

**Building capacity to address literacy challenges
and enhance democratic engagement in
Västernorrland and Mombasa**

**Study report: Inventory of best practices to stimulate reading and
promote literacy skills**

Autumn 2016

Table of Contents

| | |
|---|----|
| 1. Introduction | 3 |
| 2. Findings | 3 |
| 3. Conclusions | 5 |
| 4. Recommendations | 6 |
| Annex | 8 |
| Project 1: Book Sport & Team Reading | 8 |
| Project 2: In Motion | 12 |
| Project 3: Pass the Book | 18 |
| Project 4: Goal- a pilot study | 20 |
| Project 5: Premier League Reading Stars | 26 |
| Project 6: Bonnier Hoops | 29 |

1. Introduction

Sweden's performance on international tests measuring the reading comprehension of school children has until now been declining. One result has been a growing group of young boys, approximately a fifth of all 15-year-olds, whose reading comprehension is so poor that they cannot absorb texts at the level of difficulty needed for functioning in society. This problem is a democracy problem and a gender equality problem that risks having serious repercussions in society and contributes to social exclusion. In 2013 a government decision was made to provide funding for reading promotion projects that specifically combine reading with sports with the aim of improving reading in the target group young boys. In the previous report for the project *Building Capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa* numerous reading promotion projects have been referred to, many of which fall into the category of best practices. This report, however, focuses on reading promotion and literacy projects that combine reading with sports.

With experience from previous efforts where reading promotion had been the result of cooperation between sports clubs and public libraries, it was decided that The Swedish Arts Council together with the Swedish Sports Confederation should be given the task of supporting sports clubs and libraries in the work of making literature accessible to children and young adults, especially boys, participating in sports. The project was called [Pause](#) (*Paus*) and associated with it was a reading ambassador whose task was to inspire, spread knowledge, and serve as a reading role model. Around thirty projects are described on the Swedish Arts Council's website as part of Pause.

This report looks more closely at a few of the on going projects supported by the Swedish Arts Council as part of the Pause effort: Book Sport and Team Reading (*Boksport and lagläsning*), and Pass the Book (*Passa boken*). Included in the report are two projects that were completed prior to Pause also with financing from the Swedish Arts Council: In Motion (*I rörelse*) and Goal – a pilot study (*Mål- en förstudie*). Included in this report there is also a project called Bonnier Hoops that brings together many different sponsors, works across many different sectors, with the common goal of reading promotion combined with sport. Last but not least we have chosen to include Premier League Star Reader. This project is not from Sweden, but is interesting in its breadth and its success.

The information from these projects included in the annex was gleaned from different sources such as final reports, applications, news articles, and interviews. In some cases the information has been shortened a great deal as much of the background information is similar. In some cases where, for instance, different activities carried out in the project were considered of interest to people who are planning similar projects, the material was left intact. Most of the material was translated from Swedish. Not all of the projects are projects involving football clubs, but all of the projects have to do with connecting reading promotion with sports.

2.Findings

Enthusiasm

In spite of the fact that all of the projects reported here are different, there is a recurring theme. All of the reports referred to the hard to grasp “enthusiasm” which seemed to be essential for the success of the project. In some cases the projects were considered “exciting, new and fun”; “stimulating” for the children, young people and adults who participated in the project; or simply creating enthusiasm because the project was built on voluntary participation. The project’s intrinsic nature was often considered to be enough to create enthusiasm. However, problems seemed to arise when the project had been going on for a while. In order to sustain interest over time it was important that the leaders and trainers, the librarians, and the parents could maintain their enthusiasm for the project.

In the case of leaders and trainers who were not committed to their projects, it could mean that they neglected their parts. The projects themselves require more effort than the effort already required in their role as sports leader or trainer. The activities that they were requested to do took more time and some of the tasks they were asked to do were often outside their comfort zone. Those who overcame their reluctance, for example, by being reading models and reading out loud with the participants, found that their self-esteem grew by virtue of the fact that they had tried something new. It was often mentioned that it was unusual for parents to take an interest in what their children were doing and that if parents took an interest, they could be a source of good role models. Despite enthusiasm for the project, it was sometimes not easy to deal with seemingly simple problems. The trainers and librarians were interested in combining sports and reading, nevertheless there were problems involved around routines concerning borrowing books.

Roles and pre-conditions

The different projects presented here represent different partnerships and different ways into reading promotion. People carrying out the projects represented a variety of organisations. In most of the projects it was a question of librarians from the public libraries and the trainers and leaders from the sports clubs of the Sports Confederation. A common thread was the appreciation of learning about the conditions of partners. Getting insight into, for example, the workings of the library, was considered to be very positive.

Activities

The variety of activities that have been generated in projects connected to reading promotion is impressive. In addition to conferences that were offered to the participants that could serve as an opportunity to create networks or to gather information and knowledge about reading and reading promotion, there were other activities that could be categorized as accessibility to books, reading role models, and working with language.

Many projects had books bags that could be brought along on the buses when the players travelled to tournaments. The players were given access to books on subjects that were of interest to people involved in sports as well as books of more general interest. In some projects a set book was chosen that all of the players read, for example, a biography of a popular Swedish football player. The public library in one

town inaugurated a sports library devoted to books on sports connected to their project. Book buses visited the children and young people at summer training camps. Efforts were made to provide sports specific books and reading materials.

One of the driving ideas behind the combination of sports and reading is the opportunity offered by presenting reading role models as inspiration. In that category were authors, players, and parents. Activities with authors included workshops and presentations and, one case, a basketball match. One project used materials produced by local athletes where they talked about their “way in” to their sport serving as a reading role model and a playing role model. There was a book published by the local club with these personal stories. One club had less successful efforts trying to work with parents as reading role models.

Working actively with language is a way to reinforce reading. In one particular project, Bonnier Hoops, that differs from the projects supported by the Swedish Arts Council, there was a book circle based on Chimamanda Ngozi Adichie’s book *We Should All Be Feminists*. This was followed by a writing workshop. In the same project there was also a spoken word poetry competition. Many of the author visits as mentioned above had a writing workshop connected with them where the players themselves were given a chance to write. An interesting activity from a project in Västernorrland, *Boksport*, combines texts on things such as nutrition, physiology, and leadership with discussions led by an older player. These have evolved to include texts that can also be of a more literary nature.

