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Reading Promotion Activities and Implications of the European Reading Union (EURead): Post-print

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Abstract

[Purpose/Significance] The European Reading Alliance serves as the overarching platform for social forces in Europe to conduct reading activities. The reading activities undertaken by its members exhibit both differences and commonalities, and wield significant social influence. Through analyzing the reading activities organized by European Reading Alliance members and their underlying patterns, we can provide references for public libraries in China to lead and develop reading activities. [Method/Process] This paper provides an overview of the European Reading Alliance, analyzes its member types, conducts a comparative analysis of each member's reading programs, and distills the experiences and patterns of reading activities. [Results/Conclusion] China should establish a multi-tiered reading promotion force, create a long-term mechanism for government procurement of reading services, open up library spaces for reading activities, increase the frequency of reading activities, and develop diversified and differentiated reading activities.

Full Text

Preamble

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Reading Promotion Activities and Insights from the European Reading Alliance (EURRead)

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Abstract

[Purpose/Significance] The European Reading Alliance serves as a central platform for social forces across Europe to conduct reading activities. While the reading programs implemented by its members exhibit both differences and commonalities, they collectively exert substantial social influence. By analyzing these activities and their underlying patterns, this study provides valuable references for public libraries in China to lead and develop reading initiatives. **[Method/Process]** This paper provides an overview of the European Reading Alliance, analyzes its member types, and examines the common characteristics of each member's reading projects to distill experiences and patterns. **[Result/Conclusion]** China should establish multi-level reading promotion forces, create a long-term mechanism for government procurement of reading services, open library spaces for reading activities, increase the frequency of reading programs, and develop diversified and differentiated reading activities.

Keywords: European Reading Alliance; reading promotion; reading program; reading festival

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Reading promotion occupies a crucial position in library practice and receives significant attention from libraries both domestically and internationally. Numerous scholars are engaged in research on reading promotion work. The Reading Promotion Committee of the Chinese Library Society alone has 25 sub-committees—the most among all professional committees of the society—demonstrating high scholarly attention and broad participation, making it an important subject for sustained in-depth research. Theoretical exploration and research on reading promotion can guide scholars in conducting reading activities, reflect on and summarize practical experiences from reading initiatives at home and abroad, and ultimately advance the theory of reading promotion.

Europe represents a powerful global economic bloc, yet Chinese scholars have produced relatively few research findings on European reading promotion, particularly lacking macro-level considerations. In 1992, the United Kingdom launched the “Bookstart” program, jointly initiated by the BookTrust, Birmingham Library Services, and the Primary Care Trust. The Bookstart program provides reading services for children, with the BookTrust conducting reading promotion activities for infants, primary school students, and secondary school students. The Reading Agency in the UK launched the “Six Book Challenge” utilizing reading recommendation databases and online stores. The UK also formulated the reading promotion action guide “Framework for the Future,” with industry leaders being The Reading Agency and Opening the Book. Germany's Reading Foundation receives government support, with government fiscal appropriations accounting for more than half of its annual income. The foundation organizes World Book Day events, lectures on reading techniques, advocates for reader exchanges, trains volunteers, and promotes reading through school teach-

ers and technological means. Germany's forces promoting nationwide reading include libraries and reading foundations, with children and adolescents being the key target groups for reading promotion. Reading activities can be conducted through open bookshelves, family cultural corridors in cafés, bookstores, and book fairs. In the Netherlands, the Reading Foundation and the Book Foundation are the most well-known in reading promotion, with the Reading Foundation focusing on disadvantaged children and actively cooperating with libraries and other institutions, primarily funded through social sponsorship. Portugal's National Reading Plan, launched in 2006, emphasizes reading effect evaluation and combines extensive surveys with case studies.

Some scholars have studied reading promotion activities in the UK, Germany, the Netherlands, Portugal, and other European countries, as well as specific activities of the European Reading Alliance (EURRead). However, overall, research has concentrated on British reading activities, with very few papers on other countries' reading promotion initiatives. There is also a lack of macro-level consideration in European reading promotion research, indicating significant research potential that warrants in-depth study to extract more valuable theoretical results to guide China's reading promotion practice.

