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NUBB

Nordic young adult literature across the Nordic borders

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Thesis abstract

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NUBB is a website aimed at promoting Nordic young adult literature across the Nordic borders. The goal of this study was to find out how NUBB encourages reading and how it should develop its operations more systematically. Another goal was to make a suggestion for a development plan for NUBB.

The theoretical framework of the study focuses on the methods and ways used to encourage people to read in Finland, the Nordic Countries, and elsewhere in the world. It also takes a look at how other literature operators similar to NUBB have organised their operations.

The research method used was a semi-structured interview. The interviewees consisted of NUBB's project team members. The interviews were conducted to find out the project team members' views on NUBB's present operations and to collect suggestions for improvement on how NUBB should develop its operations.

The findings of the study showed that NUBB needs to develop its operations more systematically. A great many ideas for improvement were collected from the interviewees. Feasible ideas for NUBB's development were also received from the theoretical section of the thesis. A suggestion for a development plan for the operations of NUBB was made using these results.

Keywords: encouragement of reading, Nordic cooperation, young people, literature, bloggers

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Opinnäytetyön tiivistelmä

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NUBB on internetsivusto, joka haluaa tuoda esiin pohjoismaista nuorten aikuisten kirjallisuutta yli Pohjoismaiden rajojen. Tutkimuksen tavoite oli selvittää, miten NUBB innostaa lukemaan ja miten sen toimintaa tulisi kehittää. Tavoitteena oli myös tehdä NUBBille ehdotelma kehityssuunnitelmaksi.

Tutkimuksen teoreettisessa viitekehyksessä perehdytään erilaisiin yleisesti käytettyihin menetelmiin ja tapoihin lukemaan innostamiseksi Suomessa, Pohjoismaissa sekä muualla maailmassa. Lisäksi tutkitaan, miten muut NUBB:n kaltaiset toimijat ovat organisoineet toimintaansa.

Tutkimusmenetelmänä opinnäytetyössä käytettiin teemahaastattelua. Haastattelujen kohteena olivat NUBB:n projektiryhmän jäsenet. Haastatteluilla haluttiin selvittää projektiryhmän näkemyksiä projektin nykyisestä toiminnasta sekä kerätä kehittämisideoita toiminnan kehittämiseksi.

Tutkimuksen tuloksena selvisi, että voidakseen jatkaa toimintaansa NUBB:n tulee kehittää toimintaansa järjestelmällisemmin. Haastateltavilta saatiin paljon ideoita toiminnan kehittämiseksi. Työn teoreettisesta tarkastelusta saatiin myös käyttökelpoisia ideoita NUBB:n toiminnan kehittämiseen. Näitä tuloksia hyödyntäen laadittiin ehdotus kehittämissuunnitelmaksi NUBB:n toiminnalle.

Asiasanat: lukemaan innostaminen, pohjoismainen yhteistyö, nuoret, kirjallisuus, bloggaajat

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Terms and Abbreviations

Blogger	Person who writes a blog.
YA literature	Literature targeted for young adults.
Non-readers	Those who do not read anything or read very little.
Blogpost	Writing/publication on blog
Blogging	Making blogposts and updating a blog is called blogging.
Book lover	Person who loves books and is enthusiastic reader.
Internet bot	Software application that runs automated tasks (scripts) over the Internet. Might also be used as an automated attack on network computers, click frauds or sending spam.
Internet troll	Internet slang expression, referring to a person who sows discord on Internet purposely
Information architecture	Art and science of organising and labelling websites, intranets, online communities and software to support usability and findability
Literary text	Piece of written material, such as a book or poem that has the purpose of telling a story or entertaining, as in fictional novel.

Tables and Pictures

Table 1. Translated books published in Finland 2015 by source language. (Suomessa julkaistu käännöskirjallisuus alkukielen mukaan 1980–2015, [ref. 8 April 2017]). 22

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1 INTRODUCTION

Encouraging people to read, especially the youth and boys, has been on the agenda for a few years now all over the world. In Finland, the other Nordic Countries and elsewhere in the world, different attempts have been made to encourage people to read more and to increase reading books for pleasure as a leisure time activity. Libraries play a big role when talking about encouraging reading; after all, they are putting into action the five laws of library science by S.R. Ranganathan (1931):

- Books are for use
- Every reader has his or her book
- Every book has its reader
- Save the time of the reader
- The library is a growing organism.

