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LITERACY MATTERS! USING RESEARCH TO PROMOTE LITERACY AND READING IN LIBRARIES (Updated edition)

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These guidelines are based on the first edition of this title (Lesley Farmer and Ivanka Stricevic authors) and the draft edition reviewed by the Standing Committee of the IFLA Literacy and Reading Section and other library and literacy entities

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Introduction

As the United Nation's Sustainable Development Goals (SDGs) for 2030 indicate, the need for access to information and universal literacy is paramount, particularly with the impact of globalization and technologies. People encounter information every day that can impact their future, and they face demands that information can help them resolve. Chapter 40 of SDG's Agenda 21 focuses on information for decision-making and emphasizes that, "in sustainable development, everyone is a user and provider of information considered in the broad sense." In short, worldwide literacy continues to be a vital priority.

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

Libraries provide physical and intellectual access to needed information through:

- collections of appropriate resources and welcoming space to gain and practice literacy behaviours
- instruction that optimizes the access to resources such as using key words
- personal guidance in selecting reading materials that match individual wants and needs
- programmes that provide literacy contexts such as author visits and historian presentations
- opportunities that foster the love of reading such as reading celebrations and poetry slams.

As librarians recognize their vital role in literacy, reading research can help them gather ideas and suggest good solutions. Research helps librarians efficiently gather data and incorporate assessment throughout their work, and structure efforts to make significant valid and reliable claims about their promotion efforts and importance. By systematically examining their practice with the intent of continuous improvement and increased impact, librarians and other partners become reflective practitioners of research and more effective promoters. Furthermore, when librarians use a systematic data-driven method to address literacy and reading promotion, they can make a useful contribution to the professional field.

The IFLA Literacy and Reading Section is trying to help librarians address the question: "How can librarians use research to effectively promote literacy and reading?" In this spirit, we are pleased to publish an updated version of *Using Research to Promote Literacy and Reading in Libraries* targeted to librarians and related organizations who want to find ways to foster literacy within the global society. This publication focuses on effectively consuming, conducting and applying research conducted by librarians and their partners in order to promote literacy and reading. Along with basic guidelines, the publication provides case studies from 2011 to 2016, and links to resources for in-depth guidance.

The aims of this publication are twofold:

- to encourage librarians and related organizations to use existing research in their literacy and reading promotion efforts,
- to encourage librarians and other organizations to conduct action and assessment research.

This publication also complements the section's brochure *Literacy Matters: Guidelines for Library-Based Literacy Activities* (2016), which gives practical advice for planning and implementing literacy plans.

What Is Research?

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

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

Research design typically uses the following steps.

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

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

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

Why Should Librarians Use Research?

Research helps libraries and their communities thrive. As information professionals, librarians regularly help their clientele conduct research. It makes sense that librarians would systematically review the literature, gather more data, and analyze their findings to sustain and promote their own practice. At the personal level, research adds variety and depth to the job, helps one become more reflective, and satisfies one's own curiosity. At the organizational level, research supports strategic planning, increases staff engagement, demonstrates programme impact, enhances the organization's reputation, and provides evidence that helps ensure community support of the library. At the professional level, research facilitates in-depth discussion and action, furthers professional excellence, and increases the profession's positive profile.

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

- measure the quality and impact of current practices
- establish and measure library missions and plans
- measure the effectiveness and efficiency of efforts
- measure environmental change
- add value to the library programme as a whole
- provide evidence of impact at the personal and community levels.

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

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

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

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

What Existing Research Will Be Helpful?

A basic professional development task is to consume research competently. Reading the professional literature, not only in information science but also from associated fields of study such as reading and education, keeps librarians current about trends and research-based practice.

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

Locating research about literacy and reading promotion follows the usual steps, and can facilitate original research efforts.

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

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

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

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

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

Early on in the process, instruments for gathering data need to be identified. Here is a sampling:

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

Based on the research literature review and analysis of the local situation, librarians can plan and implement an initiative that will improve reading and literacy promotion. Throughout the process, librarians should document and assess their efforts to optimize its impact. All planners and stakeholders will want to know and to be able to assess how effective the literacy promotion planning and implementation have been in meeting the intended aims.

For in-depth guidance on conducting research, please consult the reading materials listed at the end of this document.

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

Synthesis of Research on Reading and Literacy Promotion Practices

Over the decades, librarians and other researchers have studied efforts of promoting reading and literacy. A meta-analysis of the research-enhanced literacy promotion efforts listed in the following section reveals these findings:

- Use of research: review existing research to identify good applicable theories and practices to adapt, assess community needs, evaluate the effectiveness of library literacy efforts
- Effective promotion communication methods: displays, mass media public service announcements, social media, virtual communities
- Impactful library services: collection development, digitization, readers guidance, literacy/reading instruction and training, shared reading/literacy experiences (including online), programming, giving awards
- Worthwhile products for users: bibliographies, original books, book bags, library portals, portable libraries, library facilities
- Impactful promotional programmes: family literacy, digital literacy, bookgifting, story hours, tutoring, contests (poetry slams, writing, summer reading, etc.), authors and other speakers, content-specific (e.g., environmentalism, health, acculturation, civic engagement, workplace marketability and entrepreneurship)
- Successful ways to garner participation: home visits, book clubs and other discussion groups (e.g., film, anime) both face-to-face and online, advisory groups (review, select materials, plan programmes and facilities, do service), content generation (especially digital), fund-raising, marketing and advocacy, training opportunities, translating and publishing opportunities, awards
- Beneficial ways to collaborate with partners: public relations, funding, programmes, bookgifting, facilities, software development, transportation, training, consulting, evaluation, policies
- Library pre-conditions for reading/literacy promotion:
 - commitment and support by stakeholder decision-makers and library workers
 - collection (high quantity, high-quality, attractive, current, meets interests, in users' languages, culturally relevant)
 - user choice of resources and services
 - staff (trained, speak languages, approachable, caring)
 - facility (accessible, welcoming, clean, organized)
 - stable funding (e.g., governmental, partners, community, product and service sales)

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

Katherine Paterson

Sample Research-Based Promotion Efforts

The following articles represent research-informed literacy and reading promotion that actively involve libraries, as leaders or vital partners, which have been conducted since 2011. Research may involve efforts built on research about literacy and reading, or the use of research to show impact. Most documents are published in English either as the original or second language (cited in English here for reasons of inclusivity); they represent efforts from all around the world and cover a broad range of libraries of different types. Although the arrangement is by type of library, some efforts may overlap, even with a category of general promotion research. IFLA's Literacy and Research Section collects case studies, and welcomes contributions from its readership.

Cross-Library Types

Asselin, M., & Doiron, R. (2013). *Linking literacy and libraries in global communities*. Farnham, England: Ashgate.

The authors highlight the emerging role of libraries and community partners in literacy development and provide concrete examples via case studies drawn from global communities, demonstrating how libraries are working to support local literacies. Critical factors for effectively supporting reading included: user choice of reading material, opportunities to read, inviting physical space, modeling reading, and shared reading experiences. Examples of effective reading promotion strategies included events, silent reading time, family events, competitions, storytelling, displays and posters, guest readers, use of technology, summer reading programmes, and reading groups.

Bon, I. & Broekhof, K. (2014) Measuring the results of the cooperation between public libraries and school - The Monitor the library at school in the Netherlands. Paper presented at IFLA Congress, Lyon, France, August 16-22.

The Library Monitor program (specifically, the Art of Reading Program of The Dutch Reading Foundation and The National Library) captures information about literacy levels in schools. This project includes practical actions to improve collaborative partnerships between schools and the public library system, a case where the use of the existing library infrastructure and digital assessment has paid enormous dividends.

Crossly, L. (2015). *Children's library journeys*. London, England: Association of Senior Children's and Education Librarians.

This project investigated key interactions between children and libraries that lead to lifelong reading. The resultant framework listed developmentally-appropriate interactions, from pre-natal parent education about library usage to school transition and out-of-school engagement.

Curd, E. R. (2012). Bibliotecas Públicas en Chile: antecedentes, buenas prácticas y proyecciones. *Serie Bibliotecología Y Gestión De Información*, (73), 5-127.

In the last twenty years, public libraries have become a relevant issue in the reading promotion in Chile. They have contributed importantly to reduce lack of reading skills – an important factor of exclusion that produces functional illiteracy, informational and technological development. The Chilean State through the Directorate of Libraries, Archives and Museums, public and private organizations and civil society have advanced plans, programmes, campaigns and systematic development of these institutions in the country. In this context this research examines the history, practices and projections of public libraries in Chile.