Some scholars have conducted cross-border studies on European reading promotion activities, but these often focus on service recipients as the research subject. For example, the European Dyslexia Association conducts advocacy services for people with dyslexia to raise awareness and promote government policy formulation. EURRead organizes activities such as reader challenges, book knowledge tests, "My Book Cover" design competitions, book window display contests, the Norwegian Poetry Slam Championship, children's literature literacy competitions, national reading aloud contests, and theatrical reader performances. Research papers focusing on activities as the research object often overlook the integrity of activity subjects and objects and the relevance of activity content, tending more toward activity experience summaries and struggling to form profound theoretical foundations. Studying only seven typical activities among the 96 activities conducted by EURRead members presents a certain degree of one-sidedness and isolation. Different reading activity subjects, even when conducting the same type of activity, achieve different effects, making such research difficult to promote and reference domestically.

EURRead is an important parent platform that mobilizes social forces across Europe to carry out reading promotion activities. It is a non-profit organization dedicated to serving European reading promotion institutions, established in 2000. As of December 30, 2018, it had 16 reading organizations from 13 European countries as members. Activities among EURRead members involve mutual learning and influence. This paper takes EURRead as the main framework and its activities as the branches, systematically organizing all members and their activities from a holistic perspective. This approach makes the research process more scientific, the content more comprehensive and thorough, and the resulting theories more easily referenced by domestic reading promotion

work.

2 Overview of EURRead and Its Members

2.1 Overview of EURRead

EURRead members are distributed across: the United Kingdom (3), Belgium (2), Czech Republic (1), Germany (1), Netherlands (1), Norway (1), Finland (1), Switzerland (1), Austria (1), Bulgaria (1), Poland (1), Denmark (1), and Portugal (1). Members are significantly influenced by national cultural differences, yet their promotion strategies share commonalities, with the goal of exchanging knowledge, experience, and ideas. EURRead's primary work involves coordinating various relationships faced by reading promotion institutions, such as lobbying politicians, industrial enterprises, and commercial organizations, and increasing public interest in reading activities. The alliance's reading activities have impacted 12 million families, safeguarding the public's basic right to access reading materials. Its services include: regularly holding reading network meetings, providing platforms for exchanging reading practices and evaluating reading promotion, maintaining good government relations, sharing reading promotion resources, and conducting influential reading promotion activities.

2.2 Types of EURRead Members

Based on the founding entities of the 16 EURRead member organizations, we categorize them as follows:

2.2.1 Members as Public Welfare Institutions Reading promotion activities have positive externalities and are inherently non-profit, making them public welfare activities. Twelve organizations registered as public welfare institutions account for 75% of the total, primarily supported by government fiscal appropriations. These include the BookTrust and Reading Agency in the UK, the Iedereen Leest Reading Center in Flanders, Belgium, and the German-speaking Community Media Center in eastern Belgium, the Norwegian Reading Association, the Austrian Youth Book Club, the Bulgarian Children's Book Foundation, Polish Good Books, and the Scottish Book Trust.

2.2.2 Members as Research Institutions Some EURRead members are established by higher education institutions, research organizations, and associations, possessing research functions in addition to conducting reading activities. The Swiss Institute for Children's and Youth Media is dedicated to research on children, youth, media, and reading promotion. The National Reading Center, jointly founded by the University of Copenhagen and other institutions in Denmark, conducts research among professional teachers, preschool teachers, primary and secondary school teachers, university instructors, researchers, and lecturers. The German Reading Foundation established the Reading and Media

Research Institute in 2006, combining reading activities with the latest scientific findings to disseminate knowledge through reading.

2.2.3 Other Member Types Government departments and reading promotion companies that initiate reading activities are also EURRead members. Portugal's National Reading Plan is a public welfare reading promotion activity launched by the government, aimed at helping people develop reading habits and improve writing skills. The Czech Republic's Book World was founded by the Czech Booksellers and Publishers Association as a limited company, primarily organizing book exhibitions, reading activities, overseas sales of Czech books, literary event commemorations, and promotion of Czech writers and literature, as well as providing news references for Book World.

3 Types of Reading Programs by EURRead Members

EURRead members' reading activities not only focus on improving public reading and literacy skills but also excel at transforming tacit knowledge into explicit knowledge through these activities. Members collectively operate 96 reading projects, averaging six per member. Beneficiaries are primarily children and adolescents, but also include adults and the elderly.

3.1 Reading Award Activities

Reading requires motivation, which includes both spiritual recognition and material encouragement. Reading awards represent an important form of incentive. EURRead members conduct award activities for both book creators and readers.