Libraries have many different ways to put these laws into action in their everyday work but also with some additional work related to encouraging reading for example reading diplomas and reading challenges, book talk, etc.

The ways to encourage reading does not end with libraries; there are also a lot of other operators which encourage reading with their own actions. In a way, they are also putting Ranganathan's (1931) first four laws into action. Together with libraries, there are often schools and teachers involved in the work of encouraging reading, especially among children and the youth. There are also different kinds of literature associations in every country with the same purpose. The associations might be local or national and they can concentrate on adult or children and youth literature. They can also support illustrators, translators and other workers in literature field in addition to promoting literature. Many of these associations also grant awards for books or to their makers. A lot is done when trying to promote books among readers but especially among non-readers, those who do not read at all.

There are also a lot of projects and events that can be organised by the libraries, associations or just an enthusiastic group. Book bloggers are tireless ambassadors of reading and literature. For example, the book blog community in Finland has been

making different kinds of campaigns to send out the good word for books and reading. Mostly, the work is voluntary. In the online world, there are also countless websites dedicated to literature. Some concentrate on a certain literature genre. NUBB.no is this kind of literature site.

NUBB tries to promote Nordic young adult literature across the Nordic borders. NUBB wants to encourage people, the young and adults, to read more Nordic YA books. The popularity of YA literature is on the increase all over the world. The Nordic Countries have also found the YA literature genre, but mostly with popular American and British authors like John Green and Holly Bourne. The local authors and their books are often forgotten and might not get as much hype as the popular foreign books. NUBB wants to point out to readers and to professionals that there is really good YA literature coming from the Nordic Countries, too, which deserves attention.

NUBB is one attempt to make people read more in the mission of encouraging reading but it is still a relatively new project. It tries to operate in all the Nordic Countries, which is also rare for voluntary work literature projects. Operating in so many countries has a lot of challenges because of the wide sphere of operations. That is why NUBB needs a development plan to keep going with the project and to operate more efficiently in the future.

This thesis is not an official development plan for NUBB but it is a proposal for a development plan by giving some ideas for it, and providing some examples on how similar operators are operating. The real development plan will be made in cooperation with the whole project team later. This thesis researched what has already been done in Finland, in the other Nordic Countries and in the world to encourage people to read. It also researched some operators similar to NUBB to find out how they are operating and to learn from them. Part of this thesis was an interview to gather the ideas from NUBB’s project team on how to develop the project and to get to know how the project was going on in autumn 2016.

2 WHAT IS NUBB?

According to their own website, NUBB, as in Nordiske ungdomsbokbloggere – Nordic youth book bloggers – is an independent and non-commercial project established for conveying Nordic young adult literature (YA literature) across the Nordic borders (NUBB 2017). It is a website and a book blog which concentrates on Nordic YA literature. It uses WordPress as its website's platform. NUBB has a project team including members from Norway, Sweden, Denmark, Finland and Greenland at the moment. The base for the project operates in Norway. The whole project team writes and edits the content on the page. NUBB is also making a lot of cooperation with book bloggers all over the Nordic Countries and they are also used as content providers. Most of the content in the NUBB's blog are reissues of book reviews by the bloggers in cooperation or other blogposts by guest writers like authors. In the following chapters, NUBB is described more in detail; its history and what NUBB's primary target groups and cooperation partners are.

2.1 History

The founder of the project, Norwegian Nina Aalstad (2016), said that the idea started with a problem. She wanted to know what kind of youth books were available in the Nordic Countries but she had difficulties to find books other than Norwegian ones. She had also asked her friends help but nobody seemed to know about any other Nordic Country's literature but their own, Norwegian. She found out that it is easy to find youth literature and knowledge about it from American and British authors, thanks to Goodreads.com and other literature sites and book blogs on Internet. On the other hand, it was surprisingly hard to as a Norwegian to find, for example, the best Finnish youth book from last year. She did not have a clue where to even start.