There were other activities that lack categorization. One project had sleepovers at the library for the players and leaders and librarians. Another included book suggestions on their match programmes.

3. Conclusions

Enthusiasm

A way to solve the problem of lack of enthusiasm in trainers and leaders is to try to find trainers and leaders who are already enthusiastic. In one interview it was mentioned that many of the trainers and leaders in their project were or had been teachers and could see the importance of the goals of the project. One conclusion that can be drawn from the material is that the start of the project is important for its continued success. The solution cannot only be finding leaders who are already interested, but also by creating enthusiasm among the leaders. One project evaluation suggested that sports activity leaders could be made interested in the project by the introduction of elite players as reading role models early on.

When looking at the issues that arose around the leaders, parents and librarians that might dampen enthusiasm for the project, it seems that improved communication could be the answer to alleviating matters that cause friction. The parents need to know about the aims and goals of the project. Their function as role models should be emphasised.

In one of the projects all of the participating libraries and sports clubs have been welcome to participate in activities in spite of not carrying out a lot of activities themselves. This was something very positive for maintaining enthusiasm.

Roles and pre-conditions

There were, however, problems arising from working across sectors. The problems emanated from the starting points of the different participating organisations, the existing pre-conditions, and communication. The sports trainers are volunteers choosing to work with sports in their free time. The librarians are doing library work as part of a paid job. Along with this comes time constraints and scheduling constraints. The volunteers felt that they did not have enough time for project related activities. The librarians were not available in the evenings. In some cases the librarians felt left out of the planning. In some cases sports leaders felt resentment at having to call the librarians. Getting to know the culture of a partner organisation was not always easy.

Activities

It was clear that the level of ambition was quite high in these projects. Sometimes the amount of activities was overwhelming.

The projects that include linguistically productive work, that is writing, spoken word poetry, or even active lectures, seem to have found a good way forward in that the product becomes more personal and stimulates enthusiasm.

4. Recommendations

Enthusiasm

Crucial to maintaining enthusiasm throughout the project is a well thought through start, if possible including sports figures that can serve to arouse enthusiasm. The success of the project is based on enthusiastic trainers. Establishing channels of communication with other participants in the project at an early stage will diminish irritation that can arise. Making sure that activities are available throughout the project and emphasising the advantages of reading activities for such things as mental training and relaxation are others.

Roles and pre-conditions

The roles and pre-conditions are difficult to change, so that clarifying them from the start of the project is important. Inclusion at the initial stages of the project and good, efficient communication throughout seems to be essential. Being clear about the target and the project goals is important. In advice from previous projects the importance of keeping the activities at a reasonable level was often mentioned and how important it was to take advantage of synergies if possible as in Västerås where they could work together with *Skapande skola*. It is possible to do a lot with very little.

Activities

Choosing activities with care and with an idea for sustainability is a good idea considering the time limitations that seem to permeate all of the projects. On the other hand, experimenting seems to be a good way forward especially if everyone is involved. Flexibility is a keyword as all of the clubs are different. What works in one place is not necessarily going to work somewhere else. Another keyword is patience.

Results of all of the activities will not be seen at once. Some new ideas can be incorporated into existing structures and become permanent. One activity that was mentioned again and again in the reports was the visits from authors. A good piece of advice is choosing the best things for what can be managed. Sustainability of the projects depends on the ability of the clubs to keep the momentum going and that requires a certain amount of interesting activities but not so many that it becomes unsustainable.

Annex

Project 1

Book Sport & Team Reading (*Boksport & Lagläsning*)

The County of Västernorrland, Sweden

On going: 2014-05-01 – 2017-04-30

Background – Reading and the goals of the sports federation

The project description refers to the decline in reading comprehension among young people, particularly boys. The application points out that this is a democracy issue as well as a gender issue that can contribute to exclusion in society. When boys between 13 and 25 say why they do not read they say that it is a question of interest and lack of time. They also mention being forced to read in school takes away the joy in reading and that the format of books is boring. They think that it is important to start reading at an early age and that they think that role models among their friends and parents is important. Many say that they would read a book about a person they were interested in and that they would be influenced if a friend recommended a book.

The sports movement has social responsibility closely associated with community health and supporting children and youth in their development. There is a broad selection of sports and a great number of clubs in Västernorrland. The Västernorrland County Library has a lot of experience leading projects for children and young people with other actors including sports clubs. According to the project description sport is not an extension of school and is free from demands on performance while the focus is on cooperation, discussions, and values. Through reading and books they hope to increase the children and young people's self-esteem and the team's unity.

Aims

The overall goal of the project is to reverse the negative trend in reading and reading comprehension by improving the cooperation between the library and sports.

- Production and development of sustainable methods and models to increase reading and reading comprehension of children and young adults participating in sports by the library and the sports clubs.
- To improve the self-esteem of children and young adults in the region by increasing reading and reading comprehension.
- To broaden the definition of reading and show that literature can be connected to sports in different ways. All reading is good for language development. The project ought to include fiction, non-fiction, Talking Books for those who are eligible, audio books, as well as books and films.

Partnerships

Västernorrlands Sports Federation Council and the Västernorrland County Library
Funding from the Swedish Arts Council.

Target: young people (age 8-16)

Young people between the ages of 8 and 16 who are interested in sports and parents who can be good examples for motivating their children to read. The secondary target groups are young people involved in "Active Lectures"(a series of lectures and activities on topics such as alcohol and tobacco, attitude, democracy and participation, nutrition, self-esteem etc.) and sports leaders.

Description

The project is to create good conditions for attracting more of the region's youth to read. The sports movement and culture shall complement each other and give the volunteer organizations and their leaders in the region the best opportunities for offering children and young adults a platform for discussing books and values in sports and in society in general. In practice this includes reading out loud, book boxes and an outreach programme to meet the participants where they are. Up to now around twenty sports clubs in Västernorrland have had reading groups with a reading session for 45 minutes for teenagers between 14-17. For the younger children who sometimes find it hard to concentrate for long periods of time, they end each training activity with 15 minutes of reading out loud. Most of the reading has been non-fiction, about for instance, nutrition, that they read and discuss together. Some of the clubs have chosen to read other types of text. An example is the simplified version of the Zlatan biography. The sports advisors work closely with the sports clubs. Every time they have met with sports clubs in the district they have talked about the reading project and how the club could be a part of it.