Awards for book creators require an evaluation process, beginning with self-nomination or public nomination of books, followed by voting by the public or book review committees. The BookTrust in the UK holds a biennial award for outstanding children's books, with 参评 books primarily being picture books originally created by British authors. Winning books have opportunities for overseas publishers to purchase translation rights. The Netherlands' Ink Monkey Good Book selection activity targets youth aged 15-18, who must read award-winning books to qualify for school recommendations as book evaluation representatives. The Scottish Book Trust annually organizes the "Scottish Book Awards," including the Picture Book Worm Award and the Scottish Children's Book Award, with winning books directly voted on by children and adolescents. The 参评 books must appeal to youth, drawing their attention to the book industry and fostering a love for books. The Scottish Book Trust also organizes the New Writers Awards, annually selecting promising unpublished writers, providing them with monetary prizes and writing guidance, with winning authors' future works published by renowned publishing houses.

EURRead also awards readers, mostly through self-established awards based on borrowing records, reading competitions, knowledge quizzes, and book reviews. Austria's Philipp Reading Award, jointly established by the Austrian

Federal Ministry of Education, the Ministry of Women's Affairs, and the Reading Institute, involves participants reading in pairs, groups, entire classes, or whole schools, with book gift packages as the main prizes. In 2014, the Norwegian Reading Association created the Avid Reader Award to encourage primary school students in grades 4-6 (ages 10-12) to read more. Students read Norwegian novels by class and vote for the best chapter, with the association selecting avid readers from among voting participants for awards.

3.2 Reading Festival Activities

Reading festivals manifest reading activities as national holidays, which can highlight themes and expand institutional visibility, such as Reading Day or Poetry Day. On festival days, some institutions invite celebrities to participate in reading interactions. The Iedereen Leest Reading Center in Belgium initiates a Reading Month activity for children aged 4-12, announcing the annual best children's book award list each spring, with active support from schools, libraries, and booksellers.

The German Reading Foundation organizes the "National Reading Aloud Day," originally launched by several German newspapers. On November 17, 2018, the 15th National Reading Day alone attracted over 170,000 participants. This activity is held not only throughout Germany but also in cities beyond Germany, including Mexico City, Sydney, Dubai, and Jakarta. Events can be organized in kindergartens, schools, multi-generational families, as well as in shopping malls, cafés, and concert halls, with participation from influential celebrities and politicians such as renowned journalists, Olympic champions, actors, comedians, and TV hosts. Reading aloud not only cultivates parent-child relationships but also promotes children's development, as daily reading aloud expands their vocabulary and improves reading and writing skills. Since 2018, Switzerland's National Reading Aloud Day has been held annually on the fourth Wednesday of May, where individuals can read books to children or organize reading activities. Kindergartens, primary and secondary schools, nurseries, and any interested individuals can participate on this day, with events also held in public places such as libraries, bookstores, and museums.

Some institutions support reading promotion activities through multiple methods to achieve better results. The Czech Republic's Book World launched the "Growing with the Book" activity in 2005, using novel and interesting methods to provide literacy education for pre-school and school-age children and adolescents, aiming to promote reading and enhance cultural literacy. Participants include children, school teachers, parents, Book World partners, sponsors, publishers, librarians, and other children's reading promotion institutions. The activity utilizes diverse public service resources for promotion, such as news media advertisements, reading-related video clips, reading advertisements, reading competitions, reading discussions, adult methodology seminars, creative workshops, children's book exhibitions, the Prague World Book Fair, and annual children's literature events.

3.3 Reading Competition Activities

Reading competitions organized by reading institutions revolve around books themselves, such as book content quizzes and book cover design contests. Participants must read extensively, demonstrate strong adaptability, and perform well on the spot to achieve final victory.

The Swiss Institute for Children and Youth Media organizes the “My Book Cover” competition, primarily aimed at helping young people select books correctly by having them design book covers they like, establishing a connection between books and readers. During the competition, participants unconsciously learn how to use book covers to understand content. Participants are students in grades 3-8 (ages 9-14), with evaluation committees composed of primary and secondary school teachers, librarians, and publishing experts.

The Austrian Youth Book Club’s “Shop Window Book Display Competition” involves kindergartens, primary schools, and libraries selecting new books suitable for children and young people and displaying them in public place windows, such as primary schools and libraries, with new books also posted on the book club’s website annually in April. These activities cultivate participants’ imagination, language expression skills, and artistic aesthetics regarding text and images. The Austrian Youth Book Club’s reading competitions also incorporate robot participation, demonstrating its emphasis on integrating modern intelligent devices into reading promotion.