Goodreads.com is a good book database, but it concentrates mostly on American and British literature, although it is a worldwide network, and anyone can add a book in it. There are many Nordic books translated into other languages, but it still seems that it is harder to find translations of Nordic books than American books. Even the neighbouring countries do not seem to have a clue of what kind of literature there is

behind the border. Only a few books get translations and even fewer get promotion to guarantee their visibility. Aalstad (2016) had an idea to find a way to make the Nordic youth literature known, at least across the Nordic borders if not yet all over the world.

Aalstad (2016) is also the founder of a youth literature website in Norway, Ubok.no. Ubok, like NUBB, as Aalstad pointed out, is a book blog but also a forum where the youth can find and recommend books to each other, Ubok has also its own book database which is updated constantly. Because of her work in Ubok, Aalstad found out that she had already a lot of experience about literature blogs and online forums as content provider. She also had a lot of experience from different projects. Aalstad has worked with many bloggers and she thought that it would be nice to use more of their competence. She found out that bloggers seem to have very good knowledge of books and their opinions are often valued. Her idea was to engage bloggers in order to spread the word about the Nordic youth literature.

Aalstad (2016) recalled that the literature project called NUBB was started with a seminar on October 2013. Aalstad, with her colleague, Alexander Eliesen, who is also involved in Ubok, were invited into a conference called Ungaläsare held in Lund, Sweden. In the conference, they talked about Ubok and about the new project idea, NUBB. During the conference, The Nordic Council of Minister got interested and they offered funding to hold a seminar in Sweden to kick-start some sort of Nordic cooperation for the new project. In the seminar there were supposed to be Aalstad, Eliesen and at least one bloggers from Norway, Sweden and Denmark which they could engage with the project. Everything did not go as planned, though:

> It was me and Alexander, and one more Norwegian blogger attending. It was supposed to be at least one Swedish and one Danish but then, I think, the same day the Danish one got sick, and so we ended up with three Norwegians in Sweden doing the, like the start-up seminar for NUBB. (Aalstad 2016.)

Aalstad (2016) mentioned that at the very first seminar of the project, the project team set the basic goals and ideas for the project. At first, they wanted to focus more on the bloggers and they also had much higher ambitions on how the website should

work. They wanted to make a network for youth book bloggers in the Nordic Countries with a chatrooms and lot of content for bloggers etc. Hence the name, Nordic youth book bloggers, but that turned out to be too much of a work. Merely, finding such bloggers was difficult, so they decided just to concentrate on the literature. After all, their main goal was to introduce Nordic youth literature over the Nordic borders. The idea changed to use bloggers in all the Nordic Countries as cooperation partners, have them be part of the project, let them make content for the website and at the same time, NUBB would try to reach out to different countries through them. After the seminar, The Nordic Council of Ministers were very pleased of what they had heard. NUBB was given a promise about some economical support if they would make that network for Nordic bloggers. (Aalstad 2016.)

At the end of 2013 and beginning of 2014 the project team started to make little campaign as trying to find people to join in the small project team, Aalstad (2016) explained. Everyone went through every contact they had in all the Nordic Countries. The job was not easy, as Aalstad remembers, but during spring, they had got in touch of some people and the website was soon to be launched. While asking people to help and to join in the project team, there were also logo competition made for NUBB's logo. The winner logo and visual image was made by Louise Brahce Axelsson from Sweden (Eliesen 2016).

Aalstad (2016) said that the first goal for the website was to have a lot of different kind of book lists. For example, a list of ten books from each country that are good reads, or list of books that are good to start with when getting to know each country's literature. There also had to be reissue articles or reviews from bloggers about different books from different countries. In Aalstad's opinion, the lists are the most efficient way to introduce the literature. She thinks that they are easy to read and very informative and covers a lot of different books in a quick look.

