

Successful Reading Programmes

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Cyprus

Life Long Leaders

1. Description of successful reading program/ Policies	
Description created by CARDET	
Title	Life Long Readers
URL	http://www.lifelongreaders.org/
Funding Agency	Duration
Lifelong Learning Programme	24 months
Short Description (max. 200 words)	
<p>Lifelong Readers (LiRe) Project aimed to provide school librarians, teachers, and administrators with guidance and tools for encouraging children of ages 6-12 to develop lifelong reading habits.</p>	
Objectives (General & Specific)	
<p>The Lifelong Readers (LiRe) project aimed:</p> <ol style="list-style-type: none"> 1. To convince stakeholders about the need to devote more time and effort to reading promotion and to place reading for pleasure at the centre of their policies, approaches and practices. 2. To provide stakeholders with guidance, training, and an array of tools for reading promotion in the primary school. 3. To initiate change by implementing reading promotion programmes in all participating countries. 	
Description of Main Activities and Methods	
<p>The LiRe project built a reading promotion framework which features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under such categories such as Reading Promotion through Play/ ICT/ Volunteerism/ Awards/ the Arts; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools.</p>	

In accordance to the above-stated aim, the general objective of the LiRe project was to create and disseminate a Lifelong Readers Framework, which strived to convince, guide and support reading promotion in European primary schools. The LiRe Framework gathered reading promotion experience and knowhow from across the EU and the globe, organised it into solid and accessible bits of information, and made it available to stakeholders. It provided both actual examples of successful reading promotion and general guidance regarding successful designing and implementation of such programmes.

More analytically, the completed LiRe framework features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under categories; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools. LiRe Training Modules have also been developed and implemented, which address the reading promotion training of teachers, school librarians, and administrators.

After developing the framework, the LiRe consortium proceeded to implement reading promotion action plans in several EU primary schools and published Implementation Reports (Case Studies); these case studies were presented to all stakeholders as examples of applied, whole-school, LiRe reading promotion programmes. Translated, localized and condensed versions of the LiRe Framework have been published and disseminated. Partners presented and published about the Lifelong Readers project, in order to maximize its impact on European reading promotion.

Results/ What we learned

Reading promotion is rarely organised as a whole-school educational programme, or planned and encouraged on a nation-wide basis, let alone on a European basis. Through its Reading Promotion Framework and Training Modules, the Lifelong Readers project provides the first of its kind programme at a European level, encouraging educational authorities and schools to view reading promotion as something that has to be pursued in an organised, systematic and systemic manner. LiRe engages and addresses the needs of all school staff members; it covers all facets of reading promotion, such as reaching disadvantaged pupils and families, involving parents, promoting reading to boys, promoting reading through ICT; it also amasses a large body of successful reading promotion actions, providing schools with an assortment of choices.

- Descriptions of successful reading promotion programmes (Framework Part A); this is a set of twenty four documents which summarize real cases of successful reading promotion programmes. In this manner, the framework provides stakeholders with solid information about how a successful reading promotion programme looks like.
- Research report & Guiding Principles, Strategies and Approaches (Framework Part B), which communicates to stakeholders research results regarding reading promotion, as well as guidance through a series of Guiding Principles, Strategies and Approaches, to be used when designing and implementing a reading promotion programme.
- The Assortment of Reading Promotion Actions (Framework Part C), which aims to compile and assort one hundred and two proposed reading promotion actions, from which a school may select and adjust the ones it finds most appropriate for its context and its own reading promotion programme.
- Reading Promotion Sources & Resources (Framework Part D); an annotated catalogue of theoretical sources and educational resources which pertain to reading promotion. Through this product, primary school administrators, librarians and teachers have access to a large and multifaceted body of sources and resources that will help them in their efforts to build quality reading promotion programmes.

What parts of this program can be adapted for the Boys Reading program

The whole approach of LiRE can be adjusted to match the needs of the current project. The LiRE framework that is based on a whole school program is very appropriate, along with the reading promotion actions and activities as they were designed and implemented for this project.

The adjustments we need to make in several of these activities are related to the target group which in our case are the 11-15 year-old boys. In this regard, we will use texts more relevant to boys and engage tools such as comics, tablets, games that are connected to boys' experiences.

Are you reading?

2. Description of successful reading program/ Policies	
Description created by CARDET	
Title	Are you reading?
URL	http://www.cardet.org/diavazoume/
Funding Agency	Duration
Lifelong Learning Programme	24 months
Short Description (max. 200 words)	
<p>The project explored the reading motivation, attitudes, habits and behaviors of primary school students. At the same time, it aimed to develop and implement a pilot project to promote a love of reading. Specifically, the project explored why, how, when, and how children read in Cyprus and developed strategies and approaches that encouraged them to read.</p>	
Objectives (General & Specific)	
<ol style="list-style-type: none"> 1. In-depth scientific research into the causes behind the poor literacy levels in Cyprus, in order to detect one of the obstacles to be removed and the other incentives and additional positive factors that should be strengthened. 2. Proposal for a specific, comprehensive strategy and approach, which can be used directly as part of the Education Reform and the new Curriculum. 3. Support of schools, directors and teachers in implementing the new Curriculum for Literature and the pursuit of the central objective to foster a love of reading. 	
Description of Main Activities and Methods	
<p>The results are derived based on data collected from large-scale mixed research methodology (mixed methods), with the participation of students, parents and teachers in all grades of the elementary schools in all districts of Cyprus. Collected quantitative and qualitative data both through questionnaires and through interviews and investigative laboratories. Followed by processing and analyzing data.</p>	

Tools were designed based on the findings of the literature review and considering the Cyprus composed as to dimensions of reading attitudes of students 1st – 6th grades. After designing the six research tools, a pilot implementation was conducted.

Data collection included:

- Focus groups for students 1st – 3rd grade at Primary school
- Interviews with parents of students 1st – 3rd grade at Primary school
- Focus groups with teachers who teach in 1st – 3rd grade at Primary school
- Students Questionnaire 4th – 6th grade Primary School
- Parents Questionnaire for students 4th – 6th grade Primary School
- Interviews with teachers who teach in 4th – 6th grade at Primary school

Main deliverable for the project was Guide to Promote a love of reading and the sampling Reading program, which consists of the following parts:

1. Reading Book and motivation «reading engagement»
2. General Strategy: Parallel development of reading skills and reading motivation
3. Approach and techniques to promote a love of reading
4. Guiding principles for effectively promoting a love of reading
5. Libraries, schools and communities that support a love of reading successfully

Results/ What we learned

The project at the beginning, formed a complete and factual picture of the reading attitudes, habits and behaviors of students of Cypriot primary school, motivation and positive factors that can enhance or strengthen the engagement of children in the book, and barriers that restrict love reading in Cyprus. This was achieved through a large-scale study, the findings and recommendations of which were utilized to develop appropriate strategies and approaches to removing barriers and increasing incentives for reading books from primary school pupils.

The results of the project respond to the following questions:

1. What are the reading attitudes, habits and behaviors of primary school pupils?
2. What barriers and other factors operate negatives for reading books from primary school pupils in their spare time?
3. What incentives and other positive factors may enhance or strengthen the involvement of primary school pupils with the book?

4. What strategies and approaches could remove barriers and enhance incentives for reading books from primary school pupils?

What parts of this program can be adapted for the Boys Reading program

The cultivation of love for reading offers advantages that last for the entire life of children. The main ideas of this project can be adjusted to match the needs of the current project.

- Cultivation of positive attitudes and perceptions towards reading books in his spare time
- Incentives for students
- Involvement of teachers and parents / guardians
- Collaboration between school and parents / guardians
- Support training of reading experts

Science Fiction in Education (SciFiEd)

3. Description of successful reading program/ Policies

Description created by CARDET	
Title	Science Fiction in Education (SciFiEd)
URL	http://www.scifieducation.org/
Funding Agency	Duration
Comenius LLP project	24 months
Short Description (max. 200 words)	
<p>The SciFiEd project, focuses on providing teachers with tools, training, and guidance that will assist them in enhancing their teaching, making science more attractive to students, connecting it with real-life issues such as the environment, and providing girls and other marginalised groups with access to science.</p>	
Objectives (General & Specific)	
<p>The general objective of the SciFiEd project is to create and disseminate a SciFi in Education Toolkit, which will strive to convince, guide, and support educators in</p>	

introducing Science Fiction in education, gather and develop experience and knowhow in this field, organise it into solid and accessible bits of information, and make it available to stakeholders.

More specific the SciFiEd project aims to:

- Increase pupils' motivation and achievement in science and other subjects, through the introduction of Science Fiction in education.
- Enhance the quality of teaching Science and Technology, as well as an array of other subjects to children aged 9-15 and higher.
- Connect science education with real-life issues such as the environment.
- Provide girls and other marginalised groups with better access to science education.
- Contribute to the improvement of initial teacher education and in-service professional development of science teachers and to the exchange of innovative teaching practices.

Description of Main Activities and Methods

- Research Report and Summary of Suggested Approaches and Methods (Part I of "SciFiEd Toolkit").
- Introduction to Science Fiction and its Subgenres (Part II of "SciFiEd Toolkit")
- Review of Significant SciFi Texts for Children and Young Adults
- Guidelines and Ideas for Incorporating SciFi in Various Educational Areas (Part IV of "SciFi-Ed Toolkit")
- Guide for Educators: How to Use Multimedia Technologies to Effectively Introduce Science Fiction in Education.
- Sample Cross-Curricular SciFi Units

Results/ What we learned

Based on results of field research performed in partner countries, we may draw the following conclusions:

1. In some participating countries, like Poland and Romania, SF literature is well developed and popular among children and young people. In the rest of the participating countries science fiction for children and young adults is at a developing stage. In some countries, such as Cyprus, recent developments in the field show an emerging appreciation for and development of the SF genre. As far as translated SF is concerned, American science fiction seems to be popular in most participating countries.

2. In all countries, while there is not much reference to teaching scientific facts, concepts or processes through SF. This is not found in teacher-training either and a vast number of educators are not familiar with SF and its pedagogical potential. Nevertheless, a limited number of practitioners do propose and employ interesting educational activities that utilize SF.
3. In all participating countries, the inclusion of SF in curricula is marginal and limited, if it exists at all. Additionally, when referred to, it is only included under Literature and never in relation to Science. Interdisciplinary approaches to SF are rare and only generally described. The pedagogical and educational valences of SF literature are not fully exploited in education, most of this issue being left to teachers' choice.
4. In all countries, there is the potential for SF to be introduced by teachers should they choose, and the majority of educators believe that SF could be of use in many areas such as Science, English & Communications, Maths, Social Studies, Environmental Education and History.
5. Teachers and experts recognize multiple educational benefits stemming from SF in education: increased student motivation; vocabulary and language skills; critical thinking; environmental and civic sensitivity; imagination and self-esteem; opportunities to explore visions of the future and critique of the present; students' cognitive awareness and critical awareness about science; students' realization of the interconnections between science, technology, culture, society, and the environment.
6. There are at least four types of activities for utilizing SF film and other media:
 - Use of comics or film as a stimulating introduction to a new subject/theme;
 - Interrogations of the scientific bearings of sci-fi scenes;
 - Peruse of sci-fi film and cartoons to study phenomena and even perform measurements (using technology);
 - Analysis of how science, technology and scientists are depicted in these media.

What parts of this program can be adapted for the Boys Reading program

The use of the science fiction as a book genre can be a useful tool in order to engage boys in reading as it is appealing to boys and it fits to their interests.

European Pictures Book Collection II (EPBC II)

4. Description of successful reading program/ Policies

Description created by CARDET	
Title	European Pictures Book Collection II (EPBC II)
URL	http://epbcii.eu/
Funding Agency	Duration
Comenius Multilateral LLP project	24 months
Short Description (max. 200 words)	
<p>EPBC II aimed to create a collection of picture books from all 27 member states with accompanying educational material using cutting edge ICT. It will benefit from the advancement of educational technology to build a comprehensive, interactive and user-friendly database which will make all of the project outputs available on-line. This project is a continuation of the original European Picture Book Collection (EPBC) which was created by European scholars and educators working in the field of children's literature and teacher education. Through reading the visual narratives of at least one picture book from each member state, the first EPBC was devised to help both teachers and children to learn more about their European neighbours' languages, literatures and cultures.</p> <p>EPBC II project promoted a structured pedagogical use of picture books focusing on second language teaching and learning. The picture books appeared as flipping books (either the whole book or parts of it depending on copyright permissions) and will be accompanied by on-line interactive activities that will bring the e-books in dialogue with each other and engage students in creative literary, linguistic and cultural comparative processes.</p>	
Objectives (General & Specific)	
<p>The project aimed to build a European Picture Book Collection (EPBC) by European scholars and educators working in the field of children's literature and teacher education and purported to bring to children across Europe at least one picture book per country.</p> <p>More specific, the project goals are the following:</p> <ul style="list-style-type: none"> • Collect picture books from 27 EU states and ethnic, linguistic or religious groups within them 	

<ul style="list-style-type: none"> • Make them available to children, educators, librarians, and scholars • Provide the means and support to educators in order to incorporate EPBC II in their teaching
<p>Description of Main Activities and Methods</p> <p>The main activities of this project are:</p> <ol style="list-style-type: none"> 1. Bibliographic Catalogue: useful information regarding all 65 picture books of the EPBC II collection 2. Group of suggested activities that can be used in the classroom (Culture, Language, Literature translated in English, Estonian, German, Greek, Polish, Romanian) 3. Guide for Teachers: guidelines and suggestions on how to get started with the EPBC II, translated in English, Estonian, German, Greek, Polish, Romanian. 4. Training Modules for Teachers: these modules are a useful tool for teacher-trainers who wish to train teachers in the use of EPBC II or other European picture books. 5. Online Activities: short, interactive activities connected to specific books from the collection
<p>Results/ What we learned</p> <p>Exploiting picture Books, we learned that the read image is:</p> <ul style="list-style-type: none"> • Required: the study of images as separate entities from the text • Image - text: different sources of information that contribute in different ways to the narrative of history <p>Pictures Books from Educational area (literature), students are:</p> <ul style="list-style-type: none"> • Adopt a positive stance towards reading literature • Develop literacy awareness through metacognitive reflection • Appreciate and take pleasure in the aesthetic qualities of European pictures books
<p>What parts of this program can be adapted for the Boys Reading program</p> <p>EPBC II is having a profound and multifaceted impact on educators and students and their teaching/learning practices, by encouraging, enhancing and supporting:</p> <ul style="list-style-type: none"> • Improvements in pedagogical approaches regarding the teaching of European languages and literatures • The learning of modern foreign languages

- The quality and European dimension of teacher training and student learning
- The development of innovative ICT-based content and pedagogies

That impact can be transferred to the current project with some adjustments.