Book content competitions focus on book content knowledge tests, evaluating winners through answering questions and quizzes. The Czech Republic’s Book World organizes the “Reader Challenge: Book Knowledge Test,” a knowledge competition primarily targeting sixth-grade primary school students and special grammar school students. Book World also incubated the “Reader on the Stage” project to guide children in reading, literacy, and book comprehension. Participants express storylines through reading aloud, using their own language and dramatic methods to present book content, attracting theater groups, reading groups, and other hobby groups. Entries can be videos, photos, and audio recordings of performances lasting 15-20 minutes.

In 2016, the Scottish Book Trust and the Scottish government launched the First Minister’s Reading Challenge, with 70% of primary schools in Scotland participating, helping cultivate children’s reading interest and promoting reading culture in schools, libraries, and communities.

Some institutions integrate writing into reading competitions to assess students’ writing and reading abilities and literary literacy. Participants must read extensively in daily life. The Czech “Book World” organizes the annual “Children’s Literature Competition” in January, with children divided into three age groups, each with specific writing themes and content to evaluate comprehensive reading and writing abilities, with winners attending award ceremonies at the Prague World Book Fair.

3.4 Other Reading Activities

The Reading Agency in the UK conducts reading activities for the public of all ages and backgrounds, cooperating closely with public libraries and primarily funded by the Arts Council England. Its most well-known activity is the Summer Reading Challenge, which reaches 750,000 children aged 4-11 each summer, with total annual participation reaching 1.5 million.

The Scottish Book Trust conducts live author broadcasts popular among young people, with 165,000 young viewers in 2015-2016. BBC Scotland broadcasts these programs online, featuring influential British authors, some of whom are children's book award winners. Children and teachers can watch and decide which interactive programs to join.

The Scottish Book Trust also organizes "Scottish Book Week," a week-long reading activity held each November across Scottish communities. During the event, residents of all ages and occupations gather in libraries, schools, community squares, and workshops to share books and reading, joining authors, poets, playwrights, storytellers, picture book artists, and others.

The "Live Literature" project by the Scottish Book Trust brings books to life, encouraging readers to provide daily life materials to professional Scottish writers for creation, enabling writers to connect with ordinary readers. Live Literature venues include nurseries, primary and secondary schools, libraries, parks, prisons, adult education classrooms, homeless shelters, assistance centers for vulnerable groups, hospital wards, art galleries, outdoor activity centers, nursing homes, writing groups, and book clubs.

The "Prague Book World" in the Czech Republic is held annually in May, giving the public opportunities to see and purchase books from Czech publishers and to meet authors, illustrators, and book industry experts from around the world. The fair features 400 different themes, including panel discussions, author readings, workshops, performances, and film screenings, with special emphasis on children's books and related activities, providing reading, gaming, gathering, and film opportunities for children, as well as literary creation activities and awards for creative winners.

Since 2008, "Prague Book World" has initiated the "Writers Go to School" activity, holding author talks or book discussions in selected schools, primarily targeting children in compulsory education to attract their reading interest. The activity is held in 15 Czech towns, with 13 authors or illustrators visiting 20 schools in 2012.

Portugal's National Reading Plan organizes the "Poetry Day" activity to celebrate World Poetry Day. Held at Portuguese cultural centers, the event features poet attendance, poetry readings by actors, children, and adults, poetry-related conferences, music performances, art exhibitions, and artist videos. Children and adults are invited to participate in art and poetry workshops, and poetry book exhibitions are organized. The Poetry Day series is broadcast on radio

and television.

The National Reading Plan also organizes “Reading Week,” allowing people to experience the joy of reading aloud and showcasing reading activities nationwide. Each March, various reading activities are conducted across Portugal in primary and secondary schools, public libraries, cultural centers, museums, and community associations, with participation from writers, illustrators, journalists, actors, ordinary families, and local residents.

4 Experiences from EURRead’s Reading Promotion

EURRead members encompass diverse types, promoting participation from policymakers, libraries, associations, unions, churches, primary and secondary schools, kindergartens, celebrities, and companies, creating significant social impact. Member services target children and adolescents primarily, while also accommodating adults and the elderly. Young people are in the habit-forming stage of reading with strong participation needs, and family elders also participate to achieve diversified reading activities such as parent-child reading and family reading, meeting social demands. EURRead members no longer limit themselves to traditional paper resources but emphasize the application of electronic reading resources, aligning with social development trends. Members conduct reading and writing activities, offer media application skills training, and utilize new technologies such as self-built websites to promote reading. This diversified yet unified reading promotion experience is worth emulating.