NUBB and Ubok are now both operating under the Ubok-foreningen, in Norway, which was founded in 2014. Aalstad and Eliesen are still working with both websites but more with Ubok. NUBB is operating purely with voluntary work and the project team has about 9 active members. Mari Høe is working as project leader. The project is also now concentrating especially in literature directed for young adults. At

the moment NUBB is operating in Norway, Sweden, Denmark, Finland and Greenland, and there are bloggers in cooperation from all these countries. NUBB is still looking for project team members and bloggers to join in from Iceland, Faeroe Islands, Åland and also Sami and Finland-Swedish project team members and bloggers would be appreciated. NUBB tries to publish blogposts on the website on a regular basis but in 2016 the operation was quiet.

Picture 1. NUBB's Logo.

2.2 Target groups

NUBB has many different target groups, even though there are some challenges with having multiple target groups. It is still reasonable for NUBB to have many target groups because readers and literature professionals are diverse groups. It is difficult to say which groups would or should be the main group to focus on. As it was said in Chapter 2.1, the founders wanted to focus on bloggers first but even bloggers are a diverse group. Readers are even a more diverse group. NUBB wants to reach all readers interested in YA literature. That consists of young people, young adults and adults, only children are omitted. NUBB also wants to reach the literature professionals working with YA literature. In following chapters the different target groups are described more thoroughly.

2.2.1 Readers

NUBB is for all who read YA literature. This target group includes the youth, young adults and adults. Non-readers, those who do not read at all, are harder to reach

but of course it is always a delight if some non-readers would find NUBB and get excited about reading because of the page and its content.

The youth are thought to be difficult to categorise. The age group that would be considered ‘the youth’ varies according to who is talking about them and where. There seems to be cultural differences as to at which age the child turns into a teenager to an adolescent, to a young adult to an adult. There might also be differences inside the culture. The Mot dictionary (Youth 2017) gives the definition for ‘youth’ as being a period between childhood and adult age.

Elina Nivala and Mikko Saastamoinen (2010, 10–12) define the term youth in their edited book Nuorisokasvatuksen teoria. According to them, the youth are not uniform group of people, they are not socially and culturally continuous group either, but the youth are individuals and youth is multidimensional concept. It is also conflicting time in human life. On the other hand, there are dreams and open opportunities, anticipation and freedom in the youth’s life, but then, it is also chaotic and threatening time when you are not yet ‘ready’ but you still have your responsibilities. According to them, youth is a transitional period, it is a process. They also explain that it is physical, mental and social maturation from childhood to adulthood. The youth are people who are not children anymore but are not yet adults, but something in between, as they point out.

In the Finnish youth legislation, the youth are defined as under 29-year-olds (L 21.12.2016/1285). The age definition is quite wide when there is no minimum age. If we interpret the said law, it seems that youth starts from the birth and continues the first three decades on human life. Most of the time, people like to make the age definition more restricted. According to Nivala and Saastamoinen (2010, 12), young people are more seen as a phenomenon which is bound to time, context and culture. How youth is understood and which aspects are emphasised in the definitions depends on different viewpoints and the wording of the definition but it also depends on the surrounding reality to which the youth are attached, as they emphasise. The plural words ‘the youth’ and ‘youths’ are used in this thesis as describing all the young people categorised as teenagers, adolescents and young adults, age group being approximately from 13 to 25-year olds.

It is not only the youth who are considered individuals and multidimensional, but actually, all the readers are. NUBB wants to serve all the readers that read YA literature and that does not include only the youth. Many adults are also reading youth and young adult literature, and nowadays it is even strongly encouraged that adults should read youth literature. Nothing is more on the matter these days better than youth literature and it is reflecting the life of the youth with much detail and in real time. Youth literature is a good way to get introduced in the youth's life, especially for those adults who find it strange and unknown. Youth literature can also be interesting and easy start for those adults who have not read a lot. Although, they are written to their target groups, they still offer entertainment for adults too. Usually, youth literature is not very long and the language is easy to read. Subjects and themes are also various. There is something for everyone. There is no age limit on who can enjoy the youth and YA literature and NUBB is welcoming all aged readers and non-readers to get to know the different YA literature from the different Nordic Countries.

