### Part I. Description

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<tr>
<th>Name / Title of intervention</th>
<th>LUKUINTO / LÄSLUST / LOHKANMIELLA / JOY OF READING</th>
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#### 1. Abstract

An abstract of a maximum of 500 words is useful to provide a summary description of the practice.

In the national programme Lukointo (Joy of Reading), libraries and schools are developing new models that promote multiliteracy, new reading and writing skills as well as the joy of reading. The models are being tested with 6–16-year-old children and adolescents.

Already around 15000 students are participating in programme activities, as well as dozens of education and library professionals and a multitude of families and partners. Lukointo operates in Finnish, Swedish and Sami.

Lukointo merges the traditional with the new. It does not only develop reading and writing skills, but also new literacies meaning information and media literacy, more efficient use of technology in education and group working skills. Children and adolescents visit the library more often. An expanding learning environment and Lukointo trainings are diversifying the competence of library workers and teachers.

In practice, Lukointo means book trailers, digital stories, book and media promotion, new types of reading circles, drama, game literacy, information acquisition, parents’ evenings in the library, filming, media education, blogs and word art. Inspiration is sought through communality.

Lukointo is a three-year (2012–2015) national programme funded by the Ministry of Education and Culture and implemented by the Faculties of Humanities and Education at the University of Oulu. Lukointo programme was established to keep Finland among the best countries in PISA results by promoting multiliteracy. President Sauli Niinistö is the patron of the Lukointo theme year 2014-2015.

#### 2. Nation

Suomi–Finland

#### 3. Website

www.lukointo.fi

#### 4. Lead organisation

Implementing body: University of Oulu, Faculties of Humanities and Education; Financier: Ministry of Education and Culture

#### 5. Main partners

Regional state administrative agencies, Kirjastokaista (Library channel), Lukuokeskus (Finnish Reading
7. Language(s) Finnish, Swedish, Sami
8. Conceptual basis of the good practice examples
   Please give a short description, and references or links to important documents.

In Lukuinto programme, schools and libraries work together to develop and try out new forms of activity, which enhance joy of reading and multiliteracy. The development work is based on a pilot phase held in 2013 and 2014, including 30 pairs of schools and libraries. Various methods and ideas have been produced based on final reports of the pilot phase, aiming to apply the practices used to a wider area.

Activities of the pilot schools and libraries were based on both common procedures and new ideas that had risen in Lukuinto educational courses. School and library activities included both wide subprojects lasting several months, as well as small ideas easily integrated into the everyday of schools and libraries. A term called “besting” (‘making the best’) arose within the project, referring to the practice of combining traditional models with new ideas. In addition, Lukuinto educational experts and Lukuinto ambassadors have produced their own materials.

Documented methods and ideas have been collected to a material and idea bank (see the materials and ideas in Finnish) directed for: teachers, library experts, parents and other educators. The methods and ideas have been planned specifically for each school grade. The work of Lukuinto programme has been carried on even after the pilot phase, thanks to the widening Lukuinto community.

After the piloting, Lukuinto programme has collected a Kiedomeidättarinaan (Gather us to a story) tip collection for parents, with the aim of supporting them to inspire their children to read. The tip collection was made in cooperation with Parents’ League Valosa-project and Mannerheim League of Child Welfare. (Brochure for parentson how to supportchildren’s’ literacy in Finnish: suomeksi and in Swedish: ruotsiksi)

Furthermore, Lukuinto and Valosa-hanke of the Parents’ League have challenged kindergartens and schools to a
campaign that aims to involve fathers, step fathers and
grandfathers in school and kindergarten activities, and
also to encourage children to read. An inspiring male
role model is one of the most important ways to get
boys interested in books. Men were invited to read with
children especially during the Men’s week 3.-9.11.2014,
ending on Fathers’ day. There were over 50 participants.
(See Men to read brochure in Finnish)

9. Objectives
Objectives of the Lukuinto programme include: creating
models that improve reading and writing abilities of
children and youth, particularly struggling readers,
strengthening the expertise of teachers, educators and
library experts in supporting children and youth’s
reading and writing abilities as well as media literacy
and enjoyment of reading.
The programme also aims to strengthen children and
youth’s interest and abilities in versatile reading and
writing, reinforce their abilities to use various texts and
medias, and improve media literacy as well as
information acquisition.

10. Target group(s)
(Please indicate which age groups or
school grades are specifically targeted by
the intervention)
Target groups of the programme include 6-16-year-old
children and youth; teachers, library experts and parents.