Edu Comics Project

5. Description of successful reading program/ Policies	
Description created by CARDET	
Title	Edu Comics Project
URL	http://www.educomics.org/
Funding Agency	Duration
Comenius LLP project	24 months
Short Description (max. 200 words)	
<p>EduComics show educators how online comics can be used in the classroom to enhance learning, engage and motivate students, and use technology in a practical and effective way. The project created training material for teachers and organized seminars for teachers in Greece, Cyprus, UK, Italy and Spain, in order to show strategies and lesson plans in their schools.</p> <p>The potential for Web comics to be used in education offers educators a means of using multimedia (text, images, audio and video) with their students in most curricular areas. For example, within science, a student can navigate through a web comic book that shows different characters/actors arguing about a science topic. In languages, characters could be placed in a restaurant where they have to order a meal. A web comic can also allow audio in the languages.</p>	
Objectives (General & Specific)	
<p>The main goal of the project was to help children forge an alternative pathway to literacy by writing, designing, and publishing original web comic books.</p> <p>More specific, Edu Comics goals were:</p> <ul style="list-style-type: none"> • To show educators how online comics can be used in the classroom to enhance learning, engage and motivate students • To create training material for teachers and organize seminars about the educational use of comics for teachers in Greece, Cyprus, UK, Italy and Spain. 	
Description of Main Activities and Methods	
<p>Description of Pilot Studies:</p>	

1. Using digital comics to develop students' ability to distinguish between observation and interpretation (elementary school – Cyprus) (EN)
2. Pilot Use of Educational Digital Comics in teaching Modern Greek Language in a class of Junior High school (Greece) (EN)
3. Educational Digital Comics in a class at Junior High School (Italy) (EN)
4. Educational Use of Digital Comics in a class at Primary School (Italy) (EN)
5. Incorporating Digital Comics in the Learning Of English as a Foreign Language for 3rd-Year Secondary School Students (Spain) (EN)
6. Pilot Implementation of Digital Comics in the English as a Foreign Language Classroom for 4th-Year Secondary School Students (Spain) (EN)
7. Enhancing Teaching and Learning at Primary School with Digital Resources in the Classroom: A case study using ComicLab (SPAIN) (EN)
8. Digital comics to develop students' independent active language learning - Secondary/Adult school (Czech Republic) (EN)
9. Use of Educational Digital Comics to support language learning in a group of UK students aged 12-13 (UK) (EN)

Pilot Uses of Educational Digital Comics in Classroom

1. Use of Educational Digital Comics with Students of Secondary Education on the subject: INTRA-SCHOOL VIOLENCE "Action-Reaction" (EN)
2. Pilot Use of Educational Digital Comics in teaching Modern Greek Language in A class of Junior High school (EN)

Multimedia Story Telling for Students of Primary Education

1. Web Comics nella didattica (IT)

Results/ What we learned

Comics from a pedagogical perspective:

1. are a worldwide language understood
2. challenges the senses
3. transform the abstract into concrete
4. boost the imagination of teenagers
5. are motivating
6. are visual

What parts of this program can be adapted for the Boys Reading program

The use of comics in education is based on the concept of creating engagement and motivation for students. It has been noted that the use of a narrative form such as a comic can foster pupils' interest in science and help students remember what they have learnt. It also provides a means of fostering discussion. So, in the current project that aims to make reading an integral part in the life of boys aged 11-15, who are currently unenthusiastic about books, we believe that comics will serve as a pleasant form of reading that students will worship.

Austria

2.2.4.1. Wir lesen! (We are reading!)

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	Wir lesen! (We are reading!)
URL	http://www.wirlesen.org
Funding Agency	Duration
Bundeskanzleramt Österreich	Still ongoing
Short Description (max. 200 words)	
<p>This initiative of the „Büchereiverband Österreich“ (Austrian Library organisation) has the intention to promote reading. The goal of the project “Wir lesen!” (We are reading!), which is financed by the “Bundeskanzleramt Österreich” (Federal Chancellery of the Republic of Austria), is to build up a reading promotion framework to summarize reading promotion activities in Austria like reading campaigns, didactically reading materials and advanced education. Additionally the aim is to create a Webportal for all reading stakeholders. “Wir lesen!” therefore tries to motivate in particular young people in Austria to increase their literacy, but also refers to multilingual readers and those with low education.</p>	
Objectives (General & Specific)	
<p>In accordance to the above-stated aim, the general objective of the project is to create and disseminate a Readers Framework, which support reading promotion in Austria.</p>	
Description of Main Activities and Methods and the Results	

First the Focus of the initiative lies at the public libraries of Austria. From the start on it was one of the main goals to increase their role as “attractive reading places” and to equip them with high quality know-how in the area of reading promotion. Second, the online reading portal was created in October 2013 which is still online and up-to-date. This portal offers fundamental background information to language and reading and to practice near tips concerning the promotion of reading. There are several menu items like “Why reading?”, “How to promote reading?”, “What to read?”, “Tips and Tools” as well as “reading networked”. There the users can find lots of best-practice-examples, core texts, videos, download materials and a comprehensive linklist.

Additionally there is a “news area” included which informs of important current projects, studies or activities. There are also the last studies of promoting reading and topics like gender reading and the differences between boys and girls with their reading habits, including links to reading materials to this topic.

Third, all interested people in the area of reading and literacy are called on to support the initiative by sending new information about interesting new projects for promoting reading, new links and publications, books or new ideas. So the aim is to keep up the discussion, information and exchange about the topic.

For instance one mentioned successful campagne was called ““Österreich liest. Treffpunkt Bibliothek” (Austria is reading – Meeting point library“, <http://www.oesterreichliest.at>. This is a festival of literacy which took place 2014 the ninth time. Local libraries, school libraries, town libraries, libraries of universities and the Austrian national libraries took part as well as Austrian libraries abroad. They offer walkings with literature, reading nights, literacy café’s and so on.

The so build up framework gathers reading promotion experience and knowhow from all parts of Austria and makes it available to stakeholders. It provides both actual examples of successful reading promotion and general guidance regarding successful designing and implementation of such programmes.

What parts of this program can be adapted for the Boys Reading program

The whole approach can be adjusted to match the needs of the current project. The “Wir lesen!” framework is very appropriate, along with the reading promotion actions and activities as they were designed and implemented.

The adjustment to make is to go more into deep with the boys’ relevant topics.

Lesen fördern ! (Promote reading !)

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	Lesen fördern ! (Promote reading !)
URL	https://www.bmbf.gv.at/schulen/pwi/pa_archiv/lesen_foerdern.html
Funding Agency	Duration
Bundesministerium für Bildung und Frauen	ongoing
Short Description (max. 200 words)	
<p>This is an initiative of the Austrian Federal Ministry of Education and Women's Affairs which defines in the convention degree that reading is one of the most important competences in our society and it aims to improve the reading competences of Austrian pupils through a better school system. Therefore schools shall improve the competences of understanding, use and reflection of texts of school pupils of the whole primary school system and shall include all education lessons, not only the German lessons.</p> <p>The aim is to increase the cooperation between teachers to improve reading motivations and reading comprehensions of school pupils. Additionally the cooperation between teachers and school libraries shall be improved.</p> <p>On base of this policy lots of activities and key aspects for promoting reading at school pupils have been initiated.</p>	
Objectives (General & Specific)	
<p>The main objective of "Lesen fördern!" is to create a sustainable quality in all activities of promoting reading for school pupils. The main aims are:</p> <ul style="list-style-type: none"> • To increase reading motivation and reading competence at all school levels • To promote weak readers • To develop an all-embracing broad reading culture at Austrian schools 	
Description of Main Activities and Methods and the Results	
<p>In accordance to the above-stated aim, lots of activities and focuses are determined on base of this policy:</p> <p>(You can find the policy on: "Erlass BMBWK-29.540/0015-V/2005 v. 30. März 2005 (pdf, 381 KB)")</p>	

- The topic of promoting reading was integrated as a main part in the training and education of teachers.
- There were created guidelines for teachers for their planning and implementation of promoting reading. Additionally special information and education materials were created and are accessible for all teachers.
- New initiatives were created and are still established on base of this policy. For instance „LESEFIT. Lesen können heißt lernen können“ (Reading fit. If you can read than you can learn) in cooperation with the Austrian Book Society. They publish educational materials, ideas for teaching lessons.
- One main topic is the aspect of gender specific reading for establishing appropriate promotion of children with different gender as well as children with another first language than German.
- Exemplary school projects are published on the platform „Good Practice-Examples“ and are funded.
- All initiatives for promoting reading get evaluated.
- All teachers and persons in educational management are ask to take this policy as basis and initiate appropriate actions to promote reading competences and motivations of their school peoples.
- 2002/2003: The “Salzburger Reading screening” had to be realized in school level 3 and 5. This is an instrument for testing the basal reading competences of the school pupils at level 3 and 5. The results were used for explaining the current situation and to discuss appropriate promotion tasks at the specific school. The implementation range from taking part at promoting programmes like “Lesefit” to detailed reading training or individual promotion actions. The schools were legally obligated to send the results and promoting actions to the school inspection.
- www.literacy.at: This is a platform of the Austrian Federal Ministry of Education and Women's Affairs for all stakeholders as teachers, persons in educational management, libraries and school pupils. It was established as a result of above mentioned initiative of the Ministry and on base of the Austrian convention degree. Lots of educational materials, interviews, tips, multimedia as well as information of researches and activities can be downloaded and are therefore helpful for persons in the area of promoting reading.

What parts of this program can be adapted for the Boys Reading program

The whole approach can be adjusted to match the needs of the current project. It is a good example how promotion of reading can be implemented in a society on base of a federal decree. The adjustment to make is to focus more on school pupils of the ages 10-15 years and to boys.

Zeit Punkt Lesen

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	Zeit Punkt Lesen
URL	http://www.zeitpunktlesen.at
Funding Agency	Duration
Initiated by Landeshauptmann-Stellvertreter Mag. Wolfgang Sobotka	Start 2007
Short Description (max. 200 words)	
<p>„Zeit Punkt Lesen“ was started in 2007 from the Lower Austrian governor deputy Mag. Wolfgang Sobotka. This initiative promotes children in their reading processes and teenagers in their reading habits. Reading is seen as basal skill which has to be learned as lifelong competence. In the foreground stands the creation of easy to implement projects, which activate reading performance. “Zeit Punkt lesen” is a cooperation which initiates lots of activities to show young people how pleasure it can be to read in all parts of daily life and in leisure time. The reading culture consequently shall be kept on life to increase the reading competences.</p>	
Objectives (General & Specific)	
<p>In accordance to the above-stated aim, the general objective of the initiative is to draw the attention of teachers, educational staff, parents and school pupils to the importance of reading for the personnel development and the development of creative potential of their children.</p> <p>The objective is to give positive inputs to the regional reading culture with the long term aim to improve reading as one of the basis qualifications to manage the all-day life.</p>	
Description of Main Activities and Methods and the Results	
<p>To reach the main aim of this initiative – to promote reading as one of the most important basis qualifications for young people – lots of activities were realised:</p> <ul style="list-style-type: none"> - Activities in schools, kindergartens - Placing books for young and older children in hospitals 	

- Reading parties
- Reading mobile
- Reading theatres
- Voting of the favourite book of the region
- Reading competitions
- Cooperation projects with “KIJUBU - Kinder- & Jugendbuchfestival”, “Literaturfestival Blätterwirbel”, “Schillergespräche”, “NÖ Literaturkarussell”, “Readme.cc”

Some special projects:

“Leos LesePASS”: This is a reading pass. In this paper each child has to fill in the titles of all books which she/he had read during a special time period. At the end of the period each child with reading pass got a short present.

A special aim is to go additionally interactive ways besides the classical reading institutions to create in parents minds a new conscious of reading habits. For instance, there was initiated a video film competition (“Dreh-Buch”). Each child had the possibility to create a video from their favourite book.

Another special initiative was “Achtung, Ferig, Lies!”. This was an initiative in lower school level and gives the possibility to borrow huge puzzles with the contents “We are reading the world.”

All these actions have the aim to motivate children to read more and therefore increase their reading competences.

What parts of this program can be adapted for the Boys Reading program

The whole approach can be adjusted to match the needs of the current project. The initiative shows lots of ways of promoting reading in regional areas, also including digital media. Some of them have to be adapted to the project’s target group which is boys between 11-15 years.

The Austrian Reading cooperation

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	
URL	http://www.buchklub.at/
Funding Agency	Duration
	ongoing
Short Description (max. 200 words)	

The Austrian Reading cooperation („Österreichischer Buchklub“) was established to promote reading. Today it is the biggest organisation in Austria for promoting reading. Over 6000 voluntary employees are working for this organisation, most of them in Austrian schools. The main objectives are to create reading pleasure and promote reading competences. There are centres in each federal state of Austria and each of them has a big network of reading educationalists in all school districts. The headquarter is located in Vienna (KinderLiteraturHaus Wien). There you also can find the “Ü-Die Bücherbühne“. This is a centre for activities to impart books for children and young adults.

The Austrian Reading cooperation is established to have a contact point for reading pedagogic. It is a huge network of pedagogical staff. It is also a publishing company for production and distribution of youth medias. The Austrian Federal Ministry has recommended in a decision to implement these books into the lessons in Austrian schools. They additionally offer lots of services round the topic reading.

Objectives (General & Specific)

This cooperation has following aims:

For school pupils :

- To wake the interests of young people, by supporting them with youth magazines. These magazines include topics of interests for girls and boys in the level of difficulty of each school level. In this way, reading interests shall be increase.
- To show them ways to the world of books and digital reading.

For pedagogical staff :

- To support them with materials of actual reading research
- To support them with information and additional education to the topic promoting reading and youth literacy.

For parents :

- Make them their role as reading model and reading partner conscious
- To support them with reading medias for them and their children

For schools and kindergarten :

- Support them with book and media packages for their libraries
- Show them possible projects and activities for promoting reading at their classes

Description of Main Activities and Methods and the Results

There are lots of activities which were performed the last years in accordance to the above mentioned aims.

