who read and buy books. Special attention was paid to market conditions, publicizing means, and places where books are bought and read, including libraries.

Kraayhamp, G. (2003). Literacy socialization and reading preferences: Effects of parents, the library, and the school. *Poetics*, 31(3-4), 235-257.

This research examines the long term effects of reading socialization in the Netherlands: in the family home, the use of library books, and secondary school reading promotion. Reading promotion has increased in the last fifty years, particularly in parental promotional activities. Library use at an early age has also increased significantly. Early experiences and school encouragement both have lasting impact.

Krolak, L. (2005). *The role of libraries in the creation of literate environments*. Hamburg: UNESCO Institute for Education.

This paper discusses the creation of literate environments, and the impact of providing access to books. It outlines the role of libraries in society, particularly in terms of adult literacy programmes, and details the problems libraries face in promoting literacy. Policy recommendations conclude the paper.

Kuzmin, E., Parshakova, A. (Eds.). (2009). *National program for reading promotion and development and guidelines on its realization*. (2009). Moscow: Interregional Library Cooperation Centre.

The book presents Russian National Program for Reading Promotion, which was elaborated by the Federal Agency on Press and Mass Communications and Russian Book Union. It also presents guidelines on the programme's implementation for government, libraries, and different public institutions. The Program is based on the results of the All-Russian survey on the reading situation in Russia in the context of current social and cultural trends.

Lee, Y. (2006, June). The modern history of the library movement and reading campaign in Korea. Paper presented at the IFLA conference, Seoul.

This paper traces the 20th century library and reading movement in Korea. It examines efforts to establish libraries, and notes recent reading campaigns.

Milunovic, D. (2006). Book market in the Republic of Serbia: Publishing, bookselling and library aspects. *The Herald of the National Library of Serbia*, 85-97.

The paper presents a study of book market in the Republic of Serbia. It describes networks of publishers, booksellers and libraries, their relationship, the number of titles published, and the total print run during the last two decades. It describes problems in production and dissemination of books, and the intensity of book selling and use of books through libraries. A significance of a fixed book price and its influence on book market is presented. The paper analyzes book acquisition dynamics and the relationship between the total book acquisition in all types of libraries and the total print run in Serbia.

Šimsová, S. (2008). Joy, not duty: Reading and libraries. *APLIS*, 21(3), 109-114.

This paper traces the history of reading promotion research, focusing on library efforts in the United Kingdom. Research about the reading experience is also synthesized. The author asserts that the best way to serve library users is to try to understand them, to ensure that they are aware of their reading needs: to promote the joy, not the duty, of reading.

Stelmakh, V., & Cole, J. (2006). *Building nations on readers: Experience, ideas, examples. Handbook on reading promotion*. Moscow: Pushkin Library Foundation.

This collection describes the experience of three countries (United Kingdom, Russia, and United States) in promoting reading and reader development. The Russian section of the book includes two articles on Russian experience in promoting reading, bibliography, and information on leading Russian organizations engaged in reading promotion and regional projects.

Thebridge, S., & Train, B. (2003) Promoting reading through partnerships: a ten-year literature overview. *New Library World*, 103(4/5), 131-40.

The seminal texts of a ten year period (1992-2001) are reviewed in order to highlight the rise of reader development and the growing partnership working among sectors of the book industry. The purpose of the article is to draw together the principal texts in this largely uncharted area in order to provide practitioners with a concise and reliable guide to developments of the last decade.

Train, B. (2001, August). *Reading research in the UK*. Presentation at IFLA conference, Boston.

This brief paper summarizes current key trends in current reading research in the UK, focusing on literacy and reader development. Recent literacy-based research has been influenced by the implementation of the Government's National Literacy Strategy, and by subsequent initiatives such as the National Year of Reading and the National Reading Campaign. Thus, reader development activity has grown significantly in recent years, and widespread research is ongoing to investigate the outcome of these projects. The paper concludes with a brief examination of research methodologies, and of a possible increased recognition of the efficacy of qualitative data to demonstrate the value and impact of reading.