Dent, V. F. (2015). Multiple research methods as a way to explore the longitudinal impact of the rural village library in Africa. *Qualitative & Quantitative Methods in Libraries* (Jan.), 17-28.

The author reviewed research-based efforts of Uganda and Burkina Faso libraries to impact literacy and community development. Key factors for success included access to reading materials, targeted literacy and reading programmes, and connections to literacy.

Desmond, S. (2012). Family literacy programs in South Africa. In B. Wasik, Ed., *Handbook of family literacy* (2nd ed.) (pp. 370-384). New York, NY: Routledge.

The South African Family Literacy Project, begun in 2000, addresses early literacy and parent competency in supporting their children's reading. Nine programmes work towards this goal. Three community libraries and eight box libraries were established. Library-affiliated groups of adults, teens, and primary school students (each meeting separately) focus on building literacy skills. Project staff developed learning materials and easy-to-read books available in Zulu and English, and facilitators guide group reading. In addition, story books were donated to twenty disadvantaged primary schools in rural South Africa, accompanied by a comprehensive training programme in using the books. Children and adults gained confidence in their literacy skills, and parents were able to help their children with homework more. Book use increased in 15 schools, and library use increased. The researchers recommend that innovation in teaching approaches associated with the use of books should be accompanied by careful training and helpful monitoring. Students who are supported by their parents do better in school, and parents are motivated to gain literacy expertise in order to help their children. The project also benefits from exchanging ideas with literacy partners.

Doiron, R., & Asselin, M. (2011). Promoting a culture for reading in a diverse world. *IFLA Journal*, 37(2), 109-117.

This meta-analysis culls successful examples of reading promotion programmes from around the world. Findings include: collaborating with the local community to promote reading, share reading interests online, develop collections and train library workers, target multicultural reading promotions. Factors for promoting reading successfully include: providing good quality local literature, improve the reading environment throughout the community, providing readers choices in selecting materials.

Easton, P. (2014). *Sustaining literacy in Africa*. Paris, France: UNESCO.

This study of literacy efforts in Africa affirms the need for a literate environment in order to insure effective literacy strategies. Libraries are particularly important to sustain literacy training; they provide structured ways to continue and apply learning. Several qualities of libraries impact literacy gains: their convenient access, resources, staff expertise (and training), and mission.

Giraud, A., & Huot, S. (2012). Promoting literacy in Southeast Asia: SIPAR. *Bookbird: A Journal of International Children's Literature*, 50(4), 96-100.

This French organization fosters literacy in Cambodia through the School Library programme (developed 230 school libraries), Reading for All program, Communal Educational Services Development, and publishing books in Khmer. Impact includes broader learning experience, more employment, more local publishing, greater interest in librarianship careers.

Gordon, C. (2011). The role of the library in supporting the emerging literacy of adolescents: A transliteracy approach to summer reading. Paper presented at IFLA Congress, San Juan, Puerto Rico, August 13-18.

U.S. high school school teachers and librarians collaboratively developed a summer reading programme that incorporated a transliteracy approach, building on research that shows the importance of summer reading to maintain reading skill. The project found that students who liked the project's website also like to read. The project revealed the importance of building youth engagement, free choice, and self-efficiency into literacy initiatives. Integrating web design into teaching course content was also motivating; significant research-based web features included ungraded annotated reading lists, links to access points for reading materials, student-generated book reviews, access to social media, and reading response activities. Student motivation and interest in reading were the project's

strongest elements; students gained digital skills as well. Success was due to student-generated content, authentic tasks, access to laptops, access to teachers and libraries, and teacher promotion.

Hedemark, Å. (2014). Bibliotek som arena för barns litteraciteter. In J. R. Eckerdal, & O. Sundin (Eds.), *Medie- och informationskunnighet i en biblioteks och informationsvetenskaplig belysning* (pp. 39-48). Stockholm, Sweden: Svensk Biblioteksförning.

The Swedish Library Association gathered chapters about media and information literacy; the cited chapter summarizes research done in Sweden on the role for public and school libraries regarding early childhood literacies. The authors discuss library efforts and their effect on the children, and what children do at public libraries. The authors note the school libraries' role in younger children's abilities to gain reading, writing and information seeking skills. The authors conclude that more research is needed. Furthermore, public libraries need to work on their service to younger children, responding to children's perspective, and more school libraries are needed.

Hossain, Z. (2013). An analytical study of some NGOs/NPOs' contributions by promoting library activities at disadvantaged areas in Vietnam to create potential and lifelong learners. *Library Philosophy & Practice*, 1-17.

This paper presents how some national and international NGOs/NPOs contribute to increase literacy and lifelong reading habits among the Vietnamese especially school goers by supporting and promoting school and community library activities through building and renovating libraries, providing books, and training librarians. Impact includes more library visits and more informed library workers, due largely to the partnerships.

Howard, M. (2013). *Growing young minds*. Washington, DC: Institute of Museum and Library Services.

This report synthesizes USA IMLS grant-supported library literacy projects. Research asserts that learning in libraries and museums promotes self-directed, experiential, content-rich learning that develops executive function skills leading to life success; because they are trusted and welcoming, libraries build brains and fuel a love of learning. Libraries also help level the education playing field by providing lifelong physical and intellectual access to educational resources. Libraries are community anchors, inter-generational connectors, digital hubs; librarians are stewards of socio-cultural-scientific heritages and innovative learning specialists. Key strategies include: high-quality early learning experiences (e.g., discovery rooms, interactive exhibits, storytelling); support for families as first teachers (e.g., care-giver training, home visits); literacy and STEM-based reading and linked activities; school readiness programmes (e.g., helping immigrant families navigate school culture, building oral language skills and vocabulary); supporting Common Core State Standards (e.g., curated digital collections, project-based activities linked to texts); summer programmes (e.g., pop-up libraries in public places, tutoring); digital hubs (e.g., literacy apps, videos, audiobooks, ebooks; workshops on selecting digital resources); family health programmes (e.g., developmental screenings, health workshops); community partnership efforts (e.g., extended day programmes; programmes with public housing authorities); links with wrap-around public services.

Ingvaldsen, S. (2014). The Norwegian School Library Program – What has been achieved? Paper presented at IFLA Congress, Lyon France, August 16-22.

The Norwegian School Library Program encourages collaboration between school and public libraries. Schools focus on developmental reading, and public libraries focus on reading promotional activities. Public libraries also complement school library collections, including digital resources. Example strategies include: digitization of picture books and their use in reading promotion events, reading workshops, art and culture programmes, library visits, and establishing a community library network for knowledge sharing. Participants gain reading and research skills, and borrow more materials. Success depends on school library integration into the school, community commitment, library worker training, stakeholder collaboration, and knowledge dissemination.

Ke, H. R., & Wen, Y. (2012). Study on the cooperation between public libraries and elementary schools in Taiwan. Paper presented at IFLA Congress, Helsinki Finland, August 11-17.

Taiwanese public and school libraries collaborated on several literacy promotion activities: library card campaign, library visits, reading programmes, book reading contests, author visits, book discussion groups, and collection sharing. As a result of these efforts student cultivated positive reading habits. Strong support from key individuals and decision makers, and enthusiastic librarians and teachers were key success factors.

National Literacy Trust. (2015). *Boys' Reading Commission Report*. London, England: National Literacy Trust.

Research noted that boys' achievement in reading is associated with home environment (library visits and role model reading), school environment (attractive texts, opportunities for pleasure reading), and male identity (valuing learning and reading). Efforts for supporting boys' reading may be applicable for other low-reading populations. Librarians can provide professional development for teachers to insure that reading materials and activities reflect boys' needs. Other strategies include summer reading programmes, reading activities that link fathers and sons, and reading suggestion programmes such as Accelerated Reader.

Shared Intelligence. (2014). *Children's digital needs and libraries*. London, England: Association of Senior Children's and Education Librarians.

Researchers examined the use of digital technology for learning by UK children ages 3 to 11, and the role that libraries play. Children have increasing access to technologies though inequities persist. Technology is neutral, but children need to learn safe positive practices, which librarians can teach. Librarians should support parents children directly to explore digital knowledge through organized activities and individual guidance; librarians also need to provide access to a wide variety of technologies, and link technology to literacy and reading habits.

