

<p>Name / Title of the initiative/intervention</p>	<p>Mimos e Livros à Mão de Semear – Promoting Emergent Literacy</p>
<p>1. Abstract</p> <p>An abstract of a maximum of 500 words is useful to provide a summary description of the initiative</p>	<p>The Portuguese population has a severe deficit in literacy skills (OECD, 2000). These skills should be acquired and developed at all stages of life, from childhood to old age. Public libraries can play an important role in this field.</p> <p>Biblioteca XXI, is a Lisbon libraries strategy that links libraries to local communities and develops them as learning spaces for babies, children, young adults and old people. The aim is to ensure people have the skills or capabilities they need to understand the world and to transform it: literacy, creativity, critical knowledge, a sense of place, empathy, trust, risk, respect, recognition, capabilities that can be understood as the cultural component of sustainability.</p> <p>The main objective of this project is to sensitize families to the importance of early reading as a means of promoting skills that will help in the learning of reading and writing. This goal is pursued in four ways:</p> <ul style="list-style-type: none"> a) The <i>Mimos e Livros à Mão de Semear</i> programme targets babies from 9 to 36 months, accompanied by an adult and focuses on issues of emergent literacy, storytelling and the importance of early contact with books and reading; b) The <i>Wheel of Books</i> club for families organises meetings and activities with specialists from different areas in order to meet the needs of this audience. c) The <i>Family Reading</i> programme lends books for children in seven themed bags. d) An online service, <i>Bridges of Reading</i>, provides parents, educators and teachers with information

	<p>related to children's literature.</p> <p>The general aim of this project is to sensitize the families to the importance of early reading as fundamental to developing one of the key competences in society: communication in the mother tongue. This is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts. By offering this programme to families, the city is making an effort to provide parents with the skills they need to undertake the important literacy stimulation of their young children.</p>
2. Nation	Portugal
3. Website	http://blx.cm-lisboa.pt/
4. Lead organisation	Lisbon City Council
5. Main partners	Calouste Gulbenkian Foundation
6. Period of activity	Since 2010
7. Language(s)	Portuguese
<p>8. Conceptual basis of the good practice examples</p> <p>Please give a short description, and references or links to important documents.</p>	<p>Access to literacy at an early age favours access to the cultural and symbolic universe, a fundamental element in the shaping of sensitivity, expressiveness, and cultural identity.</p> <p>Lisbon Council has implemented the programme <i>Mimos e Livros à Mão de Semear</i> which is based on literature related to emergent literacy (Gomez, 2007, Teale and Sulzby, 1992, Viana and Teixeira, 2002, Whitehurst Lonigan, 2001) that highlights the importance of oral storytelling in early childhood and the need to sensitize parents to the importance of children's early contact with books and reading.</p>
9. Objectives	Specific goal 1: To create routines and habits of contact with books in the public library space, through activities that also strengthen the relationship between

	<p>children and adults: reading activities in three public libraries for children aged 9 to 20 months and for children aged 21 to 36 months;</p> <p>Specific goal 2: To encourage family contact with books, supporting their choices of books and encouraging them to take them home. The <i>Family Reading</i> programme lends thematic bags with children's literature in different genres and support for families.</p> <p>Specific goal 3: To encourage parents to incentivise their children's contact with books, informing them and fostering the exchange of ideas and experiences between them. Events with experts in various areas of childhood: reading, psychology, paediatrics at three public libraries in Lisbon. An online service, <i>Bridges of Reading</i>, that provides information about children's literature: suggestions for selecting books according to the child's age, how to tell a story, how to exploit a picture album.</p>
<p>10. Target group(s)</p> <p>(Please indicate which age groups or school grades are specifically targeted by the initiative)</p>	<p>Children from 9 to 36 months and children from 4 to 6 years and their families.</p>
<p>11. Number of people involved</p> <p>(e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	<p>130 children and 130 adults.</p>
<p>12. Methods for recruiting participants (target group)</p> <p>(if applicable)</p>	<p>Free membership of the Lisbon Libraries Network</p>
<p>13. Professionals involved (e.g. teachers, librarians, volunteers, health care professionals, social</p>	<p>Librarians, reading promoters</p>

workers, artists, ...)	
<p>14. Role of each professional</p> <p>Describe briefly</p>	<p>The reading promoters:</p> <ul style="list-style-type: none"> - research literature books for children - plan the actions of the programme and relate the chosen books with the selected themes - carry out of the programme - recommend appropriate books for the families to read and explore at home
<p>15. Main activities (Please describe briefly, referring to time lines or sequences if applicable)</p>	<ol style="list-style-type: none"> 1. Actions of sensitization - for babies from 9 to 36 months, accompanied by an adult. 2. Meetings and activities with specialists from different areas. 3. The programme <i>Family Reading</i> that lends books of children's literature, distributed in seven themed bags. 4. The online service <i>Bridges of Reading</i> which provides parents, educators and teachers with information related to children's literature.
<p>16. Implementation process</p> <p>Please describe any phases of implementation related to progressive scaling-up or addressing different topics</p>	<p>Pursuing Specific goal 1: Reading activities were implemented in two public libraries for children aged 9 to 36 months (examples of flyers and other materials attached to this submission). Each family participates in seven reading activities, twice a month, in a continuous and progressive way. They use different books, with different tools and scenarios, establishing a group relationship.</p> <p>Pursuing Specific goal 2: We created the programme <i>Family Reading</i>: temporary loan of themed bags with children's literature in different genres and support intended for families with children up to to three years old. Each of the seven the themed bags contains four books, records with suggestions for using the stories, as well as a notebook, in which parents note</p>