Results after two years

According to the progress report the summer activities were a great success and the project was on the right track. They had also tried having presentations by the author of the books that had a sports theme or a life theme. The author participated during the tournaments. The writer of the report said that it was incredibly fun to develop reading together with the library, the sport, and above all the leaders, the children and the young people in the clubs. More and more clubs were becoming interested in reading. However, it still requires a close dialogue with the consultants to get the activities started and make sure that they continue running. Efforts are adapted to the particular needs of the club and therefore the process is very much alive and continually developing. They are looking forward to the third year of the project.

It has been positive seeing how many sports leaders have been enthusiastic about the project in spite of the fact that they already have a lot to do.

Keys to success and lessons learned

The project has one more year to go.

- Choose books that the children and young people are interested in. It is a question of involving the children in what they want to read.

- Be open for individual solutions: something that is suitable for one club is perhaps less suitable for another.
- It will take a lot of time and energy to continue after the project is over. For the librarian it didn't feel as if it would be sustainable with their present way of working.
- It is important to make the roles of libraries and the sports clubs and the librarians at the libraries clear.

Comments from people involved in the project

Parents are important and should be reading models instead of just checking their smart phones all the time.

Some leaders aren't comfortable with reading out loud and have needed persuading. Yet another demand made on people in today's performance society. Tried to help the leaders to lower the demands they make on themselves. They don't need to be experts in reading out loud.

It seems that non-fiction, for example anatomy, has been easier to talk about than fiction. The project is to get parents and children to choose what they want and to understand that there are not any demands on how often or how much. They do not need to compete, just have fun. The clubs that were involved pointed out that reading was a good way to wind down after training. The clubs had never seen cooperation between the libraries and the sports clubs before. It was good having help to find books.

More involvement from the parents is needed.

The project was a good influence and they are going to continue. It calms the children down. It creates personal contact. Contact with the library is positive and being able to exchange books in the book boxes is something they want to continue with.

The mobile library visited a lot of sports centres and football schools.

A lot of children borrowed books and got a positive picture of the library. It was voluntary and pleasurable.

The big readers pulled up the others – friends are important. It could have been better established among the parents and leaders. It would have been good with a little more respect for the loans – but that was counterbalanced by the fact that it was so simple and pleasurable. Maybe the sports visits could be integrated with another library activity, above all the branch library.

Assessment

Goal: 10 Young people working together with sports consultants and librarians, are going to work with producing materials and methods for developing Active Lectures so that they also include reading and reading comprehension during 2014. (Achieved 9)

Goal: 10 sports/football schools each year beginning in 2015 will be reached by Active Lectures within reading and reading comprehension. (Achieved 10)

Goal: 10 sports clubs shall each year be reached by Active Lectures within reading and reading comprehension. (Achieved 25)

Goal: 50 children will be reached by Active Lectures during 2014. (Achieved 500)

Goal: 500 children will be reached by Active Lectures during 2015-2016.
(Achieved 1000)

Goal: 10 football schools and/or sports schools each year are visited by the book bus or another mobile unit. (Achieved 10)

Goal: 10 sons and 10 fathers participate yearly in father and son activities.
(Achieved 20 sons and 20 parents)

Goal: 30 sports clubs in Västernorrland participate in Reading Groups (Achieved 35)

Sustainability

Reading is now a part of Active Lectures (*Aktiva föreläsningar*) that the clubs already used in their training. It is material that SISU (the sports confederation's educational arm) has developed to work with basic values with children and youth between the ages of 8 and 15. Together with the county library and some of the young people, Active Lectures have become a platform for discussions that are woven into reading, reading comprehension, and values. Active Lectures are led by the youth and in the future, in addition to the exercises around values, the youth will have with them books that they themselves have chosen and that they think are appropriate for the target group. Each lecture ends with reading out loud. The themes of the lectures are things such as friendship, attitudes and self-esteem and the books chosen are related to the themes.

There is a question is how long term the book buses and the book boxes are going to be; can the visits continue after the project? Unfortunately, some books disappeared so that maybe it cannot continue without extra money.

Contact

Ellen Forsberg, ellen.forsberg@vnidrott.rf.se
Västernorrlands Idrottsförbund

Project 2

In Motion (I Rörelse)

**Five municipalities (seven libraries and eight sports clubs) in the County of Västerbotten, Sweden
2005-2007**

Background– Growing from a previous project

Based on an idea from an earlier project, the Västerbotten County Library contacted SISU to investigate the possibility of working together in developing reading promotion activities for children and young adults. A six-month pilot project was carried out in 2004. At that phase of the project people were beginning to see the opportunities that literature offered sports, such as mental training, relaxation, and an increase in the ability to concentrate. Early in the project an effort was made to reach many immigrant clubs.

SISU is responsible for contributing to the development of sports clubs and the clubs' individual members. In Västerbotten County there are 800 sports clubs. In the training of the sports leaders, the importance of seeing the whole participant is emphasized. Adding another activity such as reading promotion is positive in developing the individual. The County Library works throughout the county with the purpose of promoting reading, aiding the 15 municipal libraries and contributing to an increased range of literature and information in the region.

Most of the clubs and the library wanted to have an initial inspiration day during the pilot period to give the leaders a chance to get suggestions and offer ideas, but also to meet the other clubs. In addition to the suggestion of an inspiration day there were other suggestions:

- Meetings with authors
- Book discussion at the clubs
- Book displays at the clubs meeting places
- An element of literature at the sports schools or camps
- Tournament prizes in the form of a visit from an author or books
- Photo exhibit from matches at the library that also attract youth to the library
- Book discussions for leaders, parents
- Courses for sports leaders on working with literature pedagogically
- Read a book, listen to a cassette book, see a film of a book on a trip to, for example, a match
- Lectures on literature in connection with leadership courses
- Book tips in the locker room
- Book tips in the club's magazine/newsletter

Aims

The overall aims of the project were:

- To increase reading among children and young adults who participated in sports.
- To stimulate children and young people who are sedentary readers and who participate in cultural activities, to exercise more.
- To encourage sports leaders to be reading role models.