- They have establishing reading initiatives in the whole Austria and make advertising for reading and for books.
- They have organised reading events
- They have organised seminars for teachers
- Every year they prepare 30 book suitcases with award-winning books and materials for the lessons in schools. All books which got the “youth book price” are included in this suitcase and additionally didactically materials to the books are included. Schools have the possibility to borrow this suitcase without paying any money.
- “Wissen-Trolley” (Knowledge trolley): this is like above mentioned book suitcase, but in this trolley are specialized books included, which were nominated to the “Price of the best science books” list. There are additionally didactically materials for school lessons. In this way the books come (without payment) directly to school pupils and schools can use the best youth science books of the year. The initiative includes a competition where these books can be won for the school libraries.
- Service point with psychologists and reading experts which give teachers and parents tips and answers in the whole field of reading.
- Publishing of magazines for young people to include them into school lessons, including didactically materials to support teachers.
- For young readers in the age of 10 to 14: book club “Gorilla” with magazines, Cyber tours, downloads and workshops, magazine “Jö” for children from class 5 up, magazine “Topic” and “crossover” for children from class 7 up, all with additional teaching materials.
- Furthermore, they are part of European Commission founded projects, like the two years projects ELINET (www.eli-net.eu) The European Literacy Policy Network. The network ELINET was initiated to gather and analyse policy information; exchange policy approaches, good practice, and initiatives and raise awareness of the importance of acting now to reduce the number of children, young people and adults with low literacy skills by 2020. ELINET is formed of 79 partner organizations from 28 countries. They will develop tools that can be used by different members as well as supporting existing and encouraging new activities.

What parts of this program can be adapted for the Boys Reading program

The whole approach of the Austrian Reading Cooperation is a good example for successful promotion of reading in terms of providing institutions as well as parents with adequate reading materials.

Leseoffensive Steiermark

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	“Leseoffensive Steiermark”
URL	www.leseoffensive.st
Funding Agency	Duration
Styrian Federal State government (Steiermärkische Landesregierung)	2008-2013
Short Description (max. 200 words)	
<p>„Leseoffensive Steiermark“ (Reading offensive Styria) was a project of the Styrian Federal State government in cooperation with „Lesezentrum Steiermark“ (Reading centre Styria). The main aim was to improve the request of reading and listening of young children and teenagers and to increase the pleasure of adults to read books to their children.</p> <p>The main topic for the whole project was „Books connect people“ with the aim to connect different generations and cultures. Reading books and good reading skills were seen as important for lifelong learning and increasing overall qualifications which therefore are basis for creation of cooperation and communities.</p>	
Objectives (General & Specific)	
<p>This project aims were to:</p> <ul style="list-style-type: none"> - Motivate children to read - Create pleasure with books - Motivate adults to read together with their children or read to them - Create together with libraries projects to promote reading - Build a network for these projects to disseminate them in the public - To place reading more in the centre of the Styrian people’s minds - Create information for children and adults - Increase the cooperation of local communities and libraries 	
Description of Main Activities and Methods and the Results	
<p>In accordance with the above mentioned objections, the general aim of the project was to place books and reading more in the daily life of children, teachers and parents, because books motivate children to thinking, to observe, to compare and</p>	

to distinguish. Reading promotes language development and influences social behaviour.

Some of the main activities which took place during the lifetime of the project were:

Reading ambassadors:

Prominent reading ambassadors support the project „Leseoffensive Steiermark“ and disseminated the project. They disseminated the importance of reading to the broad public.

Multilingual book packages:

Books in different languages were sent to partner institutions to support their libraries with material to increase reading of non-German speaking children and adults. These were boxes with about 25 books in the most spoken non German languages in Styria: Bosnian, Croatian, Serbian and Magyar. Additionally it was possible to create a special box with books for children and adolescents in Magyar language only. These boxes are still available and can be borrowed for 3 month.

Advanced training of pedagogical staff:

From beginning of Autumn 2013 the topic multilingual reading in schools will be integrated in the Styrian teacher training college.

Parents education:

There was created a tight cooperation with parents education and guidance institutions like „Eltern-Kind-Zentren“ as well with primary schools in whole Styria to sensitize parents for their role of reading support and motivation of their children.

Creation of projects like „Plaudertasche und Lesetiger“:

Pedagogical consultants executed workshops for parents of children who don´t like to read.

Project „echtLESIG!“:

Children between 8 to 14 years read together with adults of the ages 50+ during school lessons, during after school supervision or in the afternoon in school rooms or school libraries. They read and discuss the read material one time per week, 60 minutes.

Project « Bunte Lesewochen » :

These are weeks with author readings, book workshops, fairy tales theatres, reading parties in public and school libraries.

They also crate reading competition « Read for Fun » :

20 different libraries in Styria were included in which youth could borrow 10 special books. The interested youth has to sign in the library. They had to read 4 of the 10 books. They create a creative report (alternative writing, paint best scenes, create a cover) of the favourite book and had to answer questions to the other 3 books.

Project « Hörsessel » :

Students have created during their education lessons three creative chairs which were presented in libraries, hospitals and local departments. The aim was to motivate people to relax in these special chairs and read while they are waiting.

All of the activities and projects were disseminated to the public to maximize their positive impact on children and parents.

What parts of this program can be adapted for the Boys Reading program

The whole approach can be adjusted to match the needs of the current project. These are all good practice examples for promoting reading. Some adaption has to be done again for boys reading.

Bookolino

Description of successful reading program/ Policies	
Description created by E.N.T.E.R.	
Title	“Bookolino”
URL	http://www.bookolino.at/
Funding Agency	Duration
Literaturhaus Graz	Still ongoing
Short Description (max. 200 words)	
„Bookolino“ is initiated by the „Literaturhaus Graz“ with focus on children’s and youth book series. They organize workshops, readings, exhibitions and each year the „bookolino-festival“ for children. They are cooperating closely with other cultural institutions and the „Franz-Nabl-Institut“ for literature research of the university of Graz, which is specialized on regional literature from Styria.	

Objectives (General & Specific)
The main idea of this literature program for children and youth is to combine quality, diversity and actuality for young people. All the initiated activities shall wake the desire of young people to read. They also make the access to regional, German and international texts easier.
Description of Main Activities and Methods and the Results
The whole year you can find the bookolino „reading room“. This is an open space for children, school classes, parents and all other reading interested people. Children and adolescent are invited to read there books in comfortable sofas, discuss with others or to hear readings form invited authors or talk to them. Every year in Autumn there is the children’s and youth book festival, which is a hughe children’s and youth book exhibition with readings, book market for exchanging books, workshops, theatre and theatre workshops.
What parts of this program can be adapted for the Boys Reading program
Bookolino allocates an open space for young people where they can find regional as well as German and international texts. It is a good practice example for keeping reading, discussing and living with books in all day life alive. The adjustment to make is to go deeper into boys’ relevant topics.

Croatia

Portal o poticanju čitanja (Reading Promotion Website)

Description of successful reading program/ Policies	
Description created by FFST	
Title	Reading Promotion Website/ Portal o poticanju čitanja
URL	http://www.goethe.de/ins/gr/lp/prj/lef/hrindex.htm
Funding Agency	Duration
Goethe Institute	2014 - current
Short Description (max. 200 words)	

Website for reading promotion is supported by Goethe-Institute. The target audience are countries in Southeast Europe. This website provides information on reading literacy in different countries and ways in which it is possible to encourage and support reading. The website provides information on events and programs which have a goal to support reading, also there is a space for exchange of information between interested parties.

Objectives (General & Specific)

- Detailed guidelines for reading promotion.
- Support for information exchange among reading experts and other interested parties in Southeast Europe.
- Recognition of digital reading materials and its influence on reading habits

Description of Main Activities and Methods

The portal offers a list and detailed descriptions of various activities that support reading among children. The activities are searchable by age and popularity among users. The large majority of these activities could be adapted for use in Boys reading program.

Results/ What we learned

Types of activities that could be used for reading promotion. Importance of collaboration between experts in the field.

What parts of this program can be adapted for the Boys Reading program

The Library Nights for Girls: Library is organizing thematic nights for girls. These thematic nights include treasure hunts for media pieces in different parts of the library. The treasure hunt participants are introduced to books and receive guidelines for the activities and searches which they should complete (answers on questions that can be found in the books; participants work on illustrations of certain books etc.). In addition to treasure hunt activity, topic experts and book authors participate in these gatherings.

Books and the Ball: In this activity a group of young people arrives to meeting with their favourite book. They are divided in two teams and placed on the opposite sides of the room; books are placed upwards so that it is possible to hit them with the ball. Members of one team are trying to hit a book of another team with the ball. Once a certain book is hit by the ball, the book owner should read a short passage from the book. The winning team is the one which manages to knock down all the books from the opposite team.

The Best Book Casting: The teenagers are evaluating books according to the variety of criteria. The number of books of different genre is included. There are several

rounds of evaluation and after each round one book is eliminated from evaluation. While choosing the favourite book, the participants are explaining their choices in each round of evaluation. The participants are encouraged to express their opinions about the books.

Reading Olympics: Through this activity young people are receiving a small gift (stickers, colouring pens, key chains etc.) for each book they read. In order to complete this game, a child should read and comment on six books. Once game is over, the child receives a medal and diploma. The titles are not predetermined, and each child can read a book which suits him/her the best.

Book-Slam® - Three Minute Book Review: In this competition each book should be presented in three minutes. If you exceed three minutes while presenting the book, the jury can stop you by whistle. The books could be presented either by children or by librarians. After book is presented, the jury gives a grade to the presenter and his/her book (1-10 points).

Blind Date with the Book: Before the meeting it is necessary to bind the books in the gift paper. The number of books should match the number of children in the reading group. Each book is marked with numbers and placed on the table. The papers with numbers are distributed among children and each child has three minutes to browse through the book (with the matching number) and make notes on the book. What is this book about? What I like and do not like about this book? After three minutes child should pass his/her book and take a book of another child. Each child browses through four books and has opportunity to give three points to one book or to divide these three points among books. In the final phase of the game it is calculated which book received the most points among all readers.

Reading Box: Before, after or during the reading of first chapters of the book, the game participants should fill the shoe box with items that are related to the book content. The group leader (librarian or a teacher) suggests that these items are related to the book. During the activity children should observe the shoe-box items and predict further development of the storyline.

Čitajmo mi, u obitelji svi (Family reading time)

Description of successful reading program/ Policies

Description created by FFST

Title	Family reading time/Čitajmo mi, u obitelji svi
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URL	https://sites.google.com/a/knjiznicari.hr/citamo-mi-u-obiteljsvi/prijava-za-sudjelovanje	
Funding Agency	Duration	
Croatian Network of School Librarians	2012 – current	
Short Description (max. 200 words)		
<p>The project Family reading time, was initiated in 2011 by the Croatian Network of School Librarians. The project involves large number of school libraries, teachers, primary school students and parents from Croatia. The school librarians and teachers work on the promotion of library and development of teaching technique among third grade students.</p> <p>In addition, the project promotes libraries and the role of school libraries in education and development of students' identity. Also, the project focuses on promotion of family reading which includes reading for pleasure and information reading. As part of the project activities, parents should be introduced to different reading techniques and learn how to help their children in mastering reading techniques.</p>		
Objectives (General & Specific)		
<ul style="list-style-type: none"> • Reading promotion • Reading technique and popularization of reading • Family reading – parents learning reading technique • Popularization of school libraries (multimedia and information centres) • Supporting user oriented school library collections • Chaining school library financing • Raising awareness on the fact that investing in school libraries is investment in the future of our children. 		
Description of Main Activities and Methods		
<p>The project is conducted through eight steps and lasts one year.</p> <p>(1) Forming a book selection commission, establishing contacts with school teachers and making links to the school curriculum.</p> <p>(2) School librarian acquires eight new fiction and nonfiction books for one group of the third grade students. The total number of books depends on number of groups in each school. Both librarians and third grade teachers are involved in the book title selection.</p> <p>(3) School librarian is ordering books and other project materials. First meetings with parents and distribution of project activities guidelines are conducted.</p> <p>(4) Project materials are arriving to libraries (backpacks, promotional materials and books).</p>		

<p>(5) The books are placed in the backpack and each week one student has a chance to take a backpack home and his/her family reads books from the backpack</p> <ul style="list-style-type: none"> - Students gives feedback to other students on his/her experiences - Students and his/her family members can/should take notes on their reading adventure <p>(6) Carrying out a survey among parents, analysis of the survey and compiling the final report.</p> <p>(7) Selecting the most beautiful text from the book of impressions (written by students and his/her family); announcements on the project website.</p> <p>(8) preparation of final reports, delivery of appropriate awards and printing publications</p>
<p>Results/ What we learned</p> <ul style="list-style-type: none"> • Parents learn about importance of good reading techniques • Positive attitude towards school library • Change in perception of school librarian role <ul style="list-style-type: none"> ▫ Expert that can actively contribute to reading competence development • Necessary changes in school library financing
<p>What parts of this program can be adapted for the Boys Reading program</p> <ul style="list-style-type: none"> • Family involvement in reading competency development • Reading backpacks with books that should stimulate reading of all family members <ul style="list-style-type: none"> • Content of the reading backpacks: story or a novel for children which is not on the core reading list for 3rd graders; book of poems which is not the core reading list, book written by Croatian author for parents (adult readers); comic book (monograph) by Croatian authors (for students who read less); popular science books (nature, animals, medicine, science, manual for raising children etc.) for parents; manual for quality leisure time, popularly written books on the history of Croatia (or tradition) for children • Greater involvement of school librarians in reading competence development

2.3.4.3. *Tulum s(l)ova (Letters are Partying)*

Description of successful reading program/ Policies	
Description created by FFST	
Title	Letters are Partying / Tulum s(l)ova

URL	http://www.husk.hr/tulum-slova-projekt-poticanja-citanja-iz-uzitka	
Funding Agency	Duration	
Croatian Association of School Librarians; Croatian Network of School Librarians	28/10/2011 – 29/10/2012	
Short Description (max. 200 words)		
<p>The project <i>Tulum s(l)ova</i> was initiated in 2011 by the Croatian Association of School Librarians. The project focused on students in the age range 10 to 15 years, and aimed to the development of positive attitude towards reading by promoting reading for pleasure among students. It was conducted by 22 school libraries across Croatia. In the first phase, the Project's aim was to develop positive attitude towards reading by promoting reading for pleasure among students. Adolescents' need for belonging to the certain social group and the lack of reading habits were recognised as causes of common negative attitudes towards reading in early adolescence. In the second phase, the aim of the Project was to organize local community volunteer activities regarding to reading for pleasure among students included in the first phase.</p>		
Objectives (General & Specific)		
<p>The general objective was to strengthen positive attitudes towards reading among students by promoting reading for pleasure.</p> <p>Specific objectives were:</p> <ul style="list-style-type: none"> • strengthening the skill of reading, communication in the mother tongue, digital competence, learning to learn, social and civic competence, initiative and entrepreneurship, cultural awareness and expression • offering new cultural services to the local community • media coverage of the project activities • promotion of the school library profession 		
Description of Main Activities and Methods		
<p>The Project focused on reading for pleasure and included the following activities:</p> <ul style="list-style-type: none"> • Reading nights in school library – ceremonial reading for pleasure <ul style="list-style-type: none"> ▫ Libraries online – meeting with other libraries through Skype ▫ Playing games (association, pantomime, memory, Pictionary, interactive computer games) ▫ Literary meetings with writers ▫ Workshops on writing songs ▫ Creating a shared stories 		

- Students reading in the local community
 - Competitions in expressive reading between schools
 - Students reading in different institutions, communities, associations, public places
- Video cases
 - Reading nights and reading competitions taped and available under Facebook and Youtube

Results/ What we learned

- Development of positive attitudes towards reading
 - Reading as a fun activity that can bring people together
 - Well organized library activities can bring closer local community, schools and school libraries

What parts of this program can be adapted for the Boys Reading program

- Enable educators (teachers, school librarians) to provide classroom experiences that respond to the interests, needs, and learning styles of teenagers.
- Greater community involvement in the school curriculum.