11. Number of people involved
(e.g. % of the total population of the
country or of the total target population,
if a specific target has been set)
The piloting phase in 2013–2014 consisted of 30 pairs
of schools and libraries in various municipalities around
Finland. Six Swedish language schools and two Sami
language schools took part. The participating schools
were chosen from more than a hundred applicants.
There are approximately 15 000 pupils participating in
the programme (see list of partners in Finnish). In
addition, there are dozens of education and library
experts, and a great number of families and project
partners. In the programme’s theme year 2014–2015,
new schools have joined in many municipalities, for
example all schools in Lappeenranta (see the press
release in Finnish) and Lohja has the same objective.

12. Methods for recruiting
participants (target group)
(if applicable)
The application period for the pilot phase was 12.11.–
17.12.2012. Regional state administrative agencies and
Centers for Economic Development, Transport and the
Environment were the main communication channels
for the application process. In addition, Lukuinto
working group represented the programme and pilot
phase all around Finland. Lukuinto program received
very positive feedback, and there were applicants from
all over Finland.

A hundred schools applied to the project; 81 Finnish
schools, 17 Swedish schools and two Sami schools. Participating schools were chosen based on the following criteria: aerial and language representativeness, target groups, creativeness of the development idea and its feasibility, versatile reading skills and other partnerships in a wide network of stakeholders. 30 schools and libraries were chosen for the piloting phase, with six Swedish and two Sami schools. One Sami-language preschool group also took part.

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<th>13. Professionals involved (e.g. teachers, librarians, volunteers, health care professionals, social workers, artists, …)</th>
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<tr>
<td>Lukuinto working group:</td>
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<tr>
<td>- Eeva Kurttila-Matero PhD, project manager</td>
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<tr>
<td>- KaisuInnanen, public communicator and designer</td>
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<tr>
<td>- Marianna Junes, designer (in 09/2014–05/2015)</td>
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<td>- Siinamari Tikkinen, designer</td>
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<td>- Kaisalonen, project designer</td>
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<td>- Katarina Rejman PhD, coordinator for Swedish language cooperation</td>
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Steering group of the Lukuinto programme:

| - Maija-Leena Huotari, professor, Information research |
| - Riitta-Liisa Korkeamäki, professor, dean, Education |
| - ErkkiKarvonen, professor, Information research and communication |

There are also several education and library experts involved in the project (in piloting schools, the number of teachers was 970, but not all teachers in the schools took part) as well a great number of families and project partners.

The President of the Finnish republic, SauliNiinistö, is the guardian of the Lukuinto theme year. Lukuinto ambassadors include: AleksiDelikouras (author and film director), Siri Kolu(author, dramaturge, director, theater teacher and Head of the State Literacy Committee), AgnetaMöller-Salmela(library expert, narrator and reading inspirer).

| 14. Role of each professional |
| Describe briefly |

| 15. Main activities (Please describe briefly, referring to time lines or sequences if applicable) |
| A network of literacy stakeholders is created during the programme. In addition, training models and new forms of activity are created and distributed. The crucial pilot |
Phase was conducted in 2013–2014. The theme year of multiliteracy skills is held in 2014–2015.

Lukuintotrainings are held all over the country during the theme year. Leading experts of different fields give lectures on the courses, and learned theory is applied in workshops. The educational courses are free of charge, and implemented in cooperation with the regional state administrative agencies and Lukunto. In Lukunto programme, libraries and schools always work together, so it is recommended to take part in the trainings in partnership of school and library.

In the theme year, Lukunto schools and libraries around Finland organize various activities for children, youth and their families. Lukunto takes part in various events, such as Men’s week, Educational fair, Reading week, Year of the Book 2015, etc.

Moreover, Lukunto is an interesting research topic, and 27 master’s theses as well as six doctoral dissertations are written about it. Studies about Lukunto are listed on the web site.

Furthermore, computer games (see the games) that inspire to read have been created together with University of Oulu – Department of information processing students and EveLINE research group.

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<th>16. Implementation process</th>
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<td>Please describe any phases of implementation related to progressive scaling-up or addressing different topics</td>
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<th>17. Resources and materials</th>
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<td>List / describe the main resources used in your programme, and give links for accessing them, if applicable</td>
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<th>18. Financing</th>
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<td>- Where do the funds for the intervention come from? How much per year / for the whole time?</td>
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<td>- Who makes decisions about budget allocation?</td>
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<th>19. Evaluation</th>
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<td>- Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal entity)? Which methodology is being used? (Indicators, periodicity, design, sample / control group, quantitative and qualitative methods, … etc.)</td>
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Lukunto programme is funded by the Finnish Ministry of Culture and Education with 1.3 million euros.

Development-based assessment is used in the programme to evaluate how the programme’s objectives are met. The evaluation focuses on the activities and key points for improvement. Evaluation of the programme results and impacts can only take place after, or near the end, of the programme.
20. Results of the evaluation
Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available

Based on evaluation of the final reports of the piloting phase, the following results were obvious.