The emphasis has been on efforts to promote reading within the sports movement. It has been more difficult to identify the second group, sedentary readers, as they are seldom organized.

Expected results

- Increased cooperation between sports and culture – between the sports movement and the libraries – in Västerbotten County. This did happen.
- Closer cooperation in the municipalities around development and improving the living environment for children and young people. A holistic view of people.
- Strengthen children and young people’s possibilities to combine body and soul, sports and culture, exercise and reading.
- Increase leisure time reading
- Increase library visits
- Increase in the number of spontaneous sports activities.

Partial goals

- Encourage leaders to be reading role models
- Attract children and youth from the sports clubs to the library
- Attract children and youth who do not participate in sports to sports
- Establish contact between the librarian and the club
- Establish contact between the clubs in the county
- Show the libraries’ resources
- Offer librarians and sports leaders the opportunity for training
- Encourage reading environments in the home

Partnerships

SISU Sports Education, the Västerbotten County Library

Financing: SISU Sports Education, the Västerbotten County Library, the Swedish Inheritance Fund (*Allmänna arvsfonden*)¹, the Swedish Arts Council and *En bok för alla*². In total the project received 1 570 000 SEK in external funding.

The project was owned by SISU in Västerbotten and run in close collaboration with the County Library. In Motion had a steering group with representatives

¹ The Swedish Inheritance Fund is a Swedish State fund established in 1928. When a person in Sweden dies without a written will and no living spouse or close family, his or her property is transferred to the fund; the fund also receives money from gifts and wills. The purpose of the fund is to support non-profit organizations and other voluntary associations to help improve conditions for children, young people and the disabled.

² *En bok för alla* publishes low cost quality books for children and adults and works with reading promotion particularly among groups that are not used to reading.

from SISU and the county library in Västerbotten and a reference group with representatives from the public libraries and the clubs.

The project was led by a project leader working half time with administrative support from SISU and the county library in Västerbotten

Target group

The target groups for this project were children and young adults up to 18 years of age, sports leaders, parents, library personnel and organizers of cultural events. The project was carried out in five municipalities and involved seven libraries and reached 400-600 children and young people, and 200 adults.

Description

The activities the project leaders arranged for the children and young people who participate in sports included the production of book bags in the form of sports bags with the project logo, a reading tournament, author and lecture tours, mixed culture and training camps and book discussions. They also produced a calendar with young athletes who gave book tips. In one municipality the children spent the night at the library with the teachers and the librarians. There were also exercise sessions; visits from authors, and culture and sports camps where the children got to try football, writing, karate, film, archery, art and drama.

Results

According to the final report of the project, it was difficult to say if the project had contributed to increasing reading among children. It is hard to measure. Observations made at the activities showed that the children and young people participated happily. In the final report it said that the children and young people had increased the amount of reading they did during their free time by, for example, reading on the bus on the way to tournaments. The main goal of increasing the children and young people's leisure time reading was achieved through a series of different activities such as book discussions, visits from authors, book bags and the reading tournament.

The goal of encouraging leaders to be reading role models was reported as only partially achieved.

The project was intended for both boys and girls but in practice the majority of participants were girls. Most of the trainers were women. That illustrates the problem of uniting the goal of inclusion when working with target groups with greater needs than others.

One of the goals of the project was to activate sedentary children and young people to become more active. According to the project report that probably did not occur.

Keys of success and lessons learned

Advice from the library to others who want to start similar projects is that they find enthusiastic trainers and keep the activities at a suitable level. The representatives from the sports clubs thought that the sleepovers, book discussions and the reading tournament were successful.

One conclusion was that the start of the project was important for introducing the project. According to the project evaluation, one of the sports activity leaders was not interested in the project. It was suggested that elite players as reading role models early on in the project might influence the leaders to be more interested.

Library

They thought that the project was fun and that it helped them to develop. The most positive was the contact with the sports clubs. It was good that the project was so permissive regarding the level of the activities. A sum of money was set aside, the activity pot, which was appreciated and enabled the quick handling of decisions and payments. The project management organized activities that made it easy for the local project groups to participate if they wanted to. Such activities were book bags, author visits, inspiration meetings for adults, the calendar, and the reading tournament.

Not enough time and wanting to do more were two problems. It was sometimes hard to get a response from the trainer in connection with different activities. It was usually the library that had to make contact.

The sports clubs

They were very positive to the idea and appreciated the collaboration with the library and the activities that were organized. There were mixed reviews on how successful the project was. It is important that the activities are not too demanding as the sports leaders are volunteers. The clubs felt that the library should take more responsibility.

Collaboration with the county library was stimulating. The understanding and the support from the project's financiers were inspiring and crucial to achieving goals.

Difficulties

- Shortage of time
- Changes in the clubs, i.e. trainers that leave
- Personnel changes at the library
- Library personnel on sick leave
- Too few participants at the lectures for adults
- Contact between the project leader and the trainers. The trainers have not had time to meet the project leader
- Contact between the library and trainers on the local level. Trainers have not had time to contact the library personnel
- Finding sports figures who can give lectures (difficult with practice times, seasons, competitions, expensive)

- Connected to people: if an active trainer stops, it is hard to find a new one. A lot of evening work for librarians.
- Trainers are very busy in their free time and have trouble managing extra arrangements such as an inspiration evening or a visit from an author that is not connected to the regular training times.
- Would have been good with more involvement from the parents.

Strengths of the project

- Exciting, new and fun
- Increased self-esteem for the trainers and librarians who dared to try something new
- It was build on voluntary participation
- The trainers and the librarians were interested in combining sports and reading
- A lot could be done with very little
- The project could easily respond to special requests through encouragement and granting funds to the local projects through the activity pot.
- All of the participating libraries and sports clubs have been welcome to participate in spite of not carrying out a lot of activities.
- All of the participating libraries and sports clubs have made new contacts with each other
- Stimulating for children, young people and adults

Advice

- Dare!
- Work with committed trainers and librarians. Several trainers form the same club so that collaboration will not be so vulnerable.
- Keep the activities at a reasonable level
- Think about age and gender – which group does it seem most stimulating to work with?
- Keep it simple
- Play down literature/sports
- Keep it light
- Meet the children and young adults at their level through, for example, alternative author visits
- Arrange opportunities for trying out different activities at the library, for example, African dancing or boxing
- Set reasonable demands – changing attitudes takes time.