UNESCO. (2017). *Reading the past, writing the future: Fifty years of promoting literacy*. Paris, France: UNESCO.

This report analyzes trends in youth and adult literacy interventions which have been implemented since 1966. It reflects on emerging conceptions of literacy: literacy as a stand-alone skill, functional literacy, literacy for empowerment, and literacy as social practice. These concepts are illustrated by a range of literacy campaigns, programmes and policies, implemented within the fifty selected countries. Then the report envisions the possible future of literacy from the perspectives of sustainable development, lifelong learning and digital societies, with a focus on the need for urgency of action.

UNESCO Bangkok. (2011). *Creating and sustaining literate environments*. Bangkok, Thailand: UNESCO.

This report addresses worldwide high illiteracy rates by providing guidance on creating sustainable literacy environments to develop human resources and empower communities. Libraries contribute to literacy efforts, particularly because they provide access to information and communication technologies. They are welcoming places that offer literacy activities and motivate users to read and see learning as lifelong habits. Several library projects are featured: Action with Lao Children, ALADIN toolkit, and Room to Read. Such environments are sustainable if learners live in supportive socio-cultural environments with strategic literacy policies and strong community partnerships.

UNESCO Institute for Lifelong Learning. (2016). *Fostering a culture of reading and writing*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

The compilation features 18 case studies of successful youth and adult literacy programmes, all of which seek to foster rich literate environments within the family, the community or wider society. It demonstrates the critical value of such an approach and advocates its wider adoption against the backdrop of the global agenda to advance literacy.

UNESCO Institute for Lifelong Learning. (2016). *Using libraries to support national literacy efforts*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

The policy brief builds on research and a multi-national workshop that addressed ways that public and community libraries can better support local and national literacy policies. The brief recommended that libraries participate in policy dialogue, provide a effective and inclusive literate environment, institutionalize professionalism, and assess their literacy efforts.

UNESCO Institute for Lifelong Learning. (2015). *Learning families: Intergenerational approaches to literacy teaching and learning*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

This report synthesizes family literacy efforts around the world, arranging the discussion of successful projects by geographic region. The report emphasizes developmentally and culturally appropriate literacy practices. Four fundamental types of approaches were identified, applicable to libraries: broad services directly to parent and children, parent training to develop reading and writing skills (indirectly to children), programmes focused on developing children's reading and writing skills by using parents as instruments, community activities that indirectly impact families (e.g., awareness-raising media campaigns). The report identified several elements of good practice: collaboration; building on community literacy strengths, needs and interests; cultural and linguistic sensitivity; celebrating the joy of learning; trained expert staff; accessible and welcoming environments; learner empowerment to overcome literacy barriers; programme monitoring and evaluation.

UNESCO Institute for Lifelong Learning. (2015). *Women, literacy and empowerment*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

Part of the Bridge Pakistan Project for literacy established mobile rickshaw libraries, which included multimedia content, projection equipment, and reading materials. These libraries target women so they can practice literacy skills and gain confidence in mobile communication. Research-based assessment confirmed those gains, and found that participants' children stayed in school more.

Wyse, D., Swain, J., & Creese, B. (2013). *The BookTrust Ant Club Evaluation: Early years and primary language and literacy intervention for educational settings and parents*. London, England: University of London Institute of Education.

Book Trust works with schools and libraries in England and Wales to generate excitement about books and cultivate long-term positive attitudes about reading through donating book packs and teaching resources. Impact includes improved reading skill and enjoyment, more family shared reading, more library visits. Family participation, partnerships and donations help the programme succeed.

Early Literacy

Anthony, J., Williams, J., & Anthony, T. (2012). *Evaluation of the Raising a Reader program with at-risk, English-speaking preschool children*. Houston, TX: Children's Learning Institute.

Raising a Reader partners the San Mateo (California, USA) Public Library with the Peninsula Community Foundation to engage parents to do daily "book cuddling" with their young children. This activities promotes family literacy activities that also foster healthy brain development and parent-child bonding. Children of parents trained in shared reading techniques demonstrate greater gains in oral language, concepts of print, letter recognition, and phonetic awareness.

Barratt-Pugh, C., & Allen, N. (2011). Making a difference: Findings from Better Beginnings, a family literacy intervention programme. *Australian Library Journal*, 60(3), 195-204.

The Western Australia family literacy programme includes the following activities to promote early childhood literacy: community child health nurse introduction to the Better Beginnings program, library staff training, family reading pack donation, regular rhyme and story sessions for family literacy, outreach story time boxes of literacy resources, family resource centres in libraries, and a website providing information about the program. Impact includes more family shared reading and its importance, gained knowledge and confidence about appropriate materials and reading techniques by families, more books at home, advanced child development, and more library membership and visits. Factors for success include partnerships with community health services, high-quality resources

including age-appropriate children's books, library staff training, regular programme evaluation, and the promotion of public libraries as family-friendly places.

Brandt, S. (2012). Wenn stehende Bilder die Fantasie beflügeln. *Bub: Forum Bibliothek und Information*, 64(2), 104-105.

A German public library promotes reading, numeracy, and literacy among preschools by using picture books, Kamishibai (paper theater), and reading bags. Impact is child engagement, greater preliteracy skill, and more book borrowing.

Burnett, C. (2014). *The contribution of early years bookgifting programmes to literacy attainment: A literature review*. Sheffield, England: Sheffield Hallam University.

British bookgifting programmes promote reading through distributing free books to children and their families. This meta-analysis of bookgifting for preschoolers found that reading for pleasure correlates with reading attainment; that reading with children in the home positively impacts children's communication, language, literacy and cognitive development; that book ownership is positively related to language and literacy development; that bookgifting stimulates positive attitudes and behaviors relative to language and literacy. Bookgifting is most effective when it promotes reading enjoyment and sharing; provides training and support for implementers; values family literacy practices and cultures; and focuses on regions where few people own books.

Carpentieri, J., Fairfax-Cholmeley, K., Litster, J., Vorhaus, J. (2011) *Family literacy in Europe: Using parental support initiatives to enhance early literacy development*. London: NRDC, Institute of Education.

This report collates family literacy initiatives focused on disadvantaged populations in Europe. Of specific note was Britain's Bookstart project, which involved shared reading experiences in local libraries and childcare centers. Bookstart instilled a sense of national celebration around stories and reading. Bookstart organizers worked with book publishers to facilitate book gifting. Bookstart partners influenced public literacy policies and financial allocation through media/public support and Bookstart's social return on investment relative to children's literacy gains and value to their partners. Bookstart can be transferable as long as it is modified according to cultural contexts.

Irwin, J. R., Moore, D. L., Tornatore, L. A., & Fowler, A. E. (2012). Expanding on early literacy. *Children & Libraries: The Journal of the Association for Library Service to Children*, 10(2), 20-28.

Extensive research shows that reading readiness skills such as alphabet knowledge, concepts about print, phonological awareness, and expressive vocabulary prepare children for reading success in the USA. Libraries can play an important role in providing preliteracy activities and resources.

Lajoie, E. et al. (2014). Using open source tools to create a mobile optimized, crowdsourced translation tool. *Code4lib Journal*, (24), 6.

Oregon (USA) libraries and the NGO Maria's Libraries in Kenya crowdsourced folk tales and children's books into African languages, and created a mobile platform. Their efforts improved early childhood literacy.

Libraries, literacy and technology. (2015). Washington, DC: IREX, Beyond Access.

This extensive nine-unit training manual for library workers aims to facilitate the integration of public libraries into national early literacy efforts. The training emphasizes leveraging data and partnerships.

Nemec, J. (2012). Beyond the brochure. *Children & Libraries: The Journal of the Association for Library Service to Children*, 10(2), 29-31.

The Born to Read (BTR) early childhood literacy program, developed by the Association for Library Service to Children (USA), offers resources to promote reading to children from their birth. Factors for preliteracy skills gains include parental involvement in early childhood reading education, the role of libraries in children's early reading education, and storytime resources for children.

Peifer, K., & Perez, L. (2011). Effectiveness of a coordinated community effort to promote early literacy behaviors. *Maternal & Child Health Journal*, 15(6), 765-771.