2.2.2 Bloggers

Bloggers are also big target group for NUBB as readers but also as cooperation partners. NUBB has a very close cooperation with bloggers. Tuomas Kilpi (2006, 3) says that blogs have a significant dynamic technological, social and economic aspect. According to him, blogging makes readers become publishers and publishers become producers.

Kilpi (2006, 3–4) shortly defines that a typical blog is a webpage or website which has current content with publishing dates in sight. It is typical of blogs to have the older blogposts as unchangeable and readable for the readers. In most of the blogs, readers have also the opportunity to write their comments in individual blogposts. Kilpi also claims that, in the 2000's, different blog platforms have made publishing easy: if you can use computer, you can publish your own blog. It is easy to agree with this, because the Internet is full of different kinds of blogs for almost any subject you can imagine, from personal diaries to a specific branch of science. Publishers vary from ordinary people to professionals.

While speaking about the whole blogging world, Kilpi (2006, 17, 25) uses the word blogosphere. It is the community which all blogs make together, like he says. Although, its characteristic and its existence are highly speculative, the blogosphere is particularly building on those two things. It is very difficult to define the word blogosphere, but as Kilpi explains, blogosphere is an amazing public machine which reaches millions of people all over the world. In my opinion, the need to have a one word to describe the whole blogging world is this specific nature of the blogs – sense of community. The firm sense of community is also the kind of benefit what NUBB is looking for while making the bloggers as one of its target groups as well as cooperation partners. The website wants to be part of that community too, as it is itself a blog. To be part of the blogging community, you have to be in close cooperation with the bloggers and their blogs. Usually, the communities gather around in certain subject, like book blogger communities or dogs with blogs communities. Therefore, NUBB is concentrating also in one subject in blogosphere. NUBB is interested of book blogs and the book blog communities in the Nordic Countries. Especially book blogs that are making blogposts about the Nordic YA literature.

Book blogs. Katja Jalkanen and Hanna Pudas have studied Finnish book blogs. According to them, book blogs are gates to the world of reading. In book blogs, books are described in various ways – bloggers can empathize, analyse, get excited about the books, there is passion involved, and sometimes, bloggers can be quite rude for the books they have read. Primarily, like they say, the bloggers are strongly in the matter of literature. A definition for book blog, according to Jalkanen and Pudas, is that, it is mainly concentrating on blogging about books and literature, although, many book bloggers also make blogposts about other things too. Jalkanen and Pudas point out that book blogs are based on the bloggers' own reading experiences. The blogposts are also formed with a free style, most natural to the blogger in question. For many book lovers, blogging is important part of the reading process: reading makes you think and it resonates, it might make you want to share the feelings with somebody, in this case, the readers of your blog, as Jalkanen and Pudas point out. (Jalkanen & Pudas 2013, 8, 12.) Bloggers' blogposts can also work as archives of reading diaries where you can always come back to the books you have read, but they can also work as a forum for literature where you can talk about the books you have read with others.

Jalkanen and Pudas (2013, 10–11) suspect that, even in Finland, there are hundreds of book blogs. Most of them, at least the most popular ones, are also well respected as they point out. There is no specific data on how many book blogs there really are in Finland or in the other Nordic Countries, and the amount of book blogs is quite difficult to estimate because the number is constantly changing. Book blogs die and born in rapid speed. Miia Gustafsson (2017) considers in her article that, in Finland, there are approximately 150 active book bloggers and nearer two hundred if those publishing at low incidence are also counted in. A quick look in some of the most popular book bloggers' reading lists tells the same story. The late Krista Airola (2017), the most productive book blogger in Finland and author of the book blog Lukutoukan kulttuuriblogi*,* marked over 300 blogs in her blog that she followed, most of them book blogs. The most recent was updated a few hours ago and the last was updated five years ago.

Book bloggers are actively promoting reading and literature, and book blogs are encouraging people to read with their own example. Book blogs are endless source for finding something to read, as Jalkanen and Pudas (2013, 17) point out. You can also pick up on current literature conversations from book blogs and even participate yourself on the conversation, as they say. At least in Finland, book blogs seem to have a very strong sense of community and they have strong cooperation with each other.