The project leader was inspirational.

Assessment measures

In the final report the goals for the project were not quantified as measurable goals so it is difficult to add anything to the results mentioned above in the results section.

Sustainability of the action

Regional level

SISU and the county library have built new knowledge about each other's activities, competence and culture. New platforms for continued cooperation have been created. In the future SISU will continue to have literature or cultural elements in several of the leadership courses. The county library in Västerbotten is going to broaden its arena for reading promotion and have access to a new network.

Local level

In all of the municipalities that participated, the contact and cooperation between the libraries and the sports clubs will continue in one way or another. In some places the cooperation will be with planned activities such as book discussions, book bags, reading tournament and maybe even all night ghost story evenings, and in other places network building and maintenance of established contacts. There is a good chance that the activities will continue because of the established relationships.

Contact

Anette Kohkoinen, project leader for I rörelse

Project 3

**Pass the Book (*Passa boken*) The County of Jämtland, Sweden
2015 (one year)**

Background– Continuation of a tradition of culture and sports in Jämtland

Because reading comprehension is declining, people from the library and sports movement working together in this project hoped to influence young people to start reading more. The library promotes reading, but has trouble finding its way to the children and young people. That is why working with an organization like the sports confederation offers good opportunities for reaching children and young people. Östersund Football Club (ÖFK) had been using culture as a way to strengthen the players in their sports performance, in their role as teammates, and as role models. They hoped to build on that and to use the players' status as role models for young football players.

Aims

The county library, SISU and ÖFK were to work with promoting reading and sports. The idea is to inspire young people to read more.

Partnerships

The Jämtland County Library, SISU Sports Educators, Östersund Football Club (ÖFK)

Financed by the Swedish Arts Council, the County of Jämtland

Target group

Boys and girls between 13 and 18 in the County of Jämtland, above all youth who still do not see reading as a natural part of their everyday lives.

Description

The library, with the help of young people from different clubs, was to build up multi-media book banks with material that could be borrowed via the library for match trips and training. The librarians spread information about their activities at meetings with the children in the sports clubs. The library personnel were to spread knowledge of literature activities, as well as showing how to work with book circles and book conversations. ÖFK already had active culture as part of their activities. Meetings with authors with both personnel and players, and the players' role in the project's book circles were evenly divided over 2015. The players' role as conversation leaders was a continuation of ÖFK's existing work to strengthen the self-confidence of the players in more arenas than just purely sports.

Results

They succeeded in reaching boys and girls in the target group, young athletes between 13-18 years of age.

ÖFL's players with their book *My Way to Östersund Football Club (Min resa till ÖFK)*, personnel, and a local librarian visited 14 clubs and talked about writing and reading. ÖFK's players became reading role models for children and young people who got to see that reading and sports are compatible. The players became reading ambassadors who showed that reading and sports could be combined.

They had hoped to meet 30 clubs but they only had 14 meetings. It was hard to find clubs that were interested. Although one hour does not sound like much, it has to be remembered that the people involved are participating voluntarily. It was sometimes difficult to get a librarian for the evening activities.

Not all of the clubs were interested in building a book bank. Those who were interested could order books through their librarian. Some clubs decided to go further and gather texts for an anthology.

Now librarians provide book tips that are published in the match programme for each game.

Keys to success and lessons learned

The biggest challenge was finding sports clubs that had time. Sports leaders are volunteers and for them an hour is precious. For that reason they tended to concentrate on the clubs that were interested right from the start.

Another challenge was connecting the evening meetings with the sports clubs and the librarian from the local library. Staffing and schedules are often tight and it was sometimes hard to release a librarian in the evening.

Assessment

328 young people participating in sports and their leaders in 14 clubs have talked about reading. ÖFK has provided positive role models, football idols who read out loud and think that reading is important.

The librarians have had the chance to talk about what is available at the libraries.

Sustainability

This is to be considered a pilot scheme that is to be made permanent. The club members are to be given guidance in working with reading, that can then be passed on to the other members and leaders. ÖFK has been working with culture and football for a long time. In many places in the county the project has continued.

Contact

Karin Wahlén

karin.wahlen@ostesundsfk.se

Anna Ring

anna.ring@ostersund.se

Project 4

GOAL - a pilot study ([MÅL – en förstudie](#)) Team Reader

Team Reader – med laget mot nya mål 2015

Västerås, Sweden

2013 - 2014 (1 year)

Background – The poor scholastic performance of boys: sports, libraries, schools and synergies in one town

In the background section of the final report of the project there is reference to a survey made in 2010 on culture, sports and leisure time in the town of Västerås from a gender perspective. The survey revealed that

- both boys and girls borrow books from the library most in the ages 10-12 but that girls borrow 64% of the books in that age group. In the ages 13-15 the number decreases and girls borrow 76% of the books in that age group.
- 65% of boys and 61% of girls in the last three years of compulsory school are members of a sports club. A good 60% of both boys and girls participate in sports related to a sports club at least once a week.

In the yearly survey of the schools in Västerås, girls in classes 6-9 have better marks in every subject except Sports and Health and that boys make up the majority of pupils with reading and writing difficulties. Reference is also made to other studies that point out the poor scholastic performance of boys compared to girls and the fact that there is no difference cognitively that could explain the difference in performance.

Before the pilot project Västmanlands Sports federation/SISU together with the National Sports Museum *Riksidrottsmuseum* in another project *Att läsa är också en sport/ Läsa är skitkul*:

- Produced two sports bags with 20 different books that could be borrowed by SISU
- Granted support to a football club, *Syrianska IF Kerburan*, for the purchase of a team set of the biography, *Jag är Zlatan Ibrahimović*, written by David Lagercrantz. A bag with 19 books was lent to Västerås town's school sports consultant and school. The school library developer extended the book bag to a book exhibit with 140 different sports books and produced a book list. Students at ten schools got the chance to choose books for 5000 SEK per school if the school wrote an action plan for its school library.