In California (USA) a coordinated, community-wide intervention to promote early literacy behaviors with low-income parents, especially parents with limited English language proficiency, included book distribution programmes that were based in clinical settings, childcare centres and home visitation programmes. The research-based message is that consistent reading aloud to infants and young children and accessing public library services can improve health and reading development. Establishing an early reading ritual encourages infants to have an association to books, helps in language acquisition, and supports the social and emotional connection between a parent and his or her young child. These interventions are relatively low cost and can yield considerable long term results. Programme success was also due to multi-level community-based interventions.

Pflaum, G. (2011). Bibliotheken als Bildungspartner von klein auf. *Bub: Forum Bibliothek Und Information*, 63(10), 684-686.

Rheinland-Pfalz public libraries offered an eight-module early literacy programme for parents and their preschoolers: age-appropriate print and audio books, storytelling rhythm activities, training and practice with parents in pre-literacy activities with their children. Close cooperation with schools and professional partners (e.g., writers, artists, song writers), public relations, training, and central coordination led to positive impact.

Ramos, A. M. (2012). Learning to read before you walk: Portuguese libraries for babies and toddlers. *IFLA Journal*, 38(1), 78-85.

Some Portuguese public libraries have been especially designed for babies and toddlers - bebetecas – to reinforce the value of promoting reading from a very young age for reader development. Some projects implemented in these areas, particularly those that target the family as an audience, but which in some cases are also intended for day care centres and nurseries, create an increased awareness of the role of the library in the dissemination of children's books, as well as creating dynamic reading habits at an early age. These efforts strengthen family ties and promote healthier and more balanced child development. Taking family and school as two important contexts for the development of the readers, the library becomes a privileged space and vehicle to promote good reading practices from a very young age, and where books can act as the backdrop for interaction between young children, their families and care givers.

van den Berg, H., & Bus, A. (2014). Beneficial effects of BookStart in temperamentally highly reactive infants. *Learning and Individual Differences*, 36, 69-75.

This nation-wide intervention provides families with newborns a baby book, CD, flyer about book sharing, and free membership to the local library. Librarians are trained to advise parents and organize workshops about early literacy practices. The program enhances language development, stimulating parents to initiate verbal interactions with their infants.

Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.

Laura Bush

Academic Libraries

Carlsson, L., & Culver, S. (Eds.). (2013). *Media and information literacy and intercultural dialogue*. Goteborg, Sweden: Noricom.

Eight universities around the world collaborated to promote media and information literacy (MIL) and intercultural dialogue. This yearbook covers several literacy promotion efforts: teaching media literacy, developing high school activities to “cross borders” with reading (e.g., through manga, gaming), leveraging Common Core State Standards, and analyzing MIL education in national curricula. The consortium approach facilitates information exchange.

Francis, M. (2011). Turning a One Campus One Book event into a Web 2.0 experience: The first two years. *College & Undergraduate Libraries*, 18(4), 399-408.

A One Campus One Book event in South Dakota (USA) was enhanced with online content and participation. The book was integrated into a course and other collaborations increased participation. Factors for success included good book choice, varied publicity, a variety of ways to participate and collaborate, programme evaluation and modification.

Hodgens, C., Sendall, M. C., & Evans, L. (2012). Post-graduate health promotion students assess their information literacy. *Reference Services Review*, 40(3), 408-422.

Australia’s Queensland University of Technology library provided online information literacy tutorials to health promotion students, resulting in greater research skills by the participants. Storytime provides an effective venue for literacy instruction if it is intentional, interesting to children, and developmentally appropriate; librarians need to model the desired skills, and provide children with opportunities to practice activities, and give each other feedback. Examples of good practice include using alphabet/concept and rhyming books, reading aloud, teaching book handling skills.

Van Vuren, A. J. (2011). Communal reading as a way to foster a reading culture: The One Book One Library Project at the University of Johannesburg. *Mousaion*, 29(1), 96-111.

South Africa organizations support writers, disseminate books, and offer family literacy projects. As an example, the University of Johannesburg organized a One Book One Library project, buying and lending one common text. Impact was social reinforcement of reading. Factors for success included easy reading material, local topic, and author involvement.

Public Libraries

Anderson, K., Barblett, L., Barratt-Pugh, C., Haig, Y., & Leitão, N. (2013). Better Beginnings: Public libraries making literacy links with the adult community. *Libri: International Journal of Libraries & Information Services*, 63(4), 272-281.

The Better Beginnings READ! 3 initiative, conducted through public libraries in Western Australia, promoted family and adult literacy. The adult programme was a three month reading challenge; participants were rewarded with certificates and prizes. Librarians contacted community groups, which quality of partnership impacted the degree that adults were likely to visit libraries.

Asselin, M., Abebe, A. & Doiron, R. (2014). Applying an ecological model for library development to build literacy in rural Ethiopian Communities. Paper presented at IFLA Congress, Lyon, France, August 16-22.

CODE-Ethiopia established and stocked rural community libraries to support literacy, education and sustainable agriculture. Librarians learned how to design programmes, build partnerships, and serve as action researchers. A new initiative in preschool literacy and producing and using digital texts was introduced as heralding a major role for community libraries in national directives. The project also created Amharic language story and picture books in print and digital formats; children’s print awareness increased significantly. Librarians need to recognize the complex balance required to establish a strong network of such community libraries, each having both an individual and regional/national identity.

Attri, R., & Jishtu, P. (2014). Effect of Saakshar Bharat Mission in Chamba District of Himachal Pradesh. *Issues and Ideas in Education*, 1(2), 161-172.

Saakshar Bharat is the centrally sponsored nation-wide literacy scheme of the Indian Department for School Education and Literacy (DSEL), focusing on increasing women's literacy in India. As well as basic literacy/basic education, it covers vocational education and skill development, applied science and sports. Adult Education Centres, one per village, organize and deliver classes, taught by trained literacy educators. Continuing education is provided in libraries and reading rooms, based in the centres. Impact includes 15 million adults with increased literacy and numeracy. Success is due to governmental and partner funding.

Banihani, M., & Abu-Ashour, K. (2015). The role of Jordanian schools in encouraging students' outside reading. *Journal of Education & Social Policy*, 2(1), 72-77.

We Love Reading (WLR) promotes the love of reading by establishing a library in every neighbourhood in Jordan, supported by women trained in reading aloud. Books are written in the home language and reflect children's cultural background, which helps the programme succeed. The impact includes increased reading skill and academic success, and greater leadership by trained readers (who are women). Sound training and sharing are imperative.

Bibliotekos pasangai. (2015). *Libraries for innovation*. Vilnius, Lithuania: Martynas Mazyvdas National Library of Lithuania.

Lithuanian Ministry of Culture partnered with the Martynas Mazyvdas National Library of Lithuania and Gales Foundation to build the country's public libraries' capacities as institutions for public Internet access to support informal adult education. The project created eleven training centres and materials, and 1276 public libraries received technology hardware and Net connectivity. As a result, the number of Internet users in Lithuania increased, and their ICT competency improved.

Bloch, C. (2015). Nal'ibali and libraries: Activating reading together. Paper presented at IFLA Congress, Cape Town, August 13-19.

PRAESA (Project for the Study of Alternative Education in South Africa) promotes biliteracy learning and children's literature through radio programs that share stories and literacy training, newspapers that offer reading in local language and give suggestions for literacy activities, and collaborative work with libraries, such as facilitating reading clubs. These effort inform librarians, engage readers, highlight native stories, and serve to advocate for native language literacy.

Chisita, C. (2011). Role of public libraries in promoting literacy in Zimbabwe. Paper presented at IFLA Congress, San Juan, Puerto Rico, August 13-18.

Public library efforts have contributed to Zimbabwe having the highest literacy rate in Africa. Research that undergirds these efforts include: 1) the importance of literacy couched in the social-cultural environment in sync with indigenous cultures; 2) customizing literacy programmes to reflect the complementarities of oracy and literacy; 3) leveraging public libraries as social spaces. Libraries use several strategies to promote reading and literacy: storytelling sessions, (especially to restore folklore and oral traditions), family reading, outreach programmes such as the Zimbabwe International Book Fair, and partnering with public and private entities to develop infrastructure and deliver public services cost-effectively.

Dalmer, N. (2013). Health literacy promotion: Contemporary conceptualizations and current implementations in Canadian health librarianship. *Journal Of The Canadian Health Libraries Association (JCHLA)*, 34(1), 12-16.

This meta-analysis of Canadian library programmes to promote health literacy revealed important trends. Public libraries spend more time on health questions than any other reference topic, so they need training in this area;. Librarians promote health literacy through awareness activities (e.g., Health Literacy Month), health information handouts with useful resources. Promoting daily reading habits also supports health literacy. Impact was seen mainly in terms of increased awareness and access, as well as strengthened partnerships with health professionals.