Yuguang, W. (2006). Let reading become a part of our life. *Journal of Library Science in China*. http://en.cnki.com.cn/Article_en/CJFDTOTAL-ZGTS200605003.htm

The researcher states that reading is a human right, and helps improve the national quality of a country. The research asserts that libraries should play an important role, and public reading, and that active measures should be taken to promote public reading.

<p><i>"Research is creating new knowledge."</i> Neil Armstrong</p>

Research Starting Points

The following books are good sources of information in starting to incorporate research into literacy and reading promotion.

- Christenburg, L., Bomer, R., & Smagorinsky. (2008). *Handbook of adolescent literacy research*. Westport, CT: Guilford Press.
- Clark, C., & Rumbold, K (2006). *Reading for pleasure: A research overview*. London: National Literacy Trust.
- Čudina-Obradović, M. (2008). *Igrom do čitanja : Igre i aktivnosti za razvijanje vještine čitanja / Game to read: Games and activities for developing reading skills* (5 dopunjeno izd.). Zagreb, Croatia: Školska knjiga.
- Dickinson, D., & Newman, S. (2007). *Handbook of early literacy research*. Westport, CT: Guilford Press.
- Doiron, R., & Asselin, M. (Eds.). (2005). *Literacy, libraries, and learning*. Markham, Canada: Pembroke Publishers.
- Dubin, B., & Zorkaya, N. (2008). *Reading in Russia--2008: Tendencies and problems*. Moscow: Federal Agency on Press and Mass Communications. Analytical Levada-Center.
- Elkin, J., Train, B., & Denham, D. (2003). *Reading and reader development: The pleasure of reading*. London: Facet.
- Farmer, L. (2002). *How to conduct action research*. Chicago: American Library Association.
- Farstrup, A. (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.
- Goethe Institute. (2006, June). *Proceedings of the conference on information literacy*, Goethe Institute, Athens. <http://www.goethe.de/ins/gr/lp/prj/syn/act/006/vort/enindex.htm>
- Hartley, J. (2001). *Reading groups*. Oxford: Oxford University Press.
- IFLA Literacy and Reading Section. (2007). *Guidelines for library-based literacy programs: Some practical suggestions*. The Hague: IFLA. <http://archive.ifla.org/VII/s33/project/literacy.htm>
- Katz, B. (Ed.). (2001). *Readers, reading and libraries*. New York: Haworth Press.
- Jetton, T., & Dole, J. (2004). *Adolescent literacy research and practice*. Westport, CT: Guilford Press.
- Long, E. (2003). *Book clubs: Women and the uses of reading in everyday life*. Chicago: University of Chicago Press.
- Manguel, A. (1997). *A history of reading*. London: Flamingo Press.
- National Institute for Literacy, National Institute of Child Health and Human Development, United States. Dept. of Education. (2002). *The partnership for reading: bringing scientific evidence to learning*. Washington, DC: National Institute for Literacy.
- Ross, C., McKechnie, L., & Rothbauer, P. (2005). *Reading matters*. Westport, CT: Guilford Press.
- Saricks, J., & Brown, N. (2005). *Readers' advisory service in the public library* (3rd ed.). Chicago: American Library Association.
- Shiel, G., Stričević, I., & Sabolović-Krajina, D. (Eds.). (2007). *Proceedings of the 14th European Conference on Reading, Zagreb, Croatia 2005*. Osijek, Croatia: Croatian Reading Association.
- Stelmakh, V. (Ed.). (2003). *Reading world and world of reading*. Moscow: Open Society Institute. Russian National Library.

- Streatfield, D. (2000). *Rediscovering reading: Public libraries and the national year of reading*. Twickenham: Information Management Associates.
- Thebridge, S., Train, B., Dalton, P. (2001). *Partnership in promotion: Publishers, booksellers and libraries working together to promote reading*. Birmingham: University of Central England.
- Train, B., & Elkin, J. (2001) *Branching out: Overview of evaluative findings*.
<http://www.ebase.bcu.ac.uk/cirtarchive/publications/BranchingOut.pdf>
- Trelease, J. (2001). *The read-aloud handbook*. London: Penguin.
- Verhoeven, L., & Snow, C. (Eds.). (2001). *Literacy and motivation*. London: Routledge.