Independent of the above, the town library had an evening program with David Lagercrantz, the author. The junior team from *Syrianska IF Kerburan* participated and the meeting was highly appreciated.

Aims

The pilot project was to be a study in collaboration between the library and Västmanlands Sports Federation/SISU by finding out about each other's experiences and from these developing their own activities based on the goals set out by each organisation. The final report divided the goals of the project into effects and product objectives.

Effect goals

1. Increase collaboration with sports clubs, the town libraries and the school libraries.
2. Try different activities to attract and stimulate young people who are active in sports to read.
3. To stimulate the reading, especially that of boys.

Product objectives

1. Brainstorming and external environment monitoring.
2. Participate in the children and young adults' literature festival a week in 2014.
3. Produce activities, action plans, and a toolkit.
4. Produce action plans for the school libraries.
5. Create conditions for the continuation of the project and build a bank of knowledge.

Partnership

Funding: the Municipal Children and Youth Administration in Västerås (BUF), the Swedish Arts Council

The project group included representatives from BUF (the municipal children and youth administration in the town of Västerås), the school sports consultant BUF, School datateket BUF, Önstaskolan – responsible for mediateket/school library BUF, representative from Widenska Sports Upper Secondary School teacher/trainer, BUF, Sports consultant from Västmanlands Sports Club/SISU Västmanland, two librarians from the town library. Others.

Target group

According to the final report the target group was primarily library personnel, different sports clubs, and trainers. The focus was stimulating boys in the last three years of compulsory school to read.

Description

The pedagogical committees and the culture, sports and leisure committee were given the task to individually and with increased cooperation work towards strengthening children and young people's language development by stimulating the desire to read in preschool, school, and in leisure time. Children and young people with a need of support and children and young people with a different mother tongue than Swedish were to be given special attention.

Results

The effects and the project objectives reported in the project report are listed below.

Effects

1. Increase collaboration with sports clubs, the town libraries and the school libraries.
 - This was fulfilled. There will be continued collaboration with SISU as the Swedish Arts Council has granted support to their next project.
 - The town libraries and the school libraries have moved up a level in their understanding and knowledge of each other's activities.
 - Long-term collaboration between the town libraries and the school libraries has begun with a political decision on collaboration and the appointment of an advisory group.
2. Try different activities to attract and stimulate young people who are active in sports to read.
 - See below – Product objects 2-5
3. To especially stimulate the reading of boys.
 - Initial conference with the theme: Boys' and girls' different reading strategies.
 - Writing workshops in compulsory school with the town reading and writing mentors and Creative School. Male authors chosen as role models: Johan Unenge (12 lessons), Niklas Krog (6 lessons), Magnus Ljunggren (28 lessons) and Mats Wänblad (32 lessons). That is a total of 78 lessons at six different schools.
 - To understand the boys' perspective men from the sports movement were part of the project group.
 - Boys were invited to the inauguration of the sports library at the main library.

Product objectives

1. Brainstorming and external environment monitoring.
 - Possible activities were described in the project plan.
 - Conference with the theme "Do boys and girls have different reading strategies?" Karin Taube (PISA Swedish part), Ann Löwbeer (*En läsande klass*), Jenny Nilsson, *Myndighet för tillgängliga media*
 - National networks conference with 35 participants
 - Research and others experience primarily through Internet
2. Participate in the children and young adults' literature festival a week in 2014.
 - Achieved. Mingle with reading dogs and reading children, and reading dog trainer.
 - An author, Helena Öberg, who has written a book about a listening dog who plays a leading role. (20 participants)
 - A librarian who talked about a project in Småland with reading dogs.
 - The Swedish Arts Council, the Swedish Sports Confederation and Västmanlands Federation/SISU organised a network meeting with different programs for 35 participants from all over Sweden
 - Inauguration of the main libraries sports library in collaboration with VIK where Tre Kronors förbundskapten Pär Mårts and landslagsspelaren Niklas Lidström plus 50 others participated. Reported in the local newspaper.
 - Skapande skola which is financed by a grant from the Swedish Arts Council contributed by having four male authors come to the final meeting. The authors were Johan Unenge, Mats Wänblad, Niklas Krog and Magnus Ljunggren. 20 programs were offered to 945 students.
 - Opening of Råby Sports Library in collaboration with children and youth.

3. Produce activities, action plans, and a toolkit.

- Activity 1: Pupils in class 6 welcomed to the school sports club at the classes 7-9 school with reading out loud and discussions on basic values in a book circle based on the teacher's guide to Zlatan's book. The books were borrowed from the library that had bought a class set.
- Activity 2: Workshops with male sports books authors as role models. Together with *Skapande Skola* and the project Litteralajk, 16 workshops were visited by four authors at six different compulsory schools, totally 78 lessons. Two upper secondary schools were visited four times by Johan Unenge.
- Activity 3: Sports book bags on the buses – One book bag includes books by local sports authors, easily read sports books, nutrition, relations, role models, positive thinking and health. The next thing is that we create routines for borrowing books. We are thinking about good links so that the youth can start reading digitally. Most of the boys have their own smart phones and tablets with them on the bus.
- Activity 4: Local sports celebrities have made offers and participated at the opening of the main libraries sports library. Filma? <http://www.legimus.se/102706/filmade-boktips>
- Activity 5: Most of the money has gone to buying sports books for the main library, Råby library and several school libraries. Local celebrities were present at the opening.
- Activity 6: Book buses visited a summer programme *Try out a Sport* where young people were able to experience different sports
- Activity 7: The Råby Library and the Råby Gym started collaboration.
- Activity 8: Collaboration with Mälardalens högskola was started. Two students are going to write their dissertations on the project.
- Activity 9: Strength exercises with book bags. Culture minister Lena Adolffsson Liljeroth and the national ice hockey team captain Pär Mårts
- Activity 10: Registered audio books for those who have difficulties reading with their eyes. The project group had recruited someone to be responsible for the school datateket. Previously a football player and trainer, Ylva has instructed personnel at the school library and special education teachers about the legal framework and how purely technically audio books are borrowed by downloading using an app for a smart phone or a tablet. Between 2013 and 2014 the schools and the libraries nearly doubled the number audio books borrowed according to the Swedish Agency for Accessible Media.
- Activity 11 In collaboration with the Swedish Arts Council, the Swedish Sports Confederation and Västmanland sports federation/SISU carried out a network conference during the week that the youth festival Litteralajk. 35 participants from all over Sweden took part in different programmes.
- Activity 12 Team sets of sports books were bought by the school's book lending central to be lent out through the schools.