Reading habits and information needs of Croatian citizens

Description of successful reading program/ Policies	
Description created by FFST	
Title	Reading habits and information needs of Croatian citizens/Istraživanje čitateljskih interesa i informacijskih potreba djece i mladih
URL	http://zprojekti.mzos.hr/public/c-prikaz_det.asp?psid=5-02&ID=1346
Funding Agency	Duration
Croatian Ministry of Science, Education and Sport	2002 – 2006.
Short Description (max. 200 words)	
<p>The main aim of the research on information needs and reading interests of Croatian citizens, which was a part of the larger research project, was to determine indicators for development of reading among children, youth and adults. Furthermore, the aim of the project was to examine the influence of family, educational environment, publishing, librarianship and mass media reception on books and other media.</p>	
Objectives (General & Specific)	
<p>The project aimed to:</p> <ul style="list-style-type: none"> - determine the reading habits and information needs of children, youth and adults; - examine the influence of family and socio-economic status on the development of reading habits of individuals - identify strategies and performance activities (and cooperation) of all stakeholders in the promotion of reading quality of printed and electronic sources; - satisfy the information needs of citizens; - improve the methodology and comparability of data collection on a global scale. 	
Description of Main Activities and Methods	
<p>Four survey questionnaires were used to gather the data. The first survey was used to examine parental attitudes towards reading of preschool children, and determine reading activities in the family. The second survey focused on elementary school students (seven and eight graders). The students were asked about their reading habits and interests, leisure activities, and how they use or want to use the library. The third survey focused on adult library users. The survey questioned their interests and habits related to use of library services and reading</p>	

in general.
Directors or managers of public libraries were surveyed about projects and programs for popularization of reading, literacy development and in particular the support for information literacy development among library users.
In addition, book publishers were interviewed and asked about production of reading materials and reading promotion.

The survey participants were:

- parents of preschool children (1,858 parents from 48 kindergartens in all counties in the Republic of Croatia)
- students seventh and eighth grades of elementary school (2471 pupil from 19 schools)
- adult users of public libraries (2886)
- managers / directors of public libraries (of 167 independent public libraries, and all 208 including those within other institutions, responded 59 public libraries)
- publishers (of 22 selected, responded only two)

Results/ What we learned

Parents indicated that preschool children who are introduced to library at an early age choose more books and picture books. The choice of books and picture books is impacted by child's wishes and suggestion of parents. Survey results of 7th and 8th grades students of primary schools show that 11% of students have no interest in reading for leisure or do not have time to read for fun and pleasure. Every second student likes to read. Every second student reads one book per month unrelated to the school obligations, and 26% of students do not read for pleasure. When asked what they read other than school books, most students read books from the core reading list (perusal), magazines, books of their choice, newspapers, comic books, content on the Internet, while 4% of students do not read anything. Factors affecting the independent choice of the book are mostly an interesting title and theme of the book, then the recommendations of friends, number of pages and known or favourite author. The largest number of students asks friends, while a small number of students approached the librarian in the school or public library when choosing a book. Adult users do not perceive librarians as a possible source of recommendations. Most important are recommendations of friends, newspaper articles or radio and television and the Internet.

The most successful programs and / or projects (as perceived by librarians) in 2009 and 2011 were conducted in three areas: the popularization of reading,

development of basic literacy and the development of information literacy. By the number of described programs and projects led by those who are related to the popularization of reading (total 128), followed by programs in information literacy (total 37) and programs for the development of basic literacy (17 in total). The analysis of the most successful programs and projects in the field of popularization of reading indicates that these programs were mostly conducted rarely and occasionally.

What parts of this program can be adapted for the Boys Reading program

The analysis of the research results, referring to survey of 7th and 8th grade students can serve as a source of information for this study. According to the research results, boys, in a significantly higher percentage than girls read only when there is a need for school, they do not have time to read, or that they have no interest in any reading. Two-thirds of girls and only one-third of boys likes to read for fun and pleasure. Boys mostly read books from the core reading list (perusal), but also in this category of reading they read less than girls. Boys in a much larger number read newspapers and comic books, while girls much more read magazines and books of their choice. The boys slightly more than girls read magazines or newspapers on the Internet. Also, compared with girls, there is a higher percentage of boys who do not read anything. Overall, the boys read less than girls, and boys read more comics and newspapers, more girls read magazines and books of their choice. This study did not intend to provide activities to encourage reading, which should be proposed by Boys reading project.

Čitanjem do zvijezda (Reaching the stars by reading)

Description of successful reading program/ Policies	
Description created by FFST	
Title	<i>Reaching the stars by reading / Čitanjem do zvijezda</i>
URL	https://sites.google.com/a/knjiznicari.hr/knjiznicari/projekti-i-aktivnosti/citanjem-do-zvijezda-2014-2015---osnovne-skole
Funding Agency	Duration
Croatian Network of School Librarians	Every year since 2009.
Short Description (max. 200 words)	
Authors of the project recognize reading as an important process that can enable young people to understand the need for information and develop autonomy in	

decision-making. They suggest implementation of many different activities which will promote the importance of reading of young children. Authors also recognize that the interest for reading decreases, so their Project aims to encourage students to read, understand, explore, discover and create so that they can learn in the most effective way. Project includes competition on local and state level in two ways: quiz and presentation posters.

Students participate in quiz competitions as teams A team consists of three students/competitors aged 11 to 14 years. The competitors are by librarians or teachers. In the quiz, students answer questions from the set of books. The competition always has a theme (crime novel, science fiction...).

Students, as individuals, can make a poster on a given topic and present it on the competition, no matter whether they participated in the quiz or not.

Objectives (General & Specific)

Objectives of the Project are to:

- encourage teamwork and individual effort;
- educate users, especially children and youth, about information literacy techniques, skills and knowledge;
- improve students life skills and abilities;
- encourage the development of creativity and critical thinking and organization of meaningful leisure time.

The Project also aims to develop children's independence and freedom in making life decisions; to develop their understanding of positive and desirable social values and to draw public attention to the importance of adopting reading skills.

Description of Main Activities and Methods

Project has seven phases.

1. At the beginning of the school year team members get workflow of the project activities.
2. Titles and themes of the competition are selected.
3. Schools receive an official letter on the project implementation.
4. Competition on the school level is carried out.
5. Competition the county level is carried out.
6. Competitions on the state level are carried out.
7. During the whole project, project activities are presented on the websites:
www.knjiznicari.hr,
http://zsv-sk-omz.skole.hr/skola/kontakti_copy
<https://www.facebook.com/CitanjemDoZvijezda?fref=ts>

Project includes extracurricular and non-institutional education, vocational training and lifelong learning and organizing leisure time (gatherings, clubs, excursions, recreation, creative and fun activities ...)
Results/ What we learned
<p>Expected benefits of the project:</p> <ul style="list-style-type: none"> - awareness of the importance of knowledge of reading techniques; - awareness of the importance of reading that has aim to develop reading techniques; - awareness of the importance of information literacy. - making reading desirable activity among young people. - development of critical thinking as an essential civic competence. <p>Children enjoyed doing competition and quiz. Children's success was published in different media. Project started in 2009 as a school and county competitions and grew into regional and state competitions after three years.</p>
What parts of this program can be adapted for the Boys Reading program
<ul style="list-style-type: none"> - Enable educators (teachers, school librarians) to make reading desirable activity among children and young people. - Implementation of quiz and different books presentations.

Greece

Future Library

Description of successful reading program/ Policies	
Description created by Doukas School	
Title	Future Library
URL	www.futurelibrary.gr/
Funding Agency	Duration
Stavros Niarchos Foundation	2006 to present
Short Description (max. 200 words)	
<ul style="list-style-type: none"> • The Stavros Niarchos Foundation is Future Library's exclusive donor. The Foundation's grant aims at developing a sustainable network of public and municipal libraries across Greece, which will further be linked to the National Library of Greece, when this moves to its new premises, at the 	

Stavros Niarchos Foundation Cultural Center at the end of 2015 in a suburb of Athens. Future Library, a non-profit organization, was established in Veria, in northern Greece in 2011. It was a spin-off of the Veria Central Public Library, recipient of the 2010 Bill & Melinda Gates Foundation “Access to Learning” award. Future Library is open to all public and municipal libraries of Greece.

Objectives (General & Specific)

The ultimate goal of Future Library is to reinforce the significance of libraries, as knowledge, creativity, and interaction-promoting institutions in people’s minds.

Description of Main Activities and Methods

- Promotion of Creativity, Reading and Innovation. The Library met the need children have for structured activity in the summer by organizing activities that help them discover new ways of expression, invent new means of entertainment and to experiment in different approaches to knowledge. These included artistic performances, theatrical games, reading, cinema, and science experiments. 72 libraries cooperated in the summer campaign on reading and creativity. 1,450 events in 64 cities were organized that involved 26,000 participants (children and parents). There were 2,900 hours of creative workshops, 10,600 books donated to 68 libraries and 99 librarians trained.
- Network of Children’s Services. The Foundation renovated the children’s sections of eight libraries in Central Macedonia based on the idea of “Magic Boxes”. The project mainly aimed at defining what a child can do in a library and what a library can offer a child. They redesigned and refurbished eight libraries, trained 16 librarians, introduced the concept of spaces, created study corners, workshop spaces, comic reading corners, Internet and computer corners, a game area and performances stages.
- Training Future Librarians. The Foundation is working with librarians in a new way, giving them the chance to interconnect, to discover new ideas, to experiment in new services and to learn from each other. Librarians have the capacity to lead, create impact and inspire the local community.
- The goal for 2013 is to build sustainable partnerships and establish libraries as community and creativity hubs.
- Raising Awareness. In November 2012, for 3 days, the Future Library un-conference about the library of the future brought at the forefront best practices and examples of excellence that were developed across the country and internationally. This annual event attracted librarians, the internet industry, professionals from the creative and cultural sector,

students, local authorities and city councils, the Ministry, children and parents. It included keynote talks, creative presentations and performances as well as workshops.

- Digital Services. Future Library is developing a Digital Resources Space that offers access to premium content which will be accessible when a user is connected to free Internet service (WiFi& LAN) at any of their member libraries.

Results/ What we learned

In 2012, the first year of the program, the Foundation established collaboration with 87 public and municipal libraries across Greece and carried out 5 major projects: promotion of creativity, reading and innovation; training the future librarian; network of children services; digital services; and raising awareness.

What parts of this program can be adapted for the Boys Reading program

The Future Library is such an innovative programme that it has not only established libraries as community and creativity hubs, but it advocates the role of libraries in the broader social environment. The setting is fresh, modern and appealing. The website is interactive, and reminds one of social media pages. Users can download texts, ideas, photos and videos as well as their profiles. It certainly has a lot of potential for growth and is appealing to adolescents. Given the proper marketing strategies, once it becomes even more widely known at its new premises, it should have a tremendous impact on boys reading.

Απρίλιος 2013-Μέρες Βιβλίου (April 2013-Book Days)

Description of successful reading program/ Policies	
Description created by Doukas School	
Title	Απρίλιος 2013-Μέρες Βιβλίου/ April 2013-Book Days
URL	http://www.ddp.org.gr/2013/03/απρίλιος-2013-μέρες-βιβλίου-2/
Funding Agency	Duration
The Lending Library of the Network for the Rights of Children	2013-2016
Short Description	
The campaign slogan 'April 2013-Book Day' is a campaign that started in April, 2013 and ran throughout the month. It was the result of a combined effort that included the involvement of cultural and educational institutions and individuals specifically for the promotion of reading. Though it is primarily aimed at children, there are	

activities that include both children and parents. There were a total of 26 different groups and organizations which took part.

Objectives (General & Specific)

- To promote literacy through Reading Groups. These groups are expected to expand beyond the boundaries of school to a community of readers across the country.
- To include groups such as organizations, institutions, schools, parents and children and infuse in them the importance of books and reading as an irreplaceable cultural and educational means for children's development.
- To use Networking to establish collaborative and autonomous initiatives focused on books.

Description of Main Activities and Methods

- Specific organizations and institutions lead reading groups.
- The Reading Group Networks meet on a regular basis throughout the school year
- There will be a celebration once a year in April to bring everyone together. New acquaintances are encouraged, an exchange of experiences, brainstorming new ideas and creating new opportunities for partnerships.
- Activities to continue in the year through summer camps and local libraries
- Children were asked to focus on texts, select and compare information about a subject of interest, discuss similarities and differences between texts, use writing as a learning tool to describe their experience, gain confidence in themselves as readers and experience the joy of reading.

Results/ What we learned

The program gave the opportunity particularly to teachers and those doing research, to study Networking up close and be able to gauge the advantages and disadvantages of such a system. They were able to see children become more confident readers, become more engaged in the texts and vocalize their opinions about different genres of writing.

What parts of this program can be adapted for the Boys Reading program

The idea of having a network can have many ramifications. For example, incorporating male role models is an important factor that we know will have a major impact on boys from the existing research. This can include fathers, but

athletes who read and who can mingle with the boys and share their own experiences, will have an even greater impact.