Bookbird: A Journal of International Children's Literature
Glasnik Narodne biblioteke Srbije / The Herald of the National Library of Serbia
<http://www.nb.rs>

Hrčak (Croatian Reading Association journal) <http://www.hcd.hr>

Journal of Adolescent and Adult Literacy

Journal of Early Childhood Literacy

Journal of Literacy Research

Journal of Research in Reading

Literacy

Literacy Research and Instruction

Literacy Today

New Review of Children's Literature and Librarianship

Reading

Reading Research and Instruction

Research about Effective Literacy Instruction <http://www.literacy.uconn.edu/resart.htm>

Reading Research Quarterly

Shkolnaya Biblioteka / The School Library (Russian School Library journal)

Vjesnik bibliotekara Hrvatske (Croatian Librarians Herald) <http://www.hkdrustvo.hr/vbh/>

Relevant Associations

The following representative organizations use research as they promote literacy and reading.

Research:

Center for the Improvement of Early Reading Achievement <http://www.ciera.org/>
Centre for the Public Library and Information in Society (CPLIS)
<http://www.shef.ac.uk/is/research/centres/cplis/research> center for public librarianship
and information research, based in the Information School, University of Sheffield
Florida Center for Reading Research <http://www.fcrr.org>
InfoLit Global <http://www.infolitglobal.info/> This directory lists relevant associations as well
as advocacy and training documents relative to reading and literacy from librarians'
perspectives
International Reading Association <http://www.reading.org>
Minnesota Center for Reading Research <http://www.cehd.umn.edu/Reading/>
National Institute for Literacy <http://www.nifl.org>
Research about Effective Literacy Instruction <http://www.literacy.uconn.edu/resart.htm>
Research Institute of Information Technologies in the Social Sphere
<http://nii.art.kemerovonet.ru/>
UNESCO <http://www.unesco.org/>
U.S. Department of Education Literacy Information and
Communication System: <http://lincs.ed.gov>
What Works Clearinghouse <http://ies.ed.gov/ncee.wwc/>

Promotion:

American Literacy Council <http://www.americanliteracy.com/>
American Library Association <http://www.ala.org>
Asia in the Heart <http://asiaintheheart.blogspot.com/>
Barbara Bush Foundation for Family Literacy <http://www.barbarabushfoundation.com/>
Beginning with Books <http://www.beginningwithbooks.org/>
Books in Europe <http://www.booksineurope.org/>
BookPALS <http://www.bookpals.net/>
California Literacy, Inc. <http://www.caliteracy.org/>
Center for the Book <http://www.read.gov/cfb/> Their site lists reading affiliates and partners:
<http://www.read.gov/cfb/affiliates.html>
Centre for the Book, South Africa <http://www.nlsa.ac.za/NLSA/centreforthebook>
Children's Book Council <http://www.cbcbooks.org>
Children's Literature for Children <http://www.childrensliterature.org>
E-Yliko (Greek digital content for schools by the Hellenic Ministry of Education, Life Long
Learning and Religious Affairs) <http://www.e-yliko.gr/>
EU Read organizations <http://www.euread.com/organisations/>
Eugenides Foundation Library (a programme on information literacy programme organized
by the Library of the Eugenides Foundation in partnership with the Hellenic Ministry
of Education)
<http://www.eugenfound.edu.gr/frontoffice/portal.asp?cpage=resource&cresrc=96&cnode=122>
Ezra Jack Keats Foundation <http://www.ezra-jack-keats.org>
German Sanchez Ruiperez Foundation: <http://childrensliteracylab.org>
<http://lecturalab.org> (*Spanish version*)
Hrvatsko čitateljsko društvo (HČD) / Croatian Reading Association <http://www.hcd.hr/>

Hrvatsko knjižničarsko društvo - Komisija za čitanje / Croatian Library Association Reading Section http://www.hkdrustvo.hr/hr/strucna_tijela/40/uvod/

If I Can Read, I Can Do Anything (Native American reading club) <http://sentra.ischool.utexas.edu/~ifican/index.php>

International Association of School Librarianship <http://www.iasl-online.org>

International Book Project <http://www.intlbookproject.org/>

International Board on Books for Young People <http://www.ibby.org>

International Federation of Library Associations: Literacy and Reading Section, Information Literacy Section <http://www.ifla.org>