There are some activities they still want to try.

- Read-keeper, an app. to register what you read, how long you read, how many pages you read, give the books a grade, and a communication function so you can show others what you have read.

- There are some ideas that come competitions in the number of minutes children and young people read per day. One suggestion had to do with a competition within the school between classes and the other had to do with a national competition that they hoped to have sponsored by the Swedish Inheritance Fund.
- Sports Out of School Recreation Centre - a recreation centre has been opened for hockey players. Many students go there directly after school and go directly to the recreational centre where they get a good snack and help with homework. The plan is that the book bus pays a visit and that the main library invites them to the library to see the sports library.
- An external website and facebook where activities, reports, book lists, lectures, links and physical training in reading can be published. There are plans to use the site of Västmanlands Sports Federation /SISU for this.
- A prize at the yearly sports gala to the club that has worked the best with reading. They suggest that the prize be a visit from an author. 4. Produce action plans for the school libraries.
- They would like to incorporate folders, workbooks, posters and reading diaries into their activities.

4. Produce action plans for school libraries

Work has begun. Each school every year produce or revise an action plan for the development of the school library. A new post of school librarian has been advertised. Five schools that have produced an action plan have been offered 10 000 SEK each for the purchase of sports books. Two upper secondary schools were given the same offer. A plan for borrowing audio books has been produced. More students have been registered through the schools than through the library.

5. Several activities continue as part of the regular work of the library and schools, i.e. author workshops, sports library

Västerås Library applied for and received funding (150 000) for the project TeamReader- med laget mot nya mål for 2015. The project focuses on the target group 10-13 years, their parents and their trainers. The project leader is going to be recruited from the sports movement whose job it will be to create a network. The focus will be on sports book bags, education physical training in reading (?), and sports library PT in reading.

Keys to success and lessons learned

The steering group's meeting has the project leader's support and has been of vital importance for the results. The project group's meeting and the core group's participation and collaboration have been crucial for the positive results. That participation included SISU, the library, the schools' teachers and trainers. It was difficult to get the voluntary clubs to participate partly because the meetings were during the day which made it difficult for people who had to go to work and partly because the project leader, SISU and the library were so focused on the process because it was a pilot study.

It took time for the two cultures to understand each other.

Everything went according to plan. They impressed themselves with the number of activities they had. The writing workshops and the sports library worked well.

A suggestion that documenting the way of working and experiences from the project could be a part of the training for the new boards of the school sports association.

Teachers who have had classes that participated are different from other classes according to their teachers.

Better routines for lending book bags. A goal of Team Reader is to get the lending going.

Other schools and libraries are interested in getting sports libraries within the library. There is a desire that the book buses had closer contact with the unit that plans the bus schedule.

One lesson learned is that the contact between the trainers, parents and library has to be clear about the purpose of the invitation to the inauguration.

In contact with the college they needed to go higher up than the students who left.

There is a great potential with audio books that can be listened to during training, on trips and at tournaments. Better support in finding texts is needed for instance a list for the sports movement of sports books available for downloading. Make the roles of the school library, the branch library and the datortek.

The conference resulted in a lot of contacts. Contacts and dialogue were important as they led to getting things started and new ideas.

Assessment measures

Final report where the effect goals and product goals of the project application were declared fulfilled.

Included in the report was an account of the process. This was considered important because the project was a pilot project.

Sustainability

The conclusion of the author of the project report was that what had begun as collaboration between the town library and the school library will now be permanent through the newly started advisory group with representatives for the town library's management and those who work with development of school libraries within the framework of the Children and youth administration's (BUF's) Language, reading and writing centre.

The town library and the sports movement continued their cooperation in the project TeamReader.

Contacts

Anne Ljungdahl, project leader

Barn- och utbildningsförvaltningen
Enheten för skolstrategiskt stöd

Project 5

Premier League Reading Stars

United Kingdom

Started in England 2003, Wales, from 2009 also Scotland

On going

Background– Role models changing mentalities

The [National Literacy Trust](#) is an independent charity based in London that promotes literacy. The charity campaigns to improve understanding of the importance of literacy, supports those trying to improve their literacy, and conducts research on issues relating to literacy. It also works with teachers, literacy professionals and librarians, providing literacy news and teaching resources on their website. Since 1993 it has potentially reached more than 18 million children and adults.

The National Literacy Trust runs a number of projects and networks to deliver support for the development of literacy skills. One of these is the [Premier League Reading Star](#) project that is an initiative with schools, libraries and football clubs to motivate and inspire reluctant readers. It targets the hardest to reach in the community who have a passion for football but not necessarily for reading.

Aims

Since 2010 their goals have been to

- Increase accessibility to the library, books, and professional football clubs
- Improve the attitude toward all forms of reading and writing ability (literacy)
- Increase self-esteem when it comes to reading, enjoying reading, and interacting socially
- Provide motivation for reading more and increasing reading comprehension
- Change the opinion of reading and the negative picture of readers.

Partnerships

The Literacy Trust, Premier League, Arts Council England

Funded by the Premier League Charitable Fund and the Welsh Government for PLRS Cymru.

Target group

The project is aimed at school children who are weak readers aged 9 to 13 and who have a strong interest in football. 67% of the participants are boys. 30% of

the participants have free school meals. Libraries and football clubs can also deliver the programme via their Saturday session, holiday clubs and or as an after school activity.

Description

The programme uses footballers as reading role models to change mentalities on reading. Every year each of the 20 teams in the premier league nominates one player, a reading star, to recommend his favourite book. Each team then cooperates with a maximum of three libraries that host a reading club based on the recommended books. Both parents and children are in the reading clubs, who together also visit a bookshop, and participate in the meeting with a published author of a football-themed book. Some chosen ones get to meet their favourite club's reading star. During 2013, 34 000 students participated in the program.