Εθνικό Κέντρο Βιβλίου (National Book Center)

Description of successful reading program/ Policies	
Description created by Doukas School	
Title	Εθνικό Κέντρο Βιβλίου – National Book Center
URL	http://www.mikrosanagnostis.gr/
Funding Agency	Duration
Ministry of Culture and Athletics	2008 to present
Short Description	
<ul style="list-style-type: none"> The project aims to unfold the magic world of books to children and make them cognizant of the joy, knowledge and communication that reading brings. Children participate through games, writing and exploring new texts. The training activities within the National Book Centre contribute to the discovery of the reading adventure. A subsidized program by the Ministry of Education and Religion that began in 2011 to familiarize Greek children with reading and to who purpose was to ultimately involve them in reading literature. The program includes children in 960 Primary Schools throughout Greece and aims include more literature in the curriculum of all Primary Schools in Greece. 	
Objectives (General & Specific)	
<ul style="list-style-type: none"> To create and implement a national policy for the promotion of books and reading To include all the components involved in the reading chain: authors, translators, illustrators, editors, publishers, printers, booksellers, librarians, critics and readers. To reinforce reading in Greece among school-aged children and adolescents To promote Greek books abroad To promote books dealing with space 	
Description of Main Activities and Methods	
<ul style="list-style-type: none"> Participation in the Thessaloniki Book Fair, May, 2013 (www.thessalonikibookfair.com) 	

<ul style="list-style-type: none"> • Annual book exhibits at a major exhibition center in the Athens vicinity (2007-2011) displaying books for children and adolescents. Authors, illustrators, publishers were among the participants at this event. There were workshops specifically designed for children and adolescents. • Organization of workshops for educators • Opportunities for children to meet the authors of the books they read and converse with them, through Skype. • The creation of digital portfolios and a platform for children and teachers to post their work/views on current events (immigration, racism, Internet, etc.) • To organize conferences with the findings of the project
Results/ What we learned
<ul style="list-style-type: none"> • Exposure to books and readings has many aspects that need to be explored and utilized. It's a multi-dimensional undertaking with broad ramifications, both educational and cultural.
What parts of this program can be adapted for the Boys Reading program
<ul style="list-style-type: none"> • The annual Thessaloniki book exhibit is an important source of information for librarians and teachers interested in promoting books and reading. • The organization of workshops for teachers brings them up-to-date on the current research in Education, particularly when it comes to going beyond the scope of the class anthologies to encourage reading in adolescents. The workshops can train teachers to listen to what boys tell them they like to read and to be more flexible with the selection of reading materials.

Μαραθώνιος Παιδικής Ανάγνωσης (Children's Reading Marathon)

Description of successful reading program/ Policies	
Description created by Doukas School	
Title	Μαραθώνιος Παιδικής Ανάγνωσης/Children's Reading Marathon
URL	http://www.halandri.gr/
Funding Agency	Duration
Municipality of Halandri	2005 to present
Short Description	

Objectives (General & Specific)	
The program aims to develop and promote reading of great books in primary school aged children and enhance their creativity.	
Description of Main Activities and Methods	
<p>The Children’s Reading Marathon began in 2005 and has been organized by the Children’s Library of the Aetopouleio Cultural Center. An important donor of books is a local bookshops ‘Euripides. It is an ongoing educational program for elementary students, who read suggested modern and classical literature and are then rewarded for their participation. The children’s library has a collection of 12,000 titles and 3500 members, ranging from pre-school to 18 years of age.</p> <p>The Library at the cultural center runs a competition which they call a Reading Marathon. Judging from the increasing participation of students, it is obvious that the idea is growing in popularity. This suggests that the competitive element is successful. Participation has increased from 430 students in 2008 to 1240 students in 2013. Students answer questions on the books and if they are correct, their names are submitted for the lottery.</p> <p>Every year, the Library gives participants a reading list of 120 books. They also organize authors to visit schools in cooperation with publishers and school principals. Other book presentations are held in the loft of the Library. Local schools arrange visits to the Library. The Library hosts celebrations at the beginning and end of the marathon every year. This is one of the largest municipal libraries in Greece</p>	
<ul style="list-style-type: none"> • Results/ What we learned 	
The competitive element appeals to children, as is evidenced by the growing number of participants over the years by 200%.	
What parts of this program can be adapted for the Boys Reading program	
The idea of a reading or bookworm competition or any competition, for that matter, appeals to children. Winners in the above competition are awarded books	

Φιλαναγνωσία (Read-Teen)

Description of successful reading program/ Policies	
Description created by Doukas School	
Title	Φιλαναγνωσία/Read-Teen

URL	http://www.i-read.i-teen.gr/node/1690
Funding Agency	Duration
Εθνικό Κέντρο Βιβλίου, Εκδόσεις Πατάκη- National Center for Books, Patakis Publishing House	Not specified
Short Description (max. 200 words)	
<p>The Greek publisher, Patakis, is organizing a competition for the creation of a short 3 minute video based on the ten year anniversary of a book that received an award from the National Center for Books. This is in conjunction with the network for the Children’s Rights. The target audience are children aged 10-13 years of age who have read the prize-winning books ‘Guardian of Dreams’ and ‘The Guardians and the Lighthouse of Dreams’.</p>	
Objectives (General & Specific)	
<ul style="list-style-type: none"> • The objective of this exercise is to create a BOOK-TRAILER through each film which will highlight the theme of the two stories. The stories deal with contemporary social problems such as: racism, diversity, exclusion of the weak, friendship and the right of young people to dream. • The purpose of the competition is for students and teachers to creatively approach literature through the process of collaboration, artistic expression and experimentation using contemporary forms of creativity. • The publisher encourages parents, teachers and creative students, and basically anyone who loves books, to help children in diverse ways to discover and enjoy reading along with the joy of being creative. 	
Description of Main Activities and Methods	
<ul style="list-style-type: none"> • Participants can create a video with their choice of equipment (video camera, time-lapse, web camera, mobile camera, animation, etc.). The video should be at least one to three minutes long. The competition can take place with the guidance of a teacher. A specific class can make the film, or it can be a concerted effort with other classes, or even an independent group of students from different schools, reading clubs, libraries or other cultural institutions. 	
Results/ What we learned	
This activity is still underway.	
What parts of this program can be adapted for the Boys Reading program	

- The concept of combining reading with a creative activity that involves drama, creating a film, editing the film, acting it out, etc. is an original activity and one which teenage boys would be eager to take part in. Not only do they have to read the book, they have to engage in a higher order thinking skill, by making a book trailer. There is also a competitive element, with a monetary value attached for the winner. There's a cash prize, but the money goes toward the purchase of more books.

Poland

Cała Polska czyta dzieciom (All of Poland Reads to Kids)

Description of successful reading program/ Policies	
Description created by ULO	
Title	All of Poland Reads to Kids
URL	http://allofpolandreadstokids.org/
Funding Agency	Duration
ABCXXI - All of Poland Reads to Kids Foundation	1998 to present
Short Description	
The campaign "All of Poland Reads to Kids" ("Cała Polska czyta dzieciom") has already been functioning for over ten years. The project started on the 1st of June 2001, possessing only one beautiful poster depicting a butterfly, created by Rafal Olbinski, as well as a TV and radio advert entitled: "Dad, can you read?" An immense group effort has allowed to change the perception of Polish society about the role of reading aloud in a child's development. As a result, reading aloud to children has become very popular, if not obvious, amongst many Poles.	
Objectives (General & Specific)	
ABCXXI - All of Poland Reads to Kids Foundation (until Jan. 2006 known as "ABCXXI - Emotional Health Program") was established in December 1998 by Irena Kozminska, who now leads the organization as its President. The purpose of creating the Foundation was to support the emotional health of children and young people in Poland through educational, organizational and promotional activities, as well as lobbying. On the 10th Anniversary of the campaign, the Foundation launched the "All of Europe Reads to Kids" programme to promote daily reading to children, facilitate an exchange of experiences and good practices between different organizations in Europe as well as provide a working platform for those	

who are willing to launch campaigns promoting reading to children in their countries

Description of Main Activities and Methods

The Foundation has developed many programs and ways of spreading the child-related knowledge and promoting reading among the society-wide media campaigns, educational films, five websites, the multimedia presentations, large scale production and free distribution of educational materials (posters, brochures, book marks, calendars inserted into leading Polish magazines), as well as conferences and workshops throughout the country on children’s emotional needs, benefits of reading aloud to them, purpose and methods of teaching values, the media influence on children and other issues. To promote reading to children, the Foundation is organizing many events and large scale undertakings. Yearly actions organized throughout the country include:

- **Reading Brings Us Closer** (reading events to integrate healthy and disabled children);
- **Spring Book Collection** (average yearly number of collected books amounts to 40 thousand),
- **Summer with a Book** (organized mostly by libraries),
- **National Birthday of Winnie the Pooh** (on October 14th; in kindergartens, schools, hospitals);
- **Educational conferences** "How to Love a Child?" and "Wise Child Rearing" (covering the importance of supporting the emotional health of children, reading to them and teaching them values, among others),
- **Grand Finale**, which is an occasion to present awards to volunteers involved in the campaign, as well as to the best sponsors, media patrons and other friends and allies of the Foundation.
- **National Weeks of Reading to Children** (a vast mobilization of all Leaders and Coordinators; the number of participating communities and institutions is rapidly growing promotional materials like posters, brochures, bookmarks, stickers etc., are created, produced and sent free to over 4500 destinations throughout the country

Results/ What we learned

Ca 6,400 Foundation’s volunteers– Leaders and Coordinators – carry out the reading campaign in over 2,600 cities and villages; 2,339 schools and 2,376 kindergartens registered to Foundation’s reading programs.

This policy has had clearly positive results, the most relevant being that primary and secondary schools implemented regular oriented reading activities into classrooms, libraries, health units, community colleges, associations, clubs and families. The change in perception of Polish society about the role of reading aloud in a child's development. As a result, reading aloud to children has become very popular, if not obvious, amongst many Poles.

What parts of this program can be adapted for the Boys Reading program

- Summer with a Book

Narodowy Program Rozwoju Czytelnictwa 2014 – 2020 (National Readership Development Program 2014-2020)

Description of successful reading program/ Policies	
Description created by ULO	
Title	Narodowy Program Rozwoju Czytelnictwa 2014 – 2020 National Readership Development Program 2014-2020
URL	http://www.mkidn.gov.pl/pages/posts/narodowy-program-rozwoju-czytelnictwa-2014-ndash-2020-4356.php
Funding Agency	Duration
The Ministry of Culture and National Heritage	2014 to present
Short Description	
National Readership Development Programme 2014 - 2020 has been developed as a result of the work of Culture and National Heritage Minister appointed by the Pact for Culture and the "Social Capital Development Strategy 2020". In preparation, as well as in the coordination of the project three national cultural institutions are involved: the National Library, the Book Institute and the National Cultural Centre. The budget is one billion pln.	
Objectives (General & Specific)	
Goals:	
<ul style="list-style-type: none"> • Creating book discussion clubs • Trainings for librarians and booksellers • Purchasing of copyrights and licenses • Readership survey and evaluation of the program • Buying new books for libraries • Funding educational programs and social campaigns promoting reading • Libraries' infrastructure development and connecting them to the Internet 	

<ul style="list-style-type: none"> • Grants for magazines and books • Integration of local communities
Description of Main Activities and Methods
The program has just started.
Results/ What we learned
The impact of this program is to be observed in literacy development but it is an early stage of the project and the results are yet to come.
What parts of this program can be adapted for the Boys Reading program
The program has just started.

Digital Poland of Equal Opportunities

Description of successful reading program/ Policies	
Description created by ULO	
Title	National Digital Literacy Campaign The PCRS - „Digital Poland of Equal Opportunities”
URL	https://latarnicy.pl/english/
Funding Agency	Duration
Partnership between the Ministry of Administration and Digitization and the “Cities on Internet” Association	2014 to present
Short Description	
<p>PCRS programme realized in partnership between the Ministry of Administration and Digitization and the “Cities on Internet” Association is an initiative which is to encourage the people from the 50 + generation to make this first step into the digital world. The novel approach represented by PCRS rests on locality, as adults are willing to participate in events in familiar surroundings: community centers, local fire station social spaces and even private homes. For that reason, PCRS requires involvement of local digital champions - trusted by the community, creative, skilled in mobilizing support for local actions.</p> <p>There are many certified computer courses on offer, by they all suffer from the original sin of being formalized, and being conducted by specialists – IT experts who focus on ability to use the hardware and software. PCRS departs from that model, demystifying preconceptions about drawbacks and challenges of using the Internet. Key element of pointing to personal benefits from the use of Internet is the identification of individual motivations and needs, only then followed by an effective training of technical abilities. The ultimate goal of the project is to introduce 60 000 people from the 50 + generation into the digital world.</p> <p>The PCRS project is being realized with the involvement of 2600 Lighthouse Keepers – Polish local digital champions: trusted, creative local community leaders/animators tasked with introducing 50 + adults from their own communities into the digital world. In the course of the project, each digital champion, upon receiving certified training goes on to create a concept of his/her own initiative, realized in cooperation with NGOs and local authorities, to encourage adults to enter the digital world in their own community.</p> <p>All digital champions participate in PCRS on voluntary basis, however important contribution to the programme is made by partners supporting their actions, i.e. local governments and NGOs.</p>	

Objectives (General & Specific)

In the 2007 – 2013 period ICT and information society projects were assigned ERDF support of € 32,8 billion. 91% of Polish businesses are online (2009 EU average: 94%), sales online – less than 10 % of total sales, 63,4 % households have Internet (2010 r.) – EU average = 70%. In 2009, 61% of businesses and 21% households used Internet to interact with public administration.

It is becoming evident however, that infrastructure alone will not suffice if there is no demand for online services. Research conducted in recent years has shown that contrary to popular opinion in Poland, the primary challenge for adults Poles are the mental barriers which inhibit them from making the first step into the Internet. They include:

- Lack of personal motivation
- No sense of real advantages stemming from lack of knowledge
- Fear (apprehension, misconceptions) of new, unfamiliar technical solutions
- Deficit of online competences – deficit of knowledge and practical skills.

All of the above results in a worrying statistics showing that out of 38 million Poles, 10 million adults aged 50 + have never used the Internet. This means that the one third of Polish society does not use either the Internet nor countless services offered by the telecommunications and information sector. If they were to come online, additional savings and benefits due to more efficient delivery of public services alone would amount to 1,5 % of Poland's GDP. Closing of this digital literacy gap is critical as research shows that by 2015 90 % of jobs will require basic digital skills. In order to change the status quo, it was necessary to employ a new, specific approach towards adult Poles in guiding them towards the digital world.

Description of Main Activities and Methods

All digital champions participate in PCRS on voluntary basis, however important contribution to the programme is made by partners supporting their actions, i.e. local governments and NGOs.