Interregional Library Cooperation Centre: <http://www.msbs.ru>

Literacy.org <http://www.literacy.org/>

Literacy Connections <http://www.literacyconnections.com/>

National Book Centre of Greece (a partnership between the Hellenic Ministry of Education and the National Book Centre to promote information literacy) <http://www.ekebi.gr/frontoffice/portal.asp?cpage=RESOURCE&cresrc=6287&cnode=351&clang=0>

National Jewish Coalition for Literacy <http://www.njcl.net/njcl/Home.html>

National Literacy Trust <http://www.literacytrust.org.uk/>

National Right to Read Foundation <http://www.nrrf.org>

Non-Profit Pushkin Library Foundation: <http://www.pushkinlibrary.ru>

Opening the Book Ltd. (training and consultancy in reader development) <http://www.openingthebook.com/>

ProLiteracy <http://207.10.202.151/NetCommunity/Page.aspx?pid=191&srcid=-2>

Raising Readers in Story County (an example of one region's partnerships in support of reading) <http://www.amesamrotary.org/RaisingReadersInStoryCounty/>

Reach Out and Read <http://reachoutandread.org/>

The Reading Agency <http://www.readingagency.org.uk>

Reading and Literacy <http://www.readin.org/>

Pen American Center <http://www.pen.org/>

Reading is Fundamental <http://www.rif.org>

Reading Worldwide http://www.reading-worldwide.de/zeigen_e.html

Russian Association of Reading: <http://www.rusreadorg.ru>

Russian Book Union: <http://www.bookunion.ru>

Russian School Library Association: <http://www.rusla.ru>

Student Coalition for Action in Literacy Education <http://www.readwriteact.org/>

Taking It Global: Literacy Promotion and Social Rehabilitation Organization <http://orgs.tigweb.org/literacy-promotion-and-social-rehabilitation-organization>

Three Cups of Tea <http://www.threecupsoftea.com/>

Women's National Book Association http://www.wnba-books.org/literacy_partners/

Sample Organizational Partnering: Center for the Book Outreach to Young Readers

Lifelong habits are often formed at an early age, which is why the Library of Congress's Center for the Book pays particular attention to K-12 students. These youth-oriented programmes encourage reading activities that engage children as well as their families:

➤ *Read.gov portal* <http://www.read.gov>

This multimedia website offers resources from the Library of Congress designed to stimulate the reading of books and to interest users in learning about authors and illustrators. A

highlight of Read.gov is the exclusive story, “The Exquisite Corpse Adventure,” written and illustrated by many of the nation’s best authors and artists for young people.

➤ *National Ambassador for Young People’s Literature.*

This position was created to raise national awareness of the importance of young people’s literature as it relates to lifelong literacy, education and the development and betterment of the lives of young people. During the two-year term, the National Ambassador travels the country to promote reading by young people. Administered with the Children’s Book Council.

➤ *Letters About Literature* <http://www.lettersaboutliterature.org>

The Letters About Literature contest invites children in grades 4-12 to write a letter to an author (living or dead) explaining how that writer’s work affected them. Winners and their schools receive cash awards at the state and national levels. Letters About Literature is co-sponsored with Target.

➤ *River of Words* <http://www.riverofwords.org>

Each year, in affiliation with the Center for the Book, River of Words, a non-profit organization dedicated to supporting the nation’s watersheds through its educational programmes, conducts an international environmental poetry and art contest for students ages 5 through 19. The contest is designed to help youth explore the natural and cultural history of the place where they live and to express, through poetry and art, what they discover.

➤ *Read It Loud! Campaign* <http://www.readitloud.org>

Just because children are too young to read doesn’t mean they can’t discover the power of books. This campaign, in collaboration with the Read It Loud! Foundation and other partner organizations, aims to have 5 million adults reading to young children daily.

➤ *National Book Festival* <http://www.loc.gov/bookfest>

This celebration of reading has been held since 2001 on the National Mall in Washington. The festival attracts more than 130,000 book lovers from across the nation who come to hear their favourite authors talk about their works, meet characters from books and television shows and learn about authors from all the states in the Pavilion of the States. There are two pavilions especially for young people.

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity.... For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

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