	<p>information on the dynamic they use and their children's reactions to them. They are loaned by the public/municipal libraries of Lisbon (examples of flyers and other materials attached to this submission).</p> <p>Pursuing Specific goal 3: We have organized events with experts in various areas of childhood: reading, psychology, paediatrics, music, yoga for babies and english for babies in Lisbon public libraries. We are also providing the online service <i>Bridges of Reading</i>. This provides information about children's literature: suggestions for selecting books according to the child's age, how to tell a story, how to exploit a picture album, how to make a scenario (site under construction).</p>
<p>17. Resources and materials</p> <p>List / describe the main resources used in your programme, and give links for accessing them, if applicable</p>	<p>The reading promoters use several materials:</p> <p>In the actions of sensitization they use books, musical instruments, songs, common objects recognized by the babies; sceneries built by the reading promoters. http://blx.cm-lisboa.pt/noticias/detalhes.php?id=548</p> <p>In the programme <i>Family Reading</i> we loan books of children's literature, distributed in seven themed bags. http://blx.cm-lisboa.pt/gca/index.php?id=1376</p>
<p>18. Financing</p> <p>- Where do the funds for the intervention come from? How much per year / for the whole time?</p> <p>- Who makes decisions about budget allocation?</p>	<p>The programme was financially supported, in the first two years, by Fundação Calouste Gulbenkian. This Portuguese organization has a specific programme to support projects that promote reading in public libraries.</p>
<p>19. Evaluation</p> <p>- Is there currently an evaluation of the ongoing</p>	<p>There is ongoing internal evaluation. All the adults at the beginning and at the end of the events complete a questionnaire.</p>

<p>initiative/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.)</p>	
<p>20. Results of the evaluation</p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>1 - Quantitative Evaluation</p> <p>Programme <i>Family Reading</i> (five libraries)</p> <ul style="list-style-type: none"> • 7 thematic bags, in a total of 54 bags, with a total of 216 books; • Since November 2010, 753 thematic bags have been lent. <p>Reading activities in the libraries (two libraries)</p> <ul style="list-style-type: none"> • 13 actions with 10 sessions each, a total of 130 sessions; • Total number of participants: 130 children, aged between 9 and 36 months; • 130 adults, mothers and parents but also grandparents. <p>2 - Qualitative Evaluation</p> <p>All the adults at the beginning and at the end of the events completed questionnaires (copy attached).</p> <p>These are the most relevant improvements indicated by them:</p> <ul style="list-style-type: none"> • To the children: <ol style="list-style-type: none"> 1) Increase in concentration 2) improvement in the relationship with other children and with adults 3) increased attention to storytelling 4) learning how to

	<p>behave in the library 5) acquisition of reading habits</p> <ul style="list-style-type: none"> • To the adults: <ol style="list-style-type: none"> 1) Learning how to use and handle different kinds of materials for storytelling 2) learning concrete strategies for storytelling 3) acquisition of knowledge about children's literature 4) interaction with other parents 5) increased motivation for personal reading.
<p>21. Benefit incidence</p> <p>(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 EU High Level Group of Experts on Literacy (http://ec.europa.eu/education/policy/school/doc/literacy-report_en.pdf))</p>	<p>Lisbon is the capital and the largest city of Portugal with a population of 547,631 within its administrative limits (in an area of 84.8 km²). Although the Lisbon urban area (Área Metropolitana de Lisboa) extends beyond its administrative limits and covers more than three million people on an area of 958 Km², the city itself is losing people and its population is getting older.</p> <p>Lisbon public libraries are spread throughout the city area and are well implemented in their communities. Many of these libraries are located in problematic socio-economic areas.</p> <p>Many disadvantaged parents participate in this programme with their children, due to its being provided free, and the proximity of the public library.</p>

Part 2: Strengths/weaknesses

<p>23. SWOT analyses</p> <p>Indicate strengths and weaknesses (usually internal), and opportunities and threats (usually external) of the programme/initiative</p>	<p>Strengths:</p> <p>Lisbon public libraries are spread throughout the city area and are well implemented in their communities.</p> <p>Weaknesses:</p> <p>Because of the lack of human resources, it is not possible to implement it in all of the Lisbon Libraries.</p>
<p>24. Political impact and policies</p> <p>- Has the initiative 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?</p> <p>- Transferability: Has the programme / intervention been transferred to another region/nation? Has it been modified during this transfer?</p>	<p>The impacts are local to Lisbon, although the programme has been planned for Odivelas City Council and designed by the Head librarian of the Lisbon Municipal Library Network.</p>
<p>25. Your personal evaluation</p> <p>By what criteria do you consider the initiative to be “good practice”? In which respects do you consider the initiative to be in need of further improvements / developments?</p>	<p>Lisbon libraries strategy programme intends that libraries, linked to their communities, act as learning spaces for babies and children. Access to literacy at an early age favours access to the cultural and symbolic universe, a fundamental element in the shaping of sensitivity, expressiveness, and cultural identity. Through this programme we are promoting effective access to literacy for many children and their families.</p>