October 2012 marked conclusion of the first stage of PCRS. As a result, 2 600 digital champions were recruited and trained throughout Poland (in total, more than 3 600 have volunteered, making it the largest ever education volunteering endeavor in Poland). Now, Lighthouse Keepers face their biggest challenge yet: convincing the 50 + generation to see for themselves how the Internet and digital world can improve their lives. Research contracted by the „Cities on Internet” Association (Generation 50+: first steps into the digital world) shows that the main cause for digital exclusion is not the lack of access, but reluctance to go online and low awareness of benefits associated with the Internet.

To help in their efforts, currently 200 Lighthouse Keepers are being awarded 200 grants to launch their ideas which they described in Local Digital Education Plans. In addition, the best 200 educational projects realized by lighthouse keepers in local communities are eligible for 18 – month grants.

Results/ What we learned

The impact of this program is to be observed in digital literacy development.

What parts of this program can be adapted for the Boys Reading program

The main target of the campaign are adults (included 50+) and the theme is digital literacy. Boys Reading Program can benefit from this source of activities and knowledge in order to recognize capability of digital texts, its poetics and technology potential e.g. among applications connected with reading and literature. There is one more coincidence - the mental barriers which 50+ have with inhibiting Internet (lack of personal motivation; no sense of real advantages stemming from lack of knowledge fear (apprehension, misconceptions) of new, challenging, unfamiliar area) are similar to those among teenage boys approaching books.

Region of Lodz Reads

Description of successful reading program/ Policies	
Description created by ULO	
Title	Region of Lodz Reads
URL	http://lodzkieczyta.pl/relacje/11-relacje/653-podsumowanie-kampanii-lodzkie-czyta-2012-r
Funding Agency	Duration
City Public Library in Lodz	2012 to present
Short Description	
<p>Region of Lodz Reads was a social campaign promoting reading as a kind of attractive leisure activities, and as a valuable, irreplaceable source for knowledge and information.</p> <p>The campaign was implemented in Lodz and Lodz region, the implementation included public institutions, NGOs and informal groups acting on behalf of local communities in the cities, counties and municipalities.</p>	
Objectives (General & Specific)	
<p>The basic objectives of the campaign are:</p> <ul style="list-style-type: none"> - mobilization of non-reading communities and enhancement of the number of people in the Lodz region who read; 	

- popularize the benefits of reading, as an interesting leisure activities, forms of social activity and personal development;
- integrate non-readers with those who have been already reading books, creating a positive image of the reading person;
- integration of different institutions, organizations, associations and initiatives known of their pro-reading campaigns and activities.

Description of Main Activities and Methods

- Create a reading culture
- Create a community of readers
- Enhance diverse reading paths
- Create reading volunteers
- Raise reading levels through events
- Invite families to become involved with reading and to make it a priority
- Invite public libraries to promote the pleasure of reading

Results/ What we learned

Know-How on: how to build an integrated and integral reading culture on local levels.

What parts of this program can be adapted for the Boys Reading program

- cooperation with libraries from the campaign in Lodz
- group meetings during which reluctantly reading boys can discuss topics within a cultural framework with avidly reading boys and/or special guests.

A Book is Student's Best Friend

Description of successful reading program/ Policies	
Description created by ULO	
Title	A Book is Student's Best Friend
URL	http://sp2obornikisl.edupage.org/text9/?subpage=6
Funding Agency	Duration
Primary School in Oborniki Slaskie	2008
Short Description	
The aim of this local school project was to encourage young people to reach for a book and show that nothing develops imagination as well and nicely as literature. Reading competences develop apace during school years and books have a	

significant impact on the development of aesthetic sensitivity and participation in the cultural process.

Understanding the importance of the problem, the project took a number of actions to create a proper and friendly atmosphere for reading. The project was addressed to all the students of that school (7-13 year-olds), its main purpose was to highlight the extraordinary role literature can play in our lives, to encourage creative activity in the world. The project was implemented from March to May 2008 during the lessons (different subjects) and outside school classes, in pupils' spare time.

Objectives (General & Specific)

Encouraging students to read books:

- Increasing knowledge about the history of books and communication.
- Providing emotional development of the child through contact with the book.
- Stimulating the imagination, vocabulary enrichment.
- Strengthening the self-esteem of the child.
- Prevention of addiction to television and computer.
- Developing the habit of reading.

Description of Main Activities and Methods

- competitions/contests (writing poems and short novels)
- literary games
- surveys
- art classes
- communication workshops
- writing book reviews

Results/ What we learned

This small, local program showed the fundamental roles of teachers, parents and local institutions, such as community centers, bookshops, associations and libraries in the promotion of reading and in the dissemination of literature among children and teenagers.

Main results:

Student:

- knows what role a book can play in human life
- reads selected books or their parts with understanding
- knows how to focus on the text during reading
- knows authors and titles of books important in childhood years
- knows how to read the messages /communiqués on sender-receiver axis
- illustrates the events described in the text
- knows different art techniques useful for illustrating books
- can search for information.

What parts of this program can be adapted for the Boys Reading program
We may adapt all techniques and workshop activities used in “A Book is Student's Best Friend” project - especially those which can stimulate boys' desire to compete.

Portugal

National Reading Plan

Description of successful reading program/ Policies	
Description created by IPCB	
Title	National Reading Plan (Portugal)
URL	http://www.planonacionaldeleitura.gov.pt/
Funding Agency	Duration
Joint responsibility of the Ministry of Education, Ministry of Culture and Minister of Parliamentary Affairs	2006 to the present
Short Description (max. 200 words)	
<p>Government policy initiative, designed to promote reading and writing skills, as well as the broadening and deepening reading habits. It has been implemented on a network basis through a set of strategies designed to cover the entire population from infancy to adulthood, especially among school populations.</p> <p>The policy programs include: promotion of daily reading in kindergartens and classrooms; promotion of reading within a family context; promotion of reading at public libraries and in other social contexts; use of media and public opinion awareness campaigns; production of programmes centred around books and reading, to be broadcast both on radio and television; creation of internet resources on books and reading for children, young people and adults.</p>	
Objectives (General & Specific)	
The main objective of the National Reading Plan is to raise the level of literacy of the Portuguese people and to place the country on a par with its European partners.	

It is aimed at creating the conditions for the Portuguese people to achieve reading levels in which they feel that they are fully capable of dealing with written words, under any circumstances of life, and can interpret the information made available by the media, access scientific knowledge and enjoy high literature.

In addition to the programs to promote reading which have been launched within the context of the Plan, it is hoped that multiple and various initiatives will appear spontaneously, with a local, regional and national scope, carried out by civil society organizations, professionals and volunteers.

Description of Main Activities and Methods

Reading and writing activities based on literature appropriate to the development level of students in Portuguese Language classes.

School activities based on books, reading and writing in other subject areas.

Curricular activities, as accompanied forms of study, project area, substitution classes, school library activities, etc., which specifically involve reading and writing, based on literature which is appropriate to the development level of students.

Curricular activities which are appropriate to the different learning and development levels of students, which provide guidance to contact with the media and producing school newspapers.

Activities involving books, reading and writing launched by schools together with parent associations or community organisations.

Results/ What we learned

This policy has had clearly positive results, the most relevant being that primary and secondary schools implemented regular oriented reading activities into classrooms, libraries, health units, community colleges, associations, clubs and families.

It is important to involve several stakeholders in literacy and reading promotion programs: teachers and librarians, educators and trainers of adult learners, doctors and nurses, town councils and foundations, the media and companies, universities and research centres.

There were implications on reading practices of students as well as on their attitudes to reading and to libraries. This clearly resulted in the development of literacy competences.

Several actions were geared toward public opinion making on the importance of reading and literacy as this creates a social background that favours reading activities.

What parts of this program can be adapted for the Boys Reading program

Explore autonomous reading: book lists are presented as suggestions and constitute some kind of guided reading that involves the choice of readers.

Organize information packets and promotion activities toward the general public as part of the effort to generate a reading-favourable environment.

The need to work with teachers and educators who are not readers themselves. A male teacher is a role model for boys. If he doesn't like reading or if he doesn't read, this attitude will reflect on pupils.

Ler+ dá Saúde (To Read More Keeps you Healthy)

Description of successful reading program/ Policies	
Description created by IPCB	
Titl e	Ler+ dá Saúde /To Read More Keeps you Healthy
URL	http://www.planonacionaldeleitura.gov.pt/lermaisdaude/content.php?id=6
Funding Agency	Duration
	2006 to the present
Short Description (max. 200 words)	
The project Ler+ dá saúde invites health care staff and hospital staff to give advice to families on what to read. It associates reading to health care, since results show that reading promotion is crucial for literacy and that doctors and nurses have an important role to play when they recommend reading aloud in the family and giving children appropriate reading materials according to their age.	
Objectives (General & Specific)	
<ul style="list-style-type: none"> • Promote early literacy by inviting parents to read with children from six months to six years old. • Sensitize families to reading in the family. • Contribute through reading to the promotion of healthy behaviours and environments. 	
Description of Main Activities and Methods	
Actions in Medical Care Centres and Hospitals Sensitize health care personnel Strategies for parents and families	

- 1 – Show what to do with books
 - 2 – Talk about books and offer comments on readings
 - 3 – Inform and encourage
 - 4 – Advise parents to take books out on loan from libraries and to choose books to share with children
- Make the reading program visible in your medical facility: have books, leaflets for families to be given out by hand by health professionals to parents (do not let them lying around), posters on the walls, book shelves in waiting rooms.

Results/ What we learned

The impact of this program is to be observed in literacy development and in the development of healthy habits, such as more time spent together by parents and children, more attention given to children by parents, use and access to medical care and better understanding of health and illness issues and risk prevention.

What parts of this program can be adapted for the Boys Reading program

Preparing teenage boys for safe sex, preventing SIDA and unwanted pregnancies, encourage them say no to drugs and pay attention to other questions of public health could be a way to adequate this program to young boys. This must be done using more autonomous reading activities than the ones presented here.

There is fiction and non-fiction related to health issues that could be used across the curriculum.

aLer+ (Reading +)

Description of successful reading program/ Policies	
Description created by IPCB	
Title	aLer+ (Reading +)
URL	http://www.rbe.min-edu.pt/np4/73.html
Funding Agency	Duration
Ministry of Education, Culture, Presidência do Conselho de Ministros, Fundação Gulbenkian	2008 to the present
Short Description (max. 200 words)	

<p>The project aLeR+ is a National Reading Plan program in association with the School Libraries Network which aims at developing an integral reading environment in association with the National Literacy Trust and the Reading Connects Project. In the past five years the program generated a network of 100 aLeR+ schools /school clusters.</p> <p>Schools can apply to become members of the aLeR+ project.</p>
<p>Objectives (General & Specific)</p>
<p>To challenge schools to place reading and the pleasure of reading at the heart of their educational goals.</p> <p>b) To facilitate the integration of reading as a transversal practice to several areas of the curriculum;</p> <p>c) To involve families in reading;</p> <p>d) To network with other reading practices in the community.</p>
<p>Description of Main Activities and Methods</p>
<p>A partnership of schools in Portugal and the United Kingdom that offers the following guidelines:</p> <p>Create a reading culture</p> <p>Create a school community of readers</p> <p>Promote a reading favourable environment at school</p> <p>Promote reading across several subject areas</p> <p>Enhance diverse reading paths</p> <p>Create reading volunteers</p> <p>Raise reading levels through events</p> <p>Develop school libraries</p> <p>Invite families to become involved with reading and to make it a priority</p> <p>Invite public libraries to promote the pleasure of reading</p>
<p>Results/ What we learned</p>
<p>How to build an integrated and integral reading culture.</p>
<p>What parts of this program can be adapted for the Boys Reading program</p>
<p>All of them can be adapted, provided a previous selection is made of what boys prefer to read.</p>

Electronic Digital Media Reporter

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Electronic Digital Media Reporter Comenius 3 Network

	EDMReporter (2008) Surfing the Net. A European Survey into Children’s Use of the Internet (Vienna: International Institute for Children’s Literature and Reading Research)	
URL	not available anymore	
Funding Agency	Duration	
Comenius-Socrates	2005-2008	
Short Description (max. 200 words)		
<p>The Electronic Digital Media Reporter (EDM Reporter) is a Comenius 3 Network funded by the Socrates educational programme of the European Union. EDM Reporter is active in the field of Multicultural Education aiming to promote the educational use of ICT in this field. The EDM Reporter Partnership is coordinated by the Internationales Institut für Jugendliteratur and Leseforschung (International Institute for Literature for Young People and Reading Research) in Vienna, Austria. It is composed of 19 partners from 14 countries, thus achieving a broad European coverage stretching from the UK and Portugal to Finland and Greece. The EDM REPORTER Partnership includes teachers and teacher trainers, librarians, media experts, reading experts, language learning experts.</p> <p>The target groups are:</p> <ul style="list-style-type: none"> • Teachers and Teacher trainers • Librarians • Media experts • Reading experts • Language learning experts and experts in other subjects • Children aged 8 to 14 <p>The Network published a survey in the 14 countries on reading habits in connection to the Internet among primary school pupils (3rd and 4th graders) and lower secondary schools (grades 5, 6, 7, 8), as well as among librarians and other educationalists in schools</p>		
Objectives (General & Specific)		
<p>Increased use of the Internet by children has created the need to establish criteria for evaluating web-pages for young people and developing methodological tools for using them in schools and libraries. The EDM Reporter Comenius 3 Network develops tools to evaluate children’s literature web sites, so that they can be used effectively to promote multicultural education.</p> <p>Survey on children’s reading habits on the Internet; Create a search database of literature websites; Offer teacher support;</p>		

Newsletters; Conferences.
Description of Main Activities and Methods
<ul style="list-style-type: none"> • In Year I: Develop a questionnaire for interviews in schools and libraries in order to check whether and how children use the Internet for intercultural education and reading promotion; carry out empirical research in schools, libraries, teacher training institutions and universities to select the most visited and user-friendly websites suitable for use in multicultural education; • In Year II: Determine criteria for evaluating websites for children and adults working with children; compile a database of selected European web sites suitable to teach multiculturalism, intercultural education and promote reading; develop pedagogical approaches for use in schools and libraries; test materials in selected educational institutions in all partner countries; create analytic in-service on-line materials for teachers/librarians. • In Year III: Conclude testing, evaluation and modification of all materials; publicise/disseminate results through EDM Reporter website, conferences, publications, contact seminars etc.; make final products universally available through the Internet
Results/ What we learned
<p>Learning habits of children have changed, shaped by fast-paced media based on visuality. The world of education now faces many challenges, such as: new curricula, new ways of teachers training, new teaching methods and learning strategies.</p> <p>For Portugal :</p> <p>80 to 88% of all 8-10 year-old children use the Internet; it is primarily used at school (54.4%, then at home (43%) and thirdly in the public library (12.6%).</p> <p>A significantly higher percentage of 8-10 year-old boys (35%) as against only 23% of girls learned to use the Internet at home.</p> <p>When asked why they use the Internet 8-10 year-old children claimed they use it mainly for homework (70%), to play games (66%) and to get information (46%). In this last category 54% of girls claim this as against only 38% of boys.</p> <p>Significant differences between boys and girls aged 8-10 : 74% of girls as against 60% of boys highlight that websites have to be appropriate for their age ; and 62% of girls against 40% of boys require that websites allow them to post comments.</p> <p>Only 24% of the 8-10 year-old children claimed to use the internet to get reading material, although 49% answered that they knew websites where you can read fiction.</p> <p>91% of 10 to 12 year-olds claim to use the Internet. They do it mainly at home (69%). In this age group, children use the Internet to do schoolwork (83%), to play games</p>

(76%) and to chat : 70% of girls as against 59% of boys. Only 16% claim they use it to get reading material (23% of girls against 10% of boys). Only 11% think it important to learn something about books on the Internet and only 13% know sites they can read fiction from. No boys claim to know any.