EIFL. (2015). E-books app motivates teenagers to read. *EIFL-PLIP*.

Latvia's Valmiera Public Library's Read and Get Followers project used technology to motivate teenagers to read. The library partnered with a software development agency to provide ebooks and to create an app that enabled readers to produce their own ebook libraries, build networks of followers and share reading experiences. The library also selected and trained teens to serve as reading ambassadors to promote reading with their peers. The reading ambassadors and university community also collaborated with the library to design a new library reading space for youth. The library organized classes on e-reading, and launched a TV show about social reading. As a result, teens gained more reading self-confidence. Success depended on task-oriented partnerships, and the incorporation of technology.

Finch, M., & Phetteplace, E. (2013). Less like a lesson, and more like an adventure. *Reference & User Services Quarterly*, 53(2), 108-112.

Several literacy activities have targeted youth: storytelling, technology use in libraries (including gaming), and Paint the Town Read: an Australian nonprofit endeavor promoting preschool literacy through street fairs and events. Marketing and outreach get young people to visit libraries. Impact includes more youth engagement and informal learning. Success depends on addressing youth's interests and leveraging community volunteers and media coverage.

Hedenstrom, S. (2011). Ways to read: New forms of reading stimulus. *Scandinavian Public Library Quarterly*, 44(3).

Nine Swedish counties conducted a five-year "Ways to Read" plan, which included a training conference, book improvisations, book events, poetry workshop, drama, etc. with the idea of new ways to stimulate reading. Impact included more positive attitudes about reading and greater reading partnerships with agencies (which also contributed to the success). Other success factors included long-term commitment and large scale effort.

Jayaram, K. (2012). *Towards a conceptual framework for early literacy: A balanced and socially sensitive approach*. Delhi, India: Organization for Early Literacy Promotion.

India's Early Literacy Project (ELP) targets under-achieving and out-of-school primary-age children, mainly from poor and marginalized communities. Key strategies include establishing partnerships with other developmental institutions and local communities; producing culturally and contextually relevant teaching-learning materials; training community-based programme facilitators; implementing capacity building training programmes for rural primary school teachers; and establishing Community Learning Centres and community-based mobile libraries. Impact includes increased literacy and community support for children's education. Success depends on providing literacy activities in the child's home language and related to their experience, actively involving the community, and balancing class time with livelihood activities.

Keller-Loibl, K. and Brandt, S. 2015. *Leseförderung in Öffentlichen Bibliotheken*. Berlin, Germany: De Gruyter.

This work presents theory surrounding the promotion of literacy and reading from a practical perspective. It aims to help librarians plan and implement projects to promote literacy and reading for users of all ages, from young children to seniors. Discussed topics range from early childhood literacy support to special programmes for adolescent readers and music-assisted methods for the very elderly.

Kevane, M. (2015). Community libraries and reading programs for youth in Burkina Faso. Paper presented at IFLA Congress, Cape Town, August 13-19.

The non-profit group Friends of African Village Libraries (FAVL) supports community libraries through training local librarians to manage small community library, offering a variety of reading programs for youth, and creating and distributing attractive reading materials for rural readers. Efforts lead to increased local publishing, improved reading and greater vocabulary. Their model embraces partnerships, transparency and low-cost programs.

Koren, M. (2011). Literacy beyond the curriculum: The strength of libraries; Examples from the Netherlands. Paper presented at IFLA Congress, San Juan, Puerto Rico, August 13-18.

Public libraries in the Netherlands focus on recreational reading promotion to complement schools' emphasis on reading skills. They use a lifelong approach to their projects: Boekstart about reading aloud to babies and families, Boekenpret about picture books and activities for pre-schoolers in partnership with public agencies, Leesvirus about promoting reading for primary students, and Inktapp about international reading sharing (including social media) for older students. Results of these programmes include greater language development, improved reading and writing skill, and better vocabulary. Success depends on using a systematic approach and structure, staff training, good collections, attractive reading place, transcending school curriculum, emphasis on reading pleasure, partnerships with schools and other youth-serving agencies, and library's programme marketing.

Lopez, M., Caspe, M., & McWilliams, L. (2016). *Public libraries: A vital space for family engagement*. Chicago, IL: Public Library Association.

The Public Library Association, in partnership with the Harvard Family Research Project, examined family engagement in public libraries. They found that public libraries have the resources and expertise to help prepare early learners for school. Libraries help families, who serve as critical factors for children's academic and social development, learn together to use resources.

McCreedy, D., & Skolnik, J. (2013). Engaging families in science and literacy through museums and libraries. In Kreider, H., Caspe, M., & Hiatt-Michael, D. (eds.), *Promising practices for engaging families in literacy* (pp. 101-117). Portsmouth, NH: Heinemann.

AND Büchner, K. (2015). *The Franklin Institute's Museum-Community Programs 1993–2014*. Philadelphia, PA: Franklin Institute.

Learning science process skills informs literacy skills because text develops scientific ideas. Science exploration provides concrete experiences on which to build language skills as learners communicate their findings. Process skills of observation, prediction and inferring are also fundamental literacy skills. As an example, the Franklin Institute Science Museum partnered with the Free Library of Philadelphia (USA) to promote family engagement in science and literacy through linked children's literature and hands-on science activities. LEAP (Literacy Enrichment Afterschool Program) into Science is a drop-in enrichment and homework help library programme with college tutors, which embeds science. The programme also includes family workshops where children and parents act as scientists investigating their surroundings and reading books. The Franklin Institute trains staff in scientific inquiry. The programme has expanded into a national cohort, which also developed a wiki to share resources. Programme participants gained interest in science, and used children's books to facilitate science learning. Factors for success included: creating fun educational activities that families can do together, training facilitators, fostering sustained participation (which results in more gains), providing ongoing support, partnering with organisations that share similar goals and want to collaborate, establishing roles and expectations early on, communicating regularly with partners, and building a strong structure for sustainability.

Meyers, J. K. (2015). Vital partnerships fueling the dynamic development of libraries for young people in Zambia. Paper presented at IFLA Congress, Cape Town, August 13-19.

The Lubuto Library Partners works with communities and other partners to build local libraries and community-based services, including digitization projects. Impact includes community interest in literacy, literacy gains, and the production of local publications.

Mohammed, Y. & Awad, M. (2014) Community libraries & combating illiteracy as a lever to community development. Paper presented at IFLA Congress, Lyon, France, August 16-22.

Libraries were developed in the West Bank of Palestine, where the library infrastructure plays an important role as a meeting place for education, training and social interaction. The Trust programmes use these libraries as community places to combat illiteracy, provide educational opportunities and community spaces to learn and acquire knowledge through dialogue. These libraries have been particularly important for women who are now change agents in their communities.

Parry, K. (2011). Libraries in Uganda: not just linguistic imperialism. *Libri*, 61(4), 328-337.

Ugandan libraries have developed and implemented several literacy projects. In two rural village libraries, a library-based intervention called STSA (storytelling/story-acting) involved children dictating and acting out their own stories. The activity improved the children's reading readiness and increased their vocabulary. In another project a series of workshops were given to parents to teach them activities to encourage family reading. In addition, two children's books were created using local photography, and the group translated them into Luganda. The translated books were given to the group, and were particularly useful and welcome. Attitudes towards reading improved, and readers became more confident. More books are needed that are easy enough for such audiences and that reflect their African experiences.

The Reading Agency. (2015). *Reading ahead*. London, England: The Reading Agency.

Noting that a sixth of people in Britain are struggling readers, the Reading Agency launched a national campaign in public libraries, colleges, community learning centers, prisons and workplaces. Participants read six books of their own choice, and completed a reading diary to receive incentives and a certificate. Almost all project readers improved their literacy. The project established reading as pleasurable, and provided opportunities for self-determined reading habits and public recognition.

Reynolds, S. & Welch, B. (2014). 'The love in the room': Evaluating the National Year of Reading in an Australian public library. *Library and Information Research*, 38(117), 37-53.

Australia established a national campaign to foster reading. Activities included events, contests, reading ambassadors, Love2Read centres, and many reading resources. Impact included greater awareness of libraries and reading, and new library users. Positive impact was possible because of the national framework, partnerships, staff training, and administration effectiveness. This article pointed out the challenges of impact-based research and evaluation.