4.1 Accurate Audience Targeting

Analyzing 49 reading projects on the EURRead website that involve age categories reveals accurate audience targeting, with projects categorized by age: infant, toddler, primary school, adolescent, youth, adult, and elderly. Reading institutions in Portugal, Germany, and Switzerland conduct the most projects (eight each), emphasizing age-based reading promotion. Portugal’s reading activities cover all age groups, with organizers including public libraries and primary and secondary schools. Using age as a classification standard is reasonable, as parents are children’s language 启蒙 teachers, making the family the focus for infant and toddler reading activities. As children grow, their reading abilities gradually strengthen and their social activity scope steadily expands, shifting the focus of reading institutions to primary and secondary schools and libraries.

4.2 Effective Partnership Building

EURRead members excel at finding cooperative partners—a key factor in their success. Examining seven event-based reading activities recommended on the EURRead website, held in Scotland, the Czech Republic, Portugal, and other countries, reveals numerous cooperative institutions, including primary and secondary schools, libraries, shopping malls, parks, communities, nurseries, art galleries, prisons, hospital wards, nursing homes, social assistance stations, and

various media promotion organizations. Participants also include numerous collaborators such as poets, illustrators, journalists, writers, children, and parents. Public institutions with high foot traffic help reading promotion activities attract audiences. From the perspective of cooperative participants, writers and illustrators participating in reading activities can access first-hand resources and gain creative inspiration. Public institutions have low social barriers, making it easier for those with weak reading abilities or infrequent reading habits to participate, thereby stimulating their reading interest. Reading promotion institutions conducting activities in prisons can safeguard inmates' reading rights and alleviate or treat their psychological illnesses.

4.3 Open Reading Activities

Reading activities conducted by EURRead members demonstrate strong openness, not confined to project founders. Any project with promotional value is adopted. Activities need not be innovative; they can 借鉴 mature experiences from other institutions. For example, reading institutions in Denmark, Switzerland, and Italy have borrowed the mature experience of the UK's Bookstart program. Portugal's reading promotion activities cover all age groups, such as the "National Reading Plan," "Young People Read More," and "Primary School Students Read More," held in primary and secondary schools, communities, and public libraries. Austria's "Reading 15 Steps" and "Education Begins with Reading" activities involve not only EURRead member the Austrian Youth Book Club but also the Austrian Federal Ministry of Education and Culture, the Austrian Federal Ministry of Education and Women's Affairs, and local shops—demonstrating a form of open reading activity. Swiss public welfare institutions' family literacy programs and parental literacy guides, inspired by American family literacy programs, primarily help children enhance learning potential and assist parents in better educating their children.

4.4 Integration of Reading Activities and Research

EURRead members conduct accompanying research during activities to identify problems and make improvements, such as pre- and post-activity surveys and evaluation feedback. Members also evaluate activities, publicizing excellent ones and promptly improving identified problems. For example, the German Railway Foundation and *Die Zeit* weekly conduct annual surveys on reading status in Germany. The Bookstart program also distributes questionnaires with book gift packages to understand how parents conduct early reading and writing education for children, continuously improving the program. Feedback questionnaires from Bookstart contain substantial information, making evaluation results more persuasive and encouraging participation from more countries and regions.

EURRead members introduce new media into reading activities, driven by research innovation, emphasizing the combination of digital and traditional reading media for promotion. In 2011, the German Reading Foundation studied e-readers and children's reading potential, finding that e-readers can effectively

lower the threshold for children's reading. Reading and writing abilities significantly impact children's future development, leading many reading institutions to focus on young children or lower primary grades to cultivate reading interest, ability, and habits. Parental participation in children's reading not only benefits parent-child relationships but also establishes reading role models.

5 Implications for China from EURRead's Reading Promotion

5.1 Establish Multi-Level Reading Promotion Forces

The founding entities of European reading promotion institutions need not be libraries, but libraries are indispensable participants. Successful reading activities require multi-level collaborative efforts. Domestic reading promotion activities in China are primarily initiated by large public libraries, publishers, newspapers, television stations, and government cultural departments, while social volunteers and public welfare institutions are merely participants. To cultivate public reading interest and leverage the educational role of reading promotion, policy systems should be formulated to encourage public welfare institutions and volunteers to actively participate. Only when all reading promotion forces fully engage can reading promotion activities succeed and truly improve national reading literacy. European reading activities need not be held indoors; they can take place on store shelves, in factories, stations, or communities, bringing books to readers and providing more reading opportunities. Establishing multi-level reading promotion forces can also increase activity frequency, enhance public attention to reading, and expand participation opportunities.