99% of 12-14 year-olds use the internet and they do so more at school (85%) than at home (45%). Finding reading material online is almost irrelevant (merely 2.5%) and only 3% of girls claim they know sites they can red fiction from

What parts of this program can be adapted for the Boys Reading program

Recommendations for teachers to promote reading online through the Internet;
Very few people working in schools are aware of websites you can read fiction from or e-books;

Recommendations for librarians to promote reading websites to students and teachers;

Develop strategies to address interactivity around reading, as information, news, discussions and expressing opinions on reading material seems to decrease with age among teenagers;

Find reading material online that is especially designed for young people/boys;

As in some countries, the home seems to be the environment where young people most access the Internet, strategies need to address parents/young people directly;

Invite school librarians to keep an updated webpage on reading materials for young people;

With regard to reading materials, the most popular websites seem to be those that are attractive and that include games, music and interactive.

Plano de Incentivo à Leitura EPE – Ler em português (Reading Promotion EPE – Read in Portuguese)

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Plano de Incentivo à Leitura EPE – Ler em português (Instituto Camões) Reading Promotion EPE – Read in Portuguese (Camões Institute)
URL	
Funding Agency	Duration
Instituto Camões	

Short Description (max. 200 words)
Promotion of reading Portuguese-speaking authors among school children.
Objectives (General & Specific)
<p>To disseminate Portuguese language and culture through its literatures through incentive to read Portuguese-speaking authors</p> <p>To promote reading habits.</p> <p>To promote regular reading and the pleasure of reading Portuguese-speaking authors/ texts</p> <p>To promote a sense of cultural belonging to the Portuguese language.</p>
Description of Main Activities and Methods
<p>The program presupposes that the pleasure of reading, the habits of reading and reading skills need a favorable environment in which to flourish. Reading habits will be acquired through several activities developed at school, at home, in libraries and other places and where there is some kind of guidance. Teachers and parents need to develop regular reading practices with young people, because if reading is just pushed to free times, it will hardly occur.</p> <p>The main methods require real contact of reader with texts and not just reading promotion activities, such as exhibitions, meeting authors, role-playing, retellings and public readings.</p> <p>This program also considers that the factors that most condition reading habits are the following:</p> <ul style="list-style-type: none"> • Personal taste and interest of young people; • Family contexts and socio-economic conditions; • Characteristics and habits of peer groups; • Characteristics and dynamics of local communities. <p>Thus this specific program addresses the fundamental roles of teachers, family, peer group and local stakeholders, such as community centers, bookshops, associations and libraries in the promotion of reading and in the dissemination of literature in the Portuguese language.</p> <p>There are four promotion areas:</p> <ul style="list-style-type: none"> - Read at Home (sensitize parents) - Read at School (dedicate 30 minutes every fortnight to reading a Portuguese texts. These texts are suggested by teachers after consulting students' preferences and they take into account their linguistic competence. - Read in the community (reading promotion activities) <p>A list of proposed actions:</p>

- Teachers should talk to parents on the importance of reading skills for the overall development of young people;
- Parents should create reading spaces in their routines;
- Parents should talk to children about the books they read;
- Create fun activities around reading;
- Teachers should provide reading lists to parents;
- Parents should be encouraged to create a private book loan system so that children can have more choice (Bookcrossing);
- In the classroom, teachers should promote several types of reading activities, such as silent reading, reading aloud, partner readings, expressive reading, recorded reading, etc.
- Invite students to present data on their readings;
- Launch reading contests;
- Organize reading clubs and reading communities among parents, teachers and students;
- Organize book fairs
- Organize Bookcrossing activities in the community;
- Organize a network of Reading Volunteers that will, for example, do readings in schools or support several other activities in schools and in the community;

Results/ What we learned

This specific program addresses the fundamental role of teachers, family, peer group and local stakeholders, such as community centers, bookshops, associations and libraries in the promotion of reading and in the dissemination of literature in the Portuguese language.

There are four promotion areas:

- Read at Home (sensitize parents)
- Read at School (dedicate 30 minutes every fortnight to reading a Portuguese texts. These texts are suggested by teachers after consulting students' preferences and they take into account their linguistic competence.
- Read in the community (reading promotion activities)

What parts of this program can be adapted for the Boys Reading program

The fact that it is important to address parents to promote reading and that this can be done through many channels (teachers, networking, community actions).

That reading promotion has to occur also in the community to involve young people, their parents and teachers as well as other individuals.

Romania

Books which became movies

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Books which became movies
URL	http://www.biblionet.ro/upload/documents/document/24718/attachement/172166/Ghid%20adolescenti%20-%20Cluj.pdf
Funding Agency	Duration
“Octavian Goga” Cluj County Library	October 2012 – March 2013
Short Description (max. 200 words)	
<p>The project “Centres of excellence for facilities offered to teenagers and young people aged 14 to 25” was conceived to help librarians to meet young people’s needs and interest and, as a result, one of the outcomes of the project is a Good practices Guide for services and programmes dedicated to teenagers and young people.</p> <p>The guide includes a detailed description of the services and programmes dedicated to teenagers and young people which have been implemented by “Octavian Goga” Cluj County Library or other public libraries in Cluj County. One of these programs is “Books which became movies” which was offered to college students aged between 14 to 18.</p>	
Objectives (General & Specific)	
<p>“Books which became movies” program aimed:</p> <ol style="list-style-type: none"> 1. to present a series of films based on literary works; 2. to make the students discuss about those literary works; to develop the students capacities of identifying in a movie details which are related to the techniques of production, such as image, light, sound, scenery, motion, costumes etc. in order to stimulate their critical perception, the communication ability and the pleasure of reading by this type of media education. 	
Description of Main Activities and Methods	

“Books which became movies” program started from a very simple idea: developing the young people critical spirit regarding reading a literary text and also watching a movie.

This was the very reason why the organizers chose several movies based on novels in Romanian literature, which could be found among the obligatory texts in the Romanian literature curricula, considering these could also be possible items at the baccalaureate exam. While at Romanian literature classes the students learnt to analyze a literary text in a critical way, in several perspectives, they did the same with the movies so, through these movies, the organizers managed to develop certain debates novel vs. movie.

Preparations for the activities involved collaboration with college teachers and a student in Film and Television at University of Cluj. After choosing the movies, the most important parts in them were selected, considering the relevant parts in the movies from the novel perspective. The fragmentation of the movies was necessary in order to stress the most important elements which had to be pointed out.

The first effective activity in the program consisted of a visit to the library, which aimed to make the students familiar with the cinema techniques, so the participants learned about the beginnings of cinema and about types of movies. They also found out what exists behind the screen, from the producer to sound engineers. At the end of the meeting the students were asked to form several teams and to make short movies on a subject they prefer.

The following three activities were similar and consisted in watching a set of sequences from a movie based on a novel, but they were asked to read the novel previously. Each sequence was discussed together with a teacher and the discussion focused on the extent to which the movie director’s approach respects the novel, how the characters are presented in the movie and in the novel etc. The students could come closer to the literary text by means of the movie.

The fifth activity represented a Movie maker workshop, coordinated by a librarian and the students learnt how to paste photos, to add text, music or comments to the image and other facilities the application offers. The result of their work, the short movie, participated in a competition which represented the final activity in the program.

At the end of the program the students were asked to express their opinions about the activities and they manifested their pleasure of taking part in other similar projects.

Results/ What we learned

“Books which became movies” program was complementary to the educational process in school and within family. The impact of such a program is greater as it

uses audio-video resources which are carefully selected, in order to help young students to be more exigent in choosing the texts they read or the movies they watch.

Such a program can be used in other domains (history, sciences or ecology) by watching documentaries. The commentaries that follow watching the documentaries should be coordinated by a specialist.

This type of program helps school to move to the library and this is a way to encourage teenagers to read more. At the same time, this is an opportunity to show them that the library could be used as a place for socialization.

The cinema education stimulates critical learning and perception, the analyses and the debates on the emotions and topics triggered by watching a movie. The teenagers also learned how to use the movie as a support of their own creativity.

What parts of this program can be adapted for the Boys Reading program

This type of program which involves different materials and resources could be considered attractive by teenage boys, as they are more interested in science, in techniques involved in producing a movie, and they could associate reading novels with watching movies and discussing then about differences and specific features of the two art works.

As boys are more interested in everything which implies movement, then the movies, the “moving images” could be a starting point for leading them to reading the novel which is the base of the respective movie.

Fairy tales hour

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Fairy tales hour
URL	http://www.biblionet.ro/upload/documents/document/24718/attachement/172166/Ghid%20adolescenti%20-%20Cluj.pdf
Funding Agency	Duration
“Octavian Goga” Cluj County Library	Permanent (once a week)
Short Description (max. 200 words)	

Fairy tales hour is a program that aims to stimulate the interest for reading and books among young students and even kindergarten children. It takes place at the Children and Youngsters Section in Cluj County Library, once a week during the whole year.

At the beginning of the program, a series of collaborators of the library, such as writers, actors, radio producers, were invited to read for youngsters and children and the presence of some personalities who are representative for the regional cultural life represented a way to promote the program. They organized the activities according to their own point of view and they used different means of communication and interaction with children. After a few months each of the librarians in the Children and Youngsters Section began to prepare and perform the activities under the coordination of the Librarian who was in charge of this program. As there were only a few librarians, some volunteers participated to Fairy tales hour program, mostly teenagers and young people.

Objectives (General & Specific)

The general objective of the *Fairy tales Hour* program was to stimulate the young students’ interest for reading and books. The specific objectives were:

1. To get the children familiar with the literature specific to their age.
2. To develop children’s creative imagination and reasoning.
3. To form expressing and communication abilities.
4. To educate and inform children by means of entertainment and playing.
5. To stimulate the teenage volunteers to involve in intergeneration activities.

Description of Main Activities and Methods

Stages in program development

1. Planning. A librarian in the *Children and Youngsters Section* was in charge with the coordination of the activities and this person has a set of responsibilities: to supply the necessary material resources for performing the activities; to invite a person who will lead the activity; to keep the evidence of each activity. A poster has been produced in order to be used in further promotion of the program. A librarian coordinates the volunteers’ activity, as the volunteers have a specific role within the program. The techniques used for selecting the volunteers in *Fairy tales hour* program were: recruiting from the library beneficiaries, recruiting from the persons who came to the library for the first time, partnership. As this is a program for children, the volunteer profile consists in attention, dedication, capacity of adaptation to new situations, desire to learn, empathy, responsibility, patience, curiosity etc.

2. Implementation and necessary resources. At the beginning of each activity the topic of the fairy tale hour is announced either by a discussion or directly. Then, each participant introduces himself/herself to the others and the volunteer reads the story. In order for the activity to be interesting for young listeners, various resources, such as images, toys, accessories, mascots, audio-books, cartoons, are used. The objectives that have been proposed are achieved by various means: predictive reading, debate, drawing, audition, and watching. The ludic element has an important role in these activities: wordplay, role play, cognitive and fun play. After the story has been read, they try to characterize the heroes in the story either by discussing about it or by a role play. Sometimes the coordinator of the activity stimulates the participants' imagination for changing the end of the story. Mime, riddles, drawings or watching cartoons and short movies are used for better understanding the message of the text. The volunteers who participate in *Fairy tales hour* program could be categorized as follows: volunteers who come individually and volunteers who come in organized groups. The selection of the volunteers is a process coordinated by the librarian in charge and it uses the application form and the interview. After filling in the volunteer application form and after being selected as a result of the interview, these persons sign a volunteer contract. The volunteers who took part in the activities of the program in an organized group were students at the Applied Modern Languages Faculty in Cluj. They come to visit the library in organized groups every year, when they are presented the entire volunteer activities offer, including the *Fairy tales hour* program. Those students who manifest interest in these activities fill in the application form. Another way for attracting teenage volunteers was a partnership with *Gheorghe Lazar Pedagogic National College*, the institution that educates future kindergarten and primary school teachers. During 2012, 47 students at this college were volunteers in *Fairy tales hour* project. The volunteers are given instructions by the librarian who is in charge with the project and they are told how to perform the activity, how to deal with the various unexpected situations that may be created by the fact that the ages of children participating in the activity are different.

The resources for performing the activities: fairy tales books belonging to Romanian literature and to other literatures, riddle books, toys, paper, crayons, audio and video resources with cartoons, audio-books, short movies for children, TV set, video player, CD player.

3. Promotion. *Fairy tales hour* is promoted by means of posters, by interviews at *Renașterea* Radio station and at the on-line radio *Biblioteca*, by the library web page

<http://www.bjc.ro/new/> and by discussions with the groups of students who visit the library.

Results/ What we learned

The evaluation of the program both in a qualitative and a quantitative approach can prove the opportunity of it. The qualitative evaluation consists in asking the children and parents for a feedback (what they liked, what they did not like and what they would like to happen during the next meetings). The quantitative evaluation is achieved by analyzing the indicators of the program: in 2010 there were 72 activities with 1089 participants; in 2011 – 82 activities with 1312 participants; in 2012 – 149 activities with 1932 participants.

The evaluation of the volunteer program within Fairy tales hour project has been achieved by counting the teenagers involved in performing the activities: 47 teenagers, 25 activities, 320 participants.