The programme is a 10-week intervention that introduces students to new types of text and works with existing practice to inspire them to read more and improve their literacy skills. This is done in different ways: online literacy tasks designed by literacy professions and delivered by Premier League Stars, the use of inspirational peer influence, and certificate awards that help to keep the boys motivated while providing a sense of achievement.

Results

The outcomes were very positive according to the [evaluation 2014-2015](#). Compared with the control group those who participated in PLRS activities:

- Are significantly more likely to enjoy reading.
- Feel significantly more confident as readers.
- Have significantly more positive attitudes towards reading.
- Are significantly more positive about footballers as readers.

As their literacy skills improved there was often an improvement in the children's behaviour. Children who are struggling with reading seem to adopt disruptive behaviours. It seemed that girls benefited as much as boys from the programme.

Keys of success and lessons learn

According to interviews with practitioners, the programme primarily reaches its goal by targeting negative attitudes rather than focusing on skills. The following list presents the aspects of the programme that make PLRS an effective, original and successful intervention with pupils.

- Using football as a way in by latching on pupils' interests
- Competition
- Capitalising on peers and group dynamics
- Informal and fun activities
- Relevant to the curriculum

The people interviewed praised the fact that it is easy to use and to access, cost-effective, the training is useful, and the fixtures are well designed, while remaining flexible enough to allow schools to be creative.

The Premier League brand is a huge asset to the programme: practitioners identify it as a strong attraction to the programme and an important one as it gets the children interested from the beginning into a reading intervention in which they would otherwise be reluctant to be involved.

Assessment

The evaluation included used a mixed quantitative and qualitative approach to capture the outcome of the programme. This included a pre and post quantitative online survey for participating and non-participating students, interviews with practitioners, and Focus Group Discussions with pupils. According to the Evaluation Report from 2014-2015, the positive outcomes are clear from the data and also confirmed by testimonies from teachers. There was a control group that enabled the evaluators to establish that changes that may have taken place among the participants were likely due to the programme and not only the increased maturity of the participants or to other educational activities.

Sustainability

The sustainability of the PLRS impacts also depends on the school's ability to keep the momentum going. Once children have discovered new genres they like, the school library has to be able to supply them with the books they want to read. This requires the practitioners who deliver the programme to communicate successfully with the English department, the school library, and other relevant staff members in school.

The programme is well established now and continues to develop.

Contact

sport@literacytrust.org.uk

Project 6

Bonnier Hoops

Kista, Stockholm

Sweden

Eight weeks during the summer in 2015 and in 2016

Background – Growing out of a long term relationship

Bonnier Hoops has developed from the relationship that already existed with the Swedish Basketball Federation and the publishing company, *Bonnierförlagen*. According to *Bonnierförlagen*, sports, integration, and gender equality go hand in hand. The Swedish Basketball Federation in its role as representative for basketball in Sweden is a source of inspiration for them. Basketball is the most integrated and most gender equal sport in Sweden. It is also a sport that is not expensive. Bonniers has been working with the Swedish Basketball Federation since 2011 in promoting reading together in different ways. Some of the country's best players in the youth division are reading ambassadors and at both the Swedish Basketball League and the Swedish National Team's matches a current book is raffled off to the spectators and at the Internet bookshop there are special offers and information especially for basketball players. Every year *Bonnierförlagen* awards a scholarship to two basketball players who combine their education with youth leadership. They also have arranged visits by authors, competitions combining reading with basketball and book rewards.

Aims

Bonnier Hoops was created in 2015 where the goal was to create a summer activity that was fun in the suburbs where basket is a big part of everyday life and at the same time promote reading through meetings with authors, workshops, book circles and reading.

Partnerships

Bonnier Förlagen in collaboration with among others the Swedish Basketball Federation, Järva Basketball Club, the Swedish Police, Fryshuset³, Lugna gatan⁴, the

³ From Fryshuset's website: "Fryshuset is often referred to as the largest youth center in the world – but it is actually much more than that. Above all it is a vision based on the conviction that encouragement, confidence, responsibility and understanding are necessary in order to enable young people to develop their innate abilities and find their way into society.

⁴ From Fryshuset's website; "The Calm Street Project started in 1995 in order to counteract violence and vandalism within Stockholm's public transportation system. Unemployed young people between

Kista Galleria Shopping Centre, the City of Stockholm, the Swedish Church, Kista Träff⁵, the Greater Stockholm Fire Brigade.

Target

Youth from Stockholm's northwest suburbs.

Description

During the last two summers in the middle of a shopping centre in a suburb of Stockholm, a basketball court was set up. The court was open everyday for eight weeks. On Wednesdays the police challenged the youth to a match and on Thursdays the firemen challenge the youth to a match. Three Bonnier's authors also played basketball: Thomas Olsson, Niklas Krog and Farzad Farzaneh.

Beside the court there was a library and a reading corner.

Some other activities included a reading circle where they discussed Chimamanda Ngozi Adichie's book *We Should All Be Feminists* followed by a writing workshop. There was also a poetry competition in Swedish creole, a writing workshop and a DJ workshop.

Results

5000 young people participated in 2015 and hundreds of books were borrowed.

Another result was that during the period of the project crime in the area decreased by 25%.

From the point of view of integration the project was a great success.

Keys to success and lessons learned

It was important to have several different activities going at the same time. It was also important to have the activities in a place that was easily accessible for the target group.

In the future there will be more authors participating and there will be more workshops.

Assessment measures

Sustainability

The project has been considered to be a great success. During the summer of 2017 Bonnier Hoops will take place in several different venues in Stockholm.

Contacts (*organization, name, phone, e-mail*):

Bodil Unenge,

20 to 30 years of age were recruited to work as hosts in order to prevent problems caused by delinquent young people „hanging out“ around subways and buses. Since then Calm Street has become a comprehensive program of social integration and a way to get unemployed young people back into the employment market. The hosts have proven very effective in preventing violence, vandalism and crime among youngsters, due to the fact that they are more than just ordinary security guards; Calm Street forms close relations with young people and function as great role models.”

⁵ A non-profit community centre

CSR-ansvarig Bonnierförlagen
Tel 070-548 55 30
bodil.unenge@bonnierforlagen.se