Sabolovic-Krajina, D. (2011). Reading and literacy – a way to the social inclusive library. Paper presented at IFLA Congress, San Juan, Puerto Rico, August 13-18.

The public library in Koprivnica, Croatia, emphasized "Library for all" by partnering with governmental and non-governmental organizations to provide literacy resources and services for Roma people, people with disabilities, the unemployed, and the elderly so they could be more included and survive better. After identifying these people's literacy barriers, the library started several activities: inclusive cultural events (e.g., folktales, author visits), expanding and exhibiting relevant collections, organizing literacy meetings and workshops. Results included more social inclusivity, greater communication and social skills, greater library use. Library efforts also helped raise community awareness to the needs of social marginalized populations. Success was due to community partnerships and "small steps" strategies with long-term positive effects.

Sensenig, V. (2012). *Libraries and literacy in ecological perspective*. Doctoral dissertation. Pennsylvania State University.

Four public libraries in Pennsylvania (USA) were examined from an ecological perspective; such institutions are embedded in social life. The research found that public libraries promote early literacy experiences because they value childrens developed of identities are readers, yet they are subject to school and home forces (even when these forces might not be positive). Librarians should focus story hours on children rather than trying to build in parenting education. Public libraries collaborate with school, but emphasize their unique role as a informal educational affinity third space; standards-based educational reform has influenced public library children's programmes.

Sharma. A. (2011). South Asian nomads: A literature review. *Creating pathways to access*. Research Monograph, 58. Sussex, England: University of Sussex.

India's Rural Litigation and Entitlement Kendra (RLEK) promoted adult literacy through 350 volunteer teachers who taught tribals in their communities. Impact includes increased literacy and numeracy, better health, and community empowerment. Community adults partnered with RLEK to build schools for the children, which included libraries. Success was due to the volunteers and

community participation, connecting literacy to everyday life issues, interventions based on community needs, and providing learning materials in local languages with localized content.

Shepherd, S. (2011). Partnerships at many levels: Libraries in northern Arnhem Land, Northern Territory. *Aplis*, 24(2), 85-88.

East Arnhem Shire Council, Northern Territory Library and other providers partnered to deliver library services, promote reading and increase literacy and school readiness for indigenous people in Australia's Northern Arnhem Land. Activities included storytime at a women's center, access to local language materials, and support of social services. Impact included improved preliteracy skills. Family participation and early exposure to books in local languages led to success.

Shrestha, S., & Krolak, L. (2015). The potential of community libraries in supporting literate environments and sustaining literacy skills. *International Review of Education*, 61(3), 399-419.

The READ (Rural Education and Development) Nepal project recruits, trains and supports community facilitators and librarians to community libraries that provide literacy and life skills programmes. Each community library is partnered with an income-based project to ensure sustainability. Over a million children and adults have been impacted by READ. The community libraries that were built led to higher literacy rates and a community focus on lifelong and intergenerational learning, as well as social empowerment and economic development. Community ownership and partnerships sustain efforts.

Steenberg, M. (2011). 'Shared reading': Old technology in the era of new digital media. *Scandinavian Public Library Quarterly*, 44(3), 6-8.

The "Get Into Reading" (GIR) programme was developed by libraries in Denmark and the non-profit organization Læseforeningen in order to promote literacy and interest in reading. The programme is based on shared reading in which a facilitator reads aloud to a group and encourages reading responses and discussion. The article mentions the non-profit reading advocacy group The Reader Organization in Great Britain, and describes its mission to promote reading among the public, especially people suffering from depression. The article claims that reading can be therapeutic and can promote mental health; the article also describes the cognitive process of reading, and discusses technology such as digital books.

Stranger-Johannessen, E. (2014). Promoting a reading culture through a rural community library in Uganda. *IFLA Journal*, 40(2), 92-101.

The library fostered a reading culture through a variety of materials in English and the local language, and provided a welcoming atmosphere in which the community had a sense of ownership, and all ages intermingled. The library also partnered with the local school.

Sywelem, M. M. G. (2015). Literacy and adult education in Egypt: Achievements and challenges. *American Journal of Educational Research*, 3(7), 793-799.

Caritas Egypt helps adults analyze and resolve problems of daily life through literacy and dialogue. Inspired from Paulo Freire pedagogy, the programme is based on human rights awareness. Environment and health awareness components are also closely given in the literacy sessions. Cultural and social activities are an integral part of the programme, as are the primary tools used to engage students in community issues. This is especially true for the post-literacy phase of the programme, which has been run via village libraries since 2000 to prevent newly literate adults from lapsing back into illiteracy and to support them in becoming more active citizens. The libraries contain a variety of books useful to learners at different levels of literacy. In the Minia province, 'mobile libraries' allow the wider sharing of books with other classes in the area. Other community-based projects conducted by village libraries include training on electoral voting procedures, using interactive role play. Impact includes more educational retention, more civic engagement, more respect for women, and less malnutrition. Success depends on dialogue and partnerships.

Umat, A., et al. (2015). Global Libraries impact planning and assessment progress. *Performance Measurement and Metrics*, 16(2), 109-131.

The Gates Foundation underwrote ICT incorporation by public libraries in 14 countries. This report summarizes the projects, and notes their impact: primarily on ICT literacy and socio-economic gains, and indirectly may have improved literacy and reading behaviors and competencies (e.g., more book lending, more library use, language learning). Projects included trainings, makerspaces, access to the Internet and digital information, social events and activities, tutoring, and social services help. Keys to success included: needs assessment and baseline data, training library workers, library advocacy, community partnerships, creative ICT services, monitoring of library and ICT use.

UNESCO Institute for Lifelong Learning. (2014). *Economic Empowerment and Functional Adult Literacy Programme. Country profile: Honduras*. Hamburg, Germany: UNESCO Institute for Lifelong Learning (LitBase).

Starting in 2000, the Riecken Foundation has helped established over fifty community libraries in Honduras. Communities must initiate the library request, which optimizes commitment. Training is provided by Riecken and partnering institutions. Each library has over a thousand books, Internet connectivity, and local democratic governance. Libraries also provide reading programmes and literacy courses. One unique programme features elders who tell children tales in the Mayan language; those stories are then transcribed and translated into Spanish to keep alive local traditions and history. The programme builds on several principles: local leadership, volunteerism and engagement, entrepreneurship, respect for human rights, equity, ethics and transparency, excellence. As a result of these efforts, time on reading and doing homework have increased, and television viewing has decreased. Children have gained new sources of employment and education, motivated by the library resources and programmes.

Villalobos, J., et al. (2012). *Aprendizajes en familia en Mexico*. Patzcuaro, Mexico: Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe.

This Mexican programme targets under-performing schools for family literacy activities. Participating schools are responsible for providing meaningful education, establishing tutoring networks and carrying out projects for the benefit of the school and the community. The families are responsible for supporting their children's education by participating in tutoring networks, cultivating their own curiosity and taste for learning, supporting school activities, and sharing their knowledge within the community. In addition to establishing school libraries (usually as classroom collections), community centres for literacy and recreational activities support the promotion and development of lifelong learning and literacy skills in the community. The programme recruits and trains facilitators, and partners with schools. Both parents and children gain literacy skills. Success depends on community ownership and action, and governmental support.

Wigell-Ryynänen, B. (2012). Lifelong reading. Paper presented at IFLA Congress, Helsinki Finland, August 11-17.

Finland's policies emphasize citizens' rights to quality public library services. Popular literacy services include booktalks, presenting new books in schools and senior houses, author visits, reading contests, and web-based programmes that include reading circles and recommendations of good books. Students score consistently high in PISA reading skills tests as a result of this reading culture, supported by libraries and the government.

World Bank. (2013). *Time for Kenya to shift gears to accelerate growth and reduce poverty*. Washington, DC: World Bank.

The Economic Empowerment and Functional Adult Literacy Programme has been implemented by the Kenya Adult Learners' Association (KALA) in rural areas of Kenya. The programme provides hands-on training to economically empower adults (especially women) and youths by equipping them with basic literacy and functional skills. KALA integrates supplementary entrepreneurship and management training outside the traditional reading and writing context. Communities participating in KALA's efforts have also benefited as a whole from the community libraries and resource centres set up in aid of the project, thus promoting a culture of lifelong learning. Impact includes income-generating activities, government policies on communication and gender

education, improved status and participation of women, increased networking, and increased literacy. Success is due to partnerships, community-based action, efforts of local facilitators, small scale business that can support efforts, participant sharing (including programme design).