Following the Lukuinto programme, the cooperation of schools and libraries has been fortified. Cooperation with families has intensified; families are supported and urged to inspire reading more than before. Children and youth have been included in brainstorming ideas for new activities and methods. They have also participated in organizing various Lukuinto events. Additional partnerships have also arisen, e.g. with social and health services.

Many pupils got excited about reading-related activities during the pilot phase. Most of the participants estimated that pupils visited the library, and borrowed books more often than before. The grown motivation to read and borrow books implies reading enjoyment. Also the number of reading diplomas has increased due to the enjoyment of reading.

According to estimations of the participants, development work has raised awareness about multiliteracy skills and the importance of reading skills. Knowledge and abilities, and e.g. courage to use technology has been increased in the course of the programme.

Practically all the pilot communities have carried on the development work after the pilot phase. They have planned the Lukuinto theme year effectively and spread their development ideas in their local areas. Some have already organized, or are planning to organize, education for teachers and library experts. According to the pilot participants, forms of activity they have developed are well applicable elsewhere, too.

21. Benefit incidence
(Proportion of the resources and benefits of the programme that go to the most disadvantaged 20% of the population. This indicator has been developed to evaluate development projects and their ability to produce a redistribution / equity effect. It is a crucial indicator to be proposed, taking into account that equity is one of the key dimensions proposed by the High Level Group.)

22. Anything else you think we should know ...
### Part 2: Strengths/weaknesses

#### 23. SWOT analyses

Indicate strengths and weaknesses (usually internal), and opportunities and threats (usually external) of the programme

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<th>Following the final reports of the programme, some recommendations on good practice in improving pupils’ literacy skills have been made. These include:</th>
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<td>- Enhancing cooperation between schools, libraries, administration, families, relatives and other actors, as well as cooperation between children, youth and teachers.</td>
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<td>- Further education and knowledge about multiliteracy.</td>
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<td>- Pedagogical practices that support multiliteracy, such as: co-operative and pupil-centered learning, learning by doing, using ICT, adapting and widening learning environments (e.g. reading corners, using library space actively, etc.)</td>
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<td>- Positive attitude towards reading, conveyed by others; support and encouragement provided by adults and role models.</td>
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<td>- Sharing ideas and experiences</td>
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<td>- Crossing lines: e.g. between generations, classes, subjects, schools, municipalities, even industries.</td>
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Some challenges experienced included:

<p>| - Engagement: Children and youth should be given an opportunity to participate already in the planning phase of the activities. It is also important to work towards getting parents involved in the activities. |
| - Activities in the piloting phase were mostly implemented with primary school pupils, where they were successful. New forms of activity should be developed for secondary school pupils. There were ten secondary schools participating in the project. The number of pupils taking part was still fairly low, approximately 1600. This was partly due participants’ own choices during the course of the project. |
| - Immigrant pupils should be taken into consideration more carefully. |</p>
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<th><strong>24. Political impact and policies</strong></th>
<th><strong>25. Your personal evaluation</strong></th>
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| - Has the intervention led to concrete changes in policies or government plans, legislation, funding? Briefly describe. Has it produced any cross-sector/departmental policy-making and programme development? Transferability: Has the programme / intervention been transferred to another region/nation? Has it been modified during this transfer? | Kirjasto ja koulu ovat monissa pilottihankkeissa tehneet uudistavaa OPS-työtä. Tavoitteena on ollut luoda yhteinäinen malli kirjaston ja koulun yhteistyölle ja sitouttaa molemmat osapuolet yhteistoimintaan. Lukuuinto-hankkeessa on mm. laadittu koulujen tavoitteita vastaavat sisäallot kirjasto-opetukselle, kirjastovierailujen kuvaukset ja tuntisuunnitelmat kirjastoammattilaisten käyttöön, projekti tiedonhankintataitojen ohjaukseen, uudistetut lukudiplomit ja mediakasvatusohjelma.  
Schools and libraries have worked together in several pilot projects, working towards renewing the national core curriculum. The aim has been to create a coherent model for the cooperation of schools and libraries, and engage both parties in common activities.  
In Lukuuinto-project, information contents for library teaching, descriptions for library visits, lesson plans for library experts, project for instructing information acquisition, renewed reading certificates as well as a media education were created, according to schools’ objectives. |

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<th><strong>25. Your personal evaluation</strong></th>
<th><strong>26. Anything else you think we should know ...</strong></th>
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<tr>
<td>By what criteria do you consider the intervention to be “good practice”? In which respects do you consider the intervention to be in need of further improvements / developments?</td>
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