5.2 Establish a Long-Term Mechanism for Government Procurement of Reading Services

Examining the diverse funding sources of European reading promotion institutions reveals that government fiscal appropriations constitute the main source, supplemented by associations, foundations, booksellers, and individual contributions. Only through resource expansion and cost reduction can these institutions sustain operations. However, diversified funding sources lack stability and sustainability, requiring guaranteed support from backers. Government procurement of services ensures the independent and continuous operation of reading promotion institutions and represents an important way for governments to fulfill social responsibilities. Sustaining government support requires establishing a long-term mechanism for government procurement of reading services and a funding guarantee mechanism for reading promotion activities.

5.3 Open Library Spaces for Reading Activities

Reading promotion activities require venues, and libraries are the most suitable locations. Compared with other institutions, libraries enjoy high popularity, social recognition, public trust, and advantageous geographical locations, making

them ideal venues for public welfare institutions to conduct reading promotion activities. Public libraries at all levels should provide their venues free of charge to reading promotion institutions, thereby building popularity and enhancing social visibility. In summary, libraries should serve as open reading spaces, providing free venues for legitimate public welfare institutions or individuals to conduct reading promotion activities and improve societal reading literacy.

5.4 Increase Reading Activity Frequency

Reading promotion activities must occur frequently to generate social impact. EURRead members conduct both annual regular activities and irregular monthly reading events, as well as special programs for particular populations, such as reading festivals. If we aggregate the annual reading activities of EURRead members by country, we find that European countries host reading activities almost weekly. The Urbana Free Library and Champaign Public Library in the United States hold one or several reading activities daily, covering all age groups weekly. Therefore, to successfully conduct reading activities, Chinese public libraries should learn from EURRead's experience and hold more frequent events.

5.5 Develop Diversified and Differentiated Reading Activities

Successful reading activities require strategic emphasis on diversification and differentiation. EURRead employs online and offline combinations, utilizing reading-related websites to ensure smooth implementation, such as Reading 15 Steps (Austria), database resources Poetry and Rhyme (Switzerland), online forum Reader Reading (Belgium), and other platforms. This online-offline combination benefits children's reading and literacy development. German research on "The Potential of Electronic Reading Media" also found that electronic reading media makes reading more attractive to children and adolescents. Introducing digital reading products into reading promotion activities enhances effectiveness and represents a form of diversification.

EURRead members' reading projects encompass reading, writing, and reading aloud. Reading helps readers receive and apply knowledge, while creative activities and competitions inspire creativity. Although reading content, competition results, and performance programs may not leave lasting memories, the collaborative and creative abilities developed during the process significantly impact participants.

Differentiation also manifests in serving different audiences with tailored activities. For example, "Bookstart" targets infants and toddlers, while "Reading Discussion Breakfast" targets the elderly. Customized activities address different social identities, such as programs for children, teachers, school staff, librarians, prison inmates, expectant mothers, Alzheimer's patients, cancer patients, and depression patients. Differentiated positioning enables members of all social strata to participate equally, ensuring comprehensive social coverage. Chinese

public libraries should also differentiate and serve their reading populations to enhance satisfaction and social benefits.

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Wu Hanhua: Responsible for topic selection, outline formulation, and paper revision.

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The Experience and Enlightenment of Reading Programs for EUR-Read

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Abstract: [Purpose/significance] The EURRead is a parent platform for European social strength to carry out their reading programs. There is great influence for members to carry out their reading programs in which exist differences and commonality. Through the analysis of the reading programs and rules of members in EURRead, it can provide reference for our public libraries to carry out reading program. [Method/process] The paper generally overviewed the EUR-Read and analyzed the type of members. Then, the paper summarized their reading programs and found their common rule. At last, It generalized the experience and rule of reading program for EURRead. [Result/conclusion] China should establish a multi-level strength for reading program, and a long-term mechanism for government to purchase reading services from social strength. And libraries should open their space for social institutions to carry out their reading program. Public libraries should increase the frequency of reading program and develop diversified and differentiated reading program.

Keywords: EURRead; reading promotion; reading program; reading festival

Note: Figure translations are in progress. See original paper for figures.

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