School Libraries

CILIP. (2014). *The beating heart of the school*. London, England: CILIP.

U.K. school libraries have a pivotal role in promoting literacy. They focus on low-achieving students, such as spearheading a reading trail structure for English lessons. School libraries encourage reading for pleasure through shared reading, exhibits and displays, author visits, interviewing librarians about their reading history, and special initiatives such as the CILIP Carnegie and Kate Greenaway shadowing scheme.

Coddington, C., Jukes, M., & Cooper, C. (2015). *School libraries cross-national evaluation*. San Francisco, CA: Room to Read.

Room to Read has reached 10 million children around the world by facilitating the growth of 17,500 school libraries with book-rich environments and training 10,000 teachers in literacy instruction and library management. Their research recommends phonics-focused systematic reading instruction, teacher training on reading activities, use of illustrated fiction books, access to libraries, local advocacy and partnerships, family engagement, and life skills education.

Domínguez, N. et al. (2016). The school librarian as motivational agent and strategist for reading appreciation. *Journal of Librarianship and Information Science*, 48(3), 236-246.

This study identified different strategies that elementary and middle school librarians in Puerto Rico use to promote reading appreciation. Findings indicate that school librarians consider Library Week a key activity for promoting reading appreciation, and the Internet as a key resource for implementing different activities they design. The conclusions also acknowledge that school librarians face different challenges, the most difficult being collaboration and support from the students' parents.

Fredericks, A. D. (2011). Building literacy bridges with readers theatre. *School Library Monthly*, 27(4), 42-44.

The article focuses on the efficiency of using readers theatre in promoting positive reading habits and storytelling in the U.S. The readers theatre helps in the comprehension and reading skills, and integration of all the language arts. The school librarians and teachers need to coordinate readers theatre specifically to list language art topics and develop joint projects. An extensive review of international and Australian research shows impacts of school libraries and teacher-librarians on students' literacy and learning outcomes.

Hughes, J. (2013). School libraries, teacher-librarians and their contribution to student literacy in Gold Coast schools. *SLAQ*.

Research showed links between employment of a teacher-librarian and higher NAPLAN reading and writing scores. It also presents the principals' generally positive views about teacher-librarians' contribution to reading and literacy at their schools.

Lance, C., Schwarz, B., & Rodney, M. (2014). *How libraries transform schools by contributing to student success*. Columbia, SC: South Carolina Association of School Librarians.

South Carolina school personnel were surveyed about their preceptions of their school library's role in student achievement. The librarians' roles as reading motivator and instructional resource manager were the highest-rated. High-impact practices were collaborative learning activities such as needs-based class and individual visits to the library, and librarians teaching new skills to teachers. A significant positive correlation existed between library programmes and student language arts standardized test scores.

Martins, J. & R. (2012). Portuguese school libraries evaluation model: An analysis of primary schools' results for the 'reading and literacy' domain. *Australian Library Journal*, 61(4), 265-280.

The evaluation model captured critical success factors for reading and literacy efforts in Portugal, targeting student impact and coordination with stakeholders. These factors included comprehensive collections that met students' needs and interests, author visits and cultural events, alignment with the National Reading Plan, focus on reading improvement and enjoyment, school community involvement, reading support materials, awareness of the school library's social and cultural context.

Nielen, T., & Bus, A. (2015). Enriched school libraries: A boost to academic achievement. *AERA Open*, 1(4), 1-11.

The collection of enriched (larger and more up-to-date materials) and typical Dutch school libraries were compared. Fourth and fifth grade students in schools with enriched libraries score higher on standardized reading comprehension tests than students from other schools. Boys read more frequently, and girls increased their reading motivation and read more frequently.

Pfeiffer, C. (2011). Achieving a standard of reading excellence in Kansas. *Knowledge Quest*, 39(4), 60-67.

An Accelerated Reader programme is successfully used as a Tier One Response to Intervention (RTI) reading intervention in a Kansas (U.S.) school. Students who read a million words, 100 books, or master 100 vocabulary words get posted on the reading wall of fame. Impact includes increased and improved reading.

Shenton, A. K. (2011). Uniting information literacy promotion and reader development in schools: Two forms of library-based intervention. *IFLA Journal*, 37(1), 62-68.

This international review of reading and literacy promotion efforts by school libraries surfaced several good practices: literature circles and reading groups that gather together students with similar interests; promoting non-fiction books; establishing peer reading buddies. Impacts include increased interest and habits of reading.

Todd, R. (2011). From literacy to inquiry: A holistic approach to literacy development in selected Australian schools. Paper presented at IFLA Congress, San Juan, Puerto Rico, August 13-18.

Australian schools used a holistic approach to literacy development based on Kuhlthau's information search process through an open-ended research task. Students improved their resource-based competencies, critical thinking, knowledge-based competencies, reading-to-learn competencies, personal and interpersonal competencies, and learning management. Success was due to instructional teams (including librarians), focus on complex knowledge building and transformation tasks, and support throughout all the task steps.

School libraries are the foundations of our culture – not luxuries.

Laurie Halse Anderson

Prison Libraries

Hartley, J., & Turvey, S. (2014). *Prison reading groups*. London: University of Roehampton.

British volunteers and prison librarians led book clubs for prisoners, who chose the readings. The facilitators were given support materials to aid their work. Through this purposeful informal educational activity, prisoners gained literacy skills, and contributed to the rehabilitation and employability. Fiction in particular was a "highway" to empathy. The reading groups also fostered a sense of community.

Jones, J. (2014). Reparation through reading: A collaborative approach to adult and family literacy in Western Australian prisons. Paper presented at IFLA Congress, Lyon, France, August 16-22.

A cross-sector approach among Better Beginnings, WA Corrective Services and prison based family support services has enabled the development and delivery of accredited foundation adult

literacy units integrating family literacy principles. Incarcerated parents develop literacy skills and learn age appropriate activities to share with their children. Participants then go on to apply these skills during family visits, and establish pathways to further education.

Peschers, G. (2015). Books open up worlds for people behind bars: Examples of cooperation between prison and public libraries in Germany and selected countries from all over the world. Paper presented at IFLA Congress, Cape Town, August 13-19.

IFLA has developed guidelines for library services to prisoners, and the Council of Europe also recommended a library for each prison. However, implementation can be challenging. This article summarizes the history of prison libraries, and highlights effective efforts. For example, Hamburg prisoners have access to over a million media items via interlibrary loan from the Hamburg Public Library. Greiz Public Library and the Hohenleuben Prison have joint events and media loans. U.S. prison libraries help prisoners and their families transition successfully back into society through reading materials and activities. The African Prisons Project set up prison libraries, which promote reading. Impact includes increased reading and participation in public life. Success depends on providing an attractive literate environment, having access to information (especially media), and having professional librarians.

Zybert, E. B. (2011). Prison libraries in Poland: Partners in rehabilitation, culture, and education. *Library Trends*, 59(3), 409-426.

Among the rehabilitation programmes for prisons is reading promotion. The Polish prison library's literacy club enhances cultural interaction, coordinates literary activities with authors and other cultural representatives, publishes prisoner writing. Staff read books aloud through in-house broadcasting. Inmates make audiobooks of stories they read, and give them to families, which helps those relationships. Reader's advisory leads to prisoner awareness of negative behavior and willingness to change. The library holds reading competitions, motivating inmates to read broadly.

The library card is a passport to wonders and miracles, glimpses into other lives, religions, experiences, the hopes and dreams and strivings of ALL human beings, and it is this passport that opens our eyes and hearts to the world beyond our front doors, that is one of our best hopes against tyranny, xenophobia, hopelessness, despair, anarchy, and ignorance.

Libba Bray

Research Starting Points

The following sources of information help librarians to start incorporating research into literacy and reading promotion.