The impact of the activities developed within this project could be described in positive terms. As a result of these activities, children get to learn about various writers and their works, learn how to distinguish good and evil, joy and sadness, beauty and ugliness, usefulness and harmfulness; they get to understand the interaction between human beings and nature they become aware of the environment and they develop communication skills. The increasing number of children who attend the activities and who become library beneficiaries proves the success of the project. As for the volunteers, they were invited to a special festivity where they were thanked to and their involvement in such activities was praised.

What parts of this program can be adapted for the Boys Reading program

The project that is dedicated especially to primary school children can be adjusted to the reading needs of teenage boys. After these reading preferences and interests are clearly identified, those topics which may be more attractive for teenage boys, those fictional and non-fictional texts which may arouse their interest and curiosity can be chosen in order to be read and discussed about. This kind of activities developed by libraries can also make teenagers, both boys and girls, come closer to this cultural institution.

Library – summer school and an unforgettable holiday

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Library – summer school and an unforgettable holiday

URL	http://www.biblionet.ro/upload/documents/document/24718/attachement/172166/Ghid%20adolescenti%20-%20Cluj.pdf	
Funding Agency	Duration	
“Octavian Goga” Cluj County Library	2 months (2011)	
Short Description (max. 200 words)		
<p><i>Library – summer school and an unforgettable holiday</i> is a new volunteer project developed at a library in Cluj County. The idea of creating this project has come out as a result of a challenge during the course <i>New library services</i> organized by “Octavian Goga” Cluj County Library. As the librarians became aware of the necessity of offering new library services to satisfy the community needs, which had been identified by applying a questionnaire, the library organized a program by which they tried</p> <ul style="list-style-type: none"> -to get the children closer to books - to shape a careful and respectful attitude towards book -to improve oral communication - to stimulate the interest for reading and writing - to present the institutions which are in charge with editing, distributing or preserving books - to develop practical abilities specific to drawing and painting - to increase parents’ involvement in library activity. <p>The program developed during July 4th – August 26th 2011 and the target group was represented by the children aged 3 to 14 in the community. The teenagers who were volunteers in this project had a key role. The implementation of the project required the direct and active involvement of the community and its success proved that the activities in this project satisfy both children’s and teenagers’ information and educational needs. The teenagers who participated in the project activities became aware of the importance of volunteer activities in their own development and in the community they belong to.</p>		
Objectives (General & Specific)		

The general objective of the program was to organize a creative and educative environment for spending the summer holiday, in order to get knowledge and abilities that make children more familiar with books and library.

The specific objectives were:

to promote reading to children

to stimulate children's imagination and creativity

to make the parents become aware of their role, of the role of book and library in their children's development and education

to make teenagers become more responsible by their involving in the activities organized by the library.

The specific objectives were:

1. to promote reading to children
2. to stimulate children's imagination and creativity
3. to make the parents become aware of their role, of the role of book and library in their children's development and education
4. to make teenagers become more responsible by their involving in the activities organized by the library.

Description of Main Activities and Methods

Stages in program development

1. Planning. After having analyzed the community needs, as they had been identified by a questionnaire, the main problem was that children and teenagers did not have possibilities to spend their spare time in an organized way during summer holiday, as there were no children clubs, no cinemas or adequate playgrounds. The idea of organizing some educative, creative and fun activities with minimal resources leads to the project *Library – summer school and an unforgettable holiday*. About 100 children who might participate in the activities were identified, so a series of volunteers were involved: 6 teachers, 39 children aged 7 to 13 involved in activities with kindergarten children, 16 youngsters aged 14 to 25 and 8 parents. They planned together the activities and the topics, and then they established a calendar of the activities.

2. Implementation and necessary resources. Before the beginning of the program the organizers got the material resources which were necessary: books, magazines, CDs, educational soft, camera, video projector, computer, scanner, printer, paper,

markers, crayons, textiles, threads, toys, etc. The activities of the project were designed according to the target group.

The first part of the program, July 4th – July 29th, was dedicated to kindergarten children and its topic was *In the fascinating world of books, the fairy tales world*. The second part, between August 1st and August 26th, was dedicated to school children and the general topic was *European Union and its writers*. Each week had a specific theme, such as *Mihai Eminescu*, *We are Romanians* and *Little ecologists*, and each meeting was structured as follows: greetings; an energizing game; reading a story; creative activities and open air activities. The methods which were used during the activities with kindergarten children aimed to stimulate their creativity, as they were interactive and were based on children involvement and cooperation (observation, storytelling, didactic play, conversation, predictive reading, and group activities).

The second part of the program had a different structure, as every day two countries in EU were given information about and also two representative writers in the respective countries were presented. The volunteers had to read about these topics and to organize an informing session on the chosen topic. Besides, some creative workshops were organized: quilling, origami, painting, watching documentaries and movies, chess playing. To evaluate their knowledge, as they were children aged 7 to 14, a contest was organized and it included also a reading contest, as well as evaluation of their paintings, quilling works, origami objects. The winner team was offered a diploma and the objects created by the participants were sold to get the necessary funds for the summer school party. Every child was offered a diploma and the volunteers were also rewarded with books.

3. Promotion. The librarian visited each family with children in the community and explained the advantages of participating in such a program, but the whole community was actively involved in the project.

Results/ What we learned

The program was monitored as there was a daily registration of participants. Each group has been given an album with photos taken during the activities, with children's works, activity projects and video records.

As a result of this program, 29 new readers were registered at the library and the perception of library in the community improved significantly.

During the 2012 summer holiday the program was developed again and a local private company supported a part of the costs.

What parts of this program can be adapted for the Boys Reading program

Associating reading with some practical activities such as drawing and painting could be a useful idea for getting teenage boys closer to book, as they are more interested in the pragmatic aspects of life. Moreover, the contest which was organized at the end of the program could be a very interesting issue for teenage boys, as they are more likely to be interested in competitive activities than girls are.

Childhood books

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Childhood books
URL	http://www.curteaveche.ro/cartilecopilariei/asr-principele-radu-intalnire-pentru-promovarea-lecturii-la-scoala-regele-mihai-i-din-bucuresti/
Funding Agency	Duration
Curtea Veche Publishing	2012- (24 months)
Short Description (max. 200 words)	
<p>The project began in 2012 by launching the collection <i>Childhood books</i>, a series of retellings of great literary works, presented in an attractive way and adapted to children aged 8 to 14 understanding level. Each of the volumes has a message for parents signed by HRH Prince Radu.</p> <p>By encouraging children to get to know the adapted versions of great literary works since early childhood, their parents can make them like reading, and this reading habit and pleasure could be easily developed later on, during childhood and adolescence. Among the titles which have been published so far there are <i>Peter Pan</i>, <i>The Adventures of Sherlock Holmes</i>, <i>Great Expectations</i>, <i>Black Beauty</i>, <i>The hunchback of Notre Dame</i>.</p>	
Objectives (General & Specific)	

At the beginning of 2013 Curtea Veche Publishing organized a series of reading workshops for children called *Retold Classical Writers*, which developed during four months in seven cities, involving over 650 children who participated.

The *Childhood Books* project is continued by the *Childhood Books in Every School* campaign, in which HRH Prince Radu participates, as well as a book donation campaign, *Childhood Books in Every Home*, which have the support of the online platform <http://www.curteaveche.ro/cartilecopilariei/>.

During these cultural events, HRH Prince Radu of Romania presents the importance of reading and the alternative reading program proposed by Curtea Veche Publishing by means of *Childhood Books* collection, a series of adapted famous literary works retold for children.

Since the first school day HRH Prince Radu has met hundreds of students and parents in Adjud and Buzau, where HRH participated in the festivities on the occasion of the beginning of school year and HRH has spoken about the importance of reading, thus continuing the Curtea Veche Publishing initiative of increasing the children's interest in reading.

Taking into account that, for the moment, Romania is situated on a very low position among other countries in EU regarding the number of read books and that over 50 percent of the population have difficulties in understanding what they read, it is necessary to implement some urgent measures and this program aims to help.

The efforts made by Curtea Veche Publishing are long term efforts and they started two years before, by launching a collection of special books, *Childhood Books*, and by organizing reading workshops all over the country.

As the number of book readers has been decreasing seriously for two decades, as fewer and fewer books reach to children, the royal family considers that ignoring the books represents vulnerability of the nation and of the country. So, the role of parents has to be more important in this respect and parents are asked to bring books closer to their children.

Description of Main Activities and Methods

At the beginning of 2013 Curtea Veche Publishing organized a series of reading workshops for children called *Retold Classical Writers*, which developed during four months in seven cities, involving over 650 children who participated.

The *Childhood Books* project is continued by the *Childhood Books in Every School* campaign, in which HRH Prince Radu participates, as well as a book donation

campaign, *Childhood Books in Every Home*, which have the support of the online platform <http://www.curteaveche.ro/cartilecopilariei/>.

During these cultural events, HRH Prince Radu of Romania presents the importance of reading and the alternative reading program proposed by Curtea Veche Publishing by means of *Childhood Books* collection, a series of adapted famous literary works retold for children.

Since the first school day HRH Prince Radu has met hundreds of students and parents in Adjud and Buzau, where HRH participated in the festivities on the occasion of the beginning of school year and HRH has spoken about the importance of reading, thus continuing the Curtea Veche Publishing initiative of increasing the children's interest in reading.

Taking into account that, for the moment, Romania is situated on a very low position among other countries in EU regarding the number of read books and that over 50 percent of the population have difficulties in understanding what they read, it is necessary to implement some urgent measures and this program aims to help.

The efforts made by Curtea Veche Publishing are long term efforts and they started two years before, by launching a collection of special books, *Childhood Books*, and by organizing reading workshops all over the country.

As the number of book readers has been decreasing seriously for two decades, as fewer and fewer books reach to children, the royal family considers that ignoring the books represents vulnerability of the nation and of the country. So, the role of parents has to be more important in this respect and parents are asked to bring books closer to their children.

Results/ What we learned

The teachers and parents involved in this national project proposed by Curtea Veche Publishing have pointed out some of the positive aspects which emerged from the activities:

- abandoning the thematic approach lead to a greater pleasure of reading;
- the *Childhood Books* collection gives the teachers the opportunity to create an introduction to fictional world, to highlight the connections between reality and fiction;
- the interactive activities developed during the workshops represent a wonderful opportunity for organizers to make reading more fun for children.

Moreover, the Curtea Veche Association was established to promote reading in Romania and it managed to achieve several important goals during a short period of time. Thus, the national program for reading *Childhood Books in Every Home*, reached to 5000 children who had never had their own books (3 600 in rural areas and 400 institutionalized children). Book donations were done in 26 local communities in several counties and 230 teachers and volunteers have already been trained to use an original and attractive methodology for presenting reading to children. They have also helped in establishing 40 reading clubs in local communities.

What parts of this program can be adapted for the Boys Reading program

The *Childhood Books* national alternative reading program addresses to children aged 8 to 14, so the age group is similar to that which Boys reading program addresses to. The objective is to increase children real interest in reading, to develop their level of text understanding and to stimulate book consume in Romania. That is why the program is designed to cover several directions: reading workshops in bookshops, meetings with parents, teachers and students, book donations, reading clubs and even a campaign promoting reading in families. So, if the texts are fit for boys' interests and needs this program is useful also for promoting reading to teenage boys.

Romania, read me!

Description of successful reading program/ Policies	
Description created by IPCB	
Title	Romania, read me!
URL	http://adepc.ro/?p=760
Funding Agency	Duration
ADEPC	2012- (24 months)
Short Description (max. 200 words)	
<p><i>Romania, read me!</i> aims to promote reading not only in schools (primary, secondary and high schools), but also in larger parts of the society. This is a project that brings together editors, book sellers, teachers and parents/adult persons in order to help children and teenagers to become accustomed to reading.</p>	

<p>The project <i>Romania, read me!</i> addresses both to students and to their parents, as it involves parents, as well as teachers, in every activity the Romanian editors proposed.</p>
<p>Objectives (General & Specific)</p>
<p>The Romania, read me! project organizers aim:</p> <p>To encourage reading habits with a large public, as this is a national campaign.</p> <p>To draw attention to reading as a real engine for personal and social development. The starting point of this campaign has been offered by the recent studies which have indicated that 22% of Romanians do not read any book, while 20% of Romanians read only a book per year.</p> <p>To initiate contests, public reading sessions and a series of complex events organized in different cities (Bucharest, Arad, Târgoviște, Galati, Craiova, Brasov) with the support of numerous cultural institutions and local authorities.</p>
<p>Description of Main Activities and Methods</p>
<p>The reading promotion campaign took place during October 2012 and May 2013 and it involved 4000 students in 46 schools in Bucharest. The winners of the reading contest organized in the project have been rewarded during a special event organized by the Bookfest staff. Due to the real interest and to the numerous participants in the programme the organizers of the Romania, read me! Project decided to continue the activities in 2014.</p> <p>The reading contest was called We read and listen to fairy-tales! and it was designed for the 4th grade students, who had received fairy tales books a month before the contest. Each library in the participating schools also received four books. First, each class had to form a representative team with 3-5 members who had read the texts and answered to a set of 20 questions. The class teams took part in the next stage of the contest, which meant answering to another set of questions. However, this time the members of the team could help each other, discuss and decide together about the answers.</p> <p>Another activity, a public reading session, was specially developed for the week with extracurricular activities called School in a different way: Know more, be better!, when the organizers prepared an educative and interactive program for the primary school pupils.</p> <p>The activity consists in offering the students the opportunity to listen to a few stories read by an actor, then teachers' guiding the discussions about the stories so that the students should be given certain topics, such as: which are your favourite characters, which is your favourite story, what other end could the story have and why.</p> <p>The public reading sessions began on November 23rd, 2013 at Gaudeamus International Book and Education Fair. For the beginning, the actor Claudiu Istodor reads a series of stories, then the children and their parents can have the first audio stories.</p>
<p>Results/ What we learned</p>

Romania, read me campaign includes a variety of activities for reading promotion, such as contests, public lectures, book presentations, and other complex events, so the target group is very large. The partners of the main organizing institution are The National Agency for Audio-visual media, Masca Theatre and Nemira Publishing House and they offer a series of means for reaching the general objectives and the specific objectives of this national program. The program was considered very interesting and its opportunity is proved by the significant number of participants.

What parts of this program can be adapted for the Boys Reading program

The whole approach of *Romania, read me* program can be applied to promote reading to teenage boys by selecting the types of texts which present interest for this category of participants in the activities developed within the project.

After identifying the needs and interests of teenage boys regarding reading and types of texts, the activities may also be adjusted to bring them closer to books and to shape continuously their interest in reading, leading them patiently towards higher levels of understanding.