Books

- Albers, P., & Holbrook, T. (2013). *New methods of literacy research*. London England: Routledge.
- Alidou, H., & Glanz, C. (Eds.). (2015). *Action research to improve youth and adult literacy*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.
- Bolly, M., & Jonas, N. (2015). *Action research: Measuring literacy programme participants' learning outcomes*. Hamburg, Germany: UNESCO Institute for Lifelong Learning.
- Calfee, R., & Sperling, M. (2010). *On mixed methods: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Chen, H. (2014). *Practical program evaluation* (2nd ed.). Thousand Oaks, CA: SAGE.
- Christenburg, L., Bomer, R., & Smagorinsky. (2008). *Handbook of adolescent literacy research*. Westport, CT: Guilford Press.
- Cook, D., & Farmer, L. (Eds.). (2011). *Using qualitative methods in action research*. Chicago, IL: American Library Association.
- Duke, N., & Mallette, M. (2011). *Literacy research methodologies* (2nd ed.). Westport, CT: Guilford Press.
- Farmer, L., & Safer, A. (2015). *Library improvement through data analytics*. Chicago, IL: American Library Association.
- Farmer, L., & Stricevic, I. (2011). *Using research to promote literacy and reading in libraries*. The Hague, Netherlands: IFLA.
- Grant, M., Sen, B., & Spring, H. (Eds.). (2013). *Research, evaluation and audit: Key steps in demonstrating your value*. London, England: Facet.
- Heath, S., & Street, B. (2008). *On ethnography: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Israel, S., & Duffy, G. (Eds.). (2008). *Handbook of research on reading comprehension*. London, England: Routledge.
- Kamil, M. et al. (Eds.). (2010). *Handbook of reading research, Volume IV*. London, England: Routledge.
- Mertler, C. (2013). *Action research: Improving schools and empowering educators* (4th ed.). Thousand Oaks, CA: SAGE.
- Morrow, L., et al. (Eds.). (2010). *Handbook of research on literacy and diversity*. Westport, CT: Guilford Press.
- Neuman, S., & Dickinson, D. (2011). *Handbook of early literacy research, Volume 3*. Westport, CT: Guilford Press.
- Ross, C., McKechnie, L., & Rothbauer, P. (2005). *Reading matters*. Westport, CT: Libraries Unlimited.
- Smith, P., & Kumi-Yeboah, A. (2015). *Handbook of research on cross-cultural approaches to language and literacy development*. Hershey, PA: IGI Global.
- Sykes, J. (2013). *Conducting action research to evaluate your school library*. Westport, CT: Libraries Unlimited.

Journals

Bookbird: A Journal of International Children's Literature
Children & Libraries

Glasnik Narodne biblioteke Srbije / The Herald of the National Library of Serbia <http://www.nb.rs>

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

IFLA Journal

Journal of Adolescent and Adult Literacy

Journal of Early Childhood Literacy
Journal of Literacy Research
Journal of Research in Reading
Library and Information Research
Library Trends
Literacy
Literacy Research: Theory, Method, and Practice.
Literacy Research and Instruction
Literacy Today
New Review of Children's Literature and Librarianship
Reading
Reading Research and Instruction
Research about Effective Literacy Instruction <http://www.literacy.uconn.edu/resart.htm>
Reading Research Quarterly
Scandinavian Public Library Quarterly
Scientific Studies of Reading
Shkolnaya Biblioteka / The School Library (Russian School Library journal)
Vjesnik bibliotekara Hrvatske (Croatian Librarians Herald) <http://www.hkdrustvo.hr/vbh/>

Research-Centric Associations

Center for the Improvement of Early Reading Achievement <http://www.ciera.org/>
Centre for the Public Library and Information in Society (CPLIS)
<http://www.shef.ac.uk/is/research/centres/cplis>
Florida Center for Reading Research <http://www.fcrr.org>
Institute of Museum and Library Services <https://www.imls.gov/research-evaluation/evaluation-resources> and <https://www.imls.gov/grants/outcome-based-evaluation/webography>
Minnesota Center for Reading Research <http://www.cehd.umn.edu/Reading/>
Research about Effective Literacy Instruction <http://www.literacy.uconn.edu/resart.htm>
UNESCO <http://www.unesco.org/>
U.S. Department of Education Literacy Information and Communication System: <http://lincs.ed.gov>
What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Organizations Promoting Literacy and Reading

American Literacy Council <http://www.americanliteracy.com>
American Library Association <http://www.ala.org>
Asia in the Heart <http://asiaintheheart.blogspot.com>
Booktrust <http://www.booktrust.org.uk/>
California Literacy, Inc. <http://www.caliteracy.org>
Center for the Book <http://www.read.gov/cfb/> Their site lists reading affiliates and partners:
<http://www.read.gov/cfb/affiliates.html>
Centre for the Book, South Africa <http://www.nlsa.ac.za/index.php/about-us>
Children's Book Council <http://www.cbcbooks.org>
Children's Literature for Children <http://www.childrensliterature.org>
E-Yliko (Greek digital content for schools by the Hellenic Ministry of Education, Life Long Learning and Religious Affairs) <http://www.e-yliko.gr>
EIFL (Electronic Information for Libraries) <http://www.eifl.net>
ENSIL (European Network for School Libraries and Information Literacy) <http://www.ensil-online.org>
EU Read organizations <http://www.euread.com/organisations>
Ezra Jack Keats Foundation <http://www.ezra-jack-keats.org>
German Sanchez Ruiperez Foundation: <http://childrensliteracylab.org>
<http://lecturalab.org> (*Spanish version*)

Hrvatsko čitateljsko društvo (HČD) / Croatian Reading Association <http://www.hcd.hr/>
Hrvatsko knjižničarsko društvo - Komisija za čitanje / Croatian Library Association Reading Section
http://www.hkdrustvo.hr/hr/strucna_tijela/40/uvod/
If I Can Read, I Can Do Anything (Native American reading club)
<http://sentra.ischool.utexas.edu/~ifican/index.php>
International Association of School Librarianship <http://www.iasl-online.org>
International Book Project <http://www.intlbookproject.org>
International Board on Books for Young People <http://www.ibby.org>
International Clearinghouse on Children Youth and Media <http://www.nordicom.gu.se>
International Federation of Library Associations: Literacy and Reading Section, Information Literacy
Section, IFLA Library <http://www.ifla.org>
International Literacy Association <http://www.reading.org>
Interregional Library Cooperation Centre: <http://www.msbs.ru>
IREX/Beyond Access <https://www.irex.org/projects/beyond-access>
Library of Congress Center for the Book <http://www.read.gov>
Lire et Ecrire <http://www.lire-et-ecrire.be>
Literacy.at (Austria) <http://www.literacy.at>
Literacy.org <http://www.literacy.org>
Literacy Connections <http://www.literacyconnections.com>
Literacy Information and Communication System <http://lincs.ed.gov>
National Literacy Trust <http://www.literacytrust.org.uk>
National Right to Read Foundation <http://www.nrrf.org>
Opening the Book Ltd. (training and consultancy in reader development)
<http://www.openingthebook.com>
Planet Read <http://www.planetread.org>
Project for the Study of Alternative Education in South Africa (PRAESA) <http://www.praesa.org.za/>
ProLiteracy <http://www.proliteracy.org>
Reach Out and Read <http://reachoutandread.org>
The Reading Agency <http://www.readingagency.org.uk>
The Dutch Reading Foundation / The Art of Reading www.lezen.nl and www.kunstvanlezen.nl
Reading Rockets <http://www.readingrockets.org>
Pen American Center <http://www.pen.org>
Reading and Writing Foundation <http://www.readingandwriting.eu/>
Reading is Fundamental <http://www.rif.org>
Reading Worldwide <http://www.readingworldwide.com>
Russian Association of Reading: <http://www.rusreadorg.ru>
Russian Book Union: <http://www.bookunion.ru>
Russian School Library Association: <http://www.rusla.ru>
Save the Children – Read On, Get On <http://www.savethechildren.org.uk/reading>
Student Coalition for Action in Literacy Education <http://www.readwriteact.org>
Taking It Global: Literacy Promotion and Social Rehabilitation Organization
<http://orgs.tigweb.org/literacy-promotion-and-social-rehabilitation-organization>
UNESCO Institute for Lifelong Learning <http://uil.unesco.org>, and their Effective Literacy Practices
Database (LibBase) <http://www.unesco.org/uil/litbase/>
United Kingdom Literacy Association <https://ukla.org>
Women’s National Book Association <http://www.wnba-books.org/literacy-partnerships>

Both IFLA Literacy and Reading section documents were reviewed by IFLA’s Literacy and Reading Section, membership and workshop participants; IFLA School Libraries Section; UNESCO ALADIN Network; IASL; International Literacy Association; AERA, Dutch Art of Reading programme; CILIP; UK Reading Association; Association of Sr. Children’s and Education Librarians UK; Library of Congress Literacy Awards board.