The cooperation does not end with the community, though. In her article, Gustafsson (2017) also mentions that the significance of book blogs has increased greatly. According to her, publishers and authors are eagerly waiting the reviews by book bloggers and for a reason. She explains that the most popular book blogs might have even 10 000 readers in a month. That is good coverage for a single book in my opinion. Although, Gustaffson (2017) also points out that, book bloggers are emphasising that, they are independent writers, not advertisers, even when the bloggers get free samples of fresh new novels from the publishers. While researching book bloggers, Jalkanen and Pudas (2013, 56, 76) found out that bloggers were actually, somewhere between the amateur and professional reviewers. Even though many bloggers notified they were writing their blogs only as amateurs, most of the

bloggers seemed to be working with literature somehow. There were teachers, librarians, journalists, translators etc. Their background as literature professionals could not be unnoticed like Jalkanen and Pudas said. Although, the biggest difference between a book blogger and professional reviewer might be, as Katja Kettu told to Jalkanen and Pudas in their study that, blog reviews are more authentic. Jalkanen and Pudas think that bloggers really explain how they feel about the books whereas professional reviewers might be quite untalkative even when they would have liked the book.

In their study, Jalkanen and Pudas (2013, 51, 49) found out that blogging is mostly a hobby of young adults and middle aged readers who want to share their reading experiences, analyse their reading and change views with their community. Blogging seemed to be mostly dominated by women but of course there are some male bloggers too, most of them authors or other professionals than just regular enthusiastic readers like they pointed out. In the study of Jalkanen and Pudas, the average age of Finnish book blogger in 2013 was 36 years. Bloggers were between 20 to 57 years of age on an average, but there were some younger and older bloggers, too, involved in the study.

NUBB and bloggers. NUBB concentrates on one specific area in literature and that is the Nordic young adult literature. NUBB is trying to search cooperation with bloggers who write reviews about the Nordic YA literature. Sometimes, finding those bloggers is hard, at least in Finland. There are hundreds of book bloggers but few seem to write about YA literature, not to mention the Nordic YA literature. It seems that there are no blogs which would concentrate only on this specific topic when even the children and youth book bloggers are not that common in the book blog community.

On average, the NUBB's bloggers in cooperation are between 25 to 45-year olds. At the moment, NUBB is lacking the youth's point of view on the website about the YA literature. It seems that it is the same thing with the blogging world in general. This applies to the male bloggers too. If it is already hard to find a blogger who writes about YA literature it is almost impossible to find a male blogger who writes about the same thing. Although, I do not think the imbalance of age and genre is that big of a problem, because, as Jalkanen and Pudas (2013, 50) have noted, it seems that

the age of bloggers does not influence the readers. They claim that the readers can be schoolchildren or pensioners and everything in between, despite the age of the blogger. I think the same applies to the gender. Women are reading men's blogs and the other way around. Most of the time bloggers' genders are not even public, because most of the bloggers write with a pen-name and never publishers their names or pictures. It is all about the content, not who writes it.

NUBB is for all the Nordic Countries and there are blogposts in all the Nordic languages on the website. Jalkanen and Pudas (2013, 32–33) suppose that the book blogs are not that different over the world. They think that foreign book blogs are set apart only by their language, titles involved and also the literature awards distributed. They suspect that few are following foreign blogs but if some do, they could feel the same sense of community, especially with the bloggers who write in cognate language of the reader. Jalkanen and Pudas did not study on how much Finnish bloggers write or read blogs in English or any other language than Finnish. It is likely that there are at least few who read blogs in different languages or even write their blogs in different language than their first language.

Following Scandinavian blogs can be quite an easy thing to do if you are Norwegian, Swedish, Danish or even Finland-Swedish. There are lots of blogs to choose from for most Scandinavians who belong to the same language family or for the bilinguals. The problem is for those Finns and Icelanders, for example, who cannot read any other Nordic language, and of course the same thing applies to those Scandinavians who do not know Finnish or Icelandic. There are also the similar challenges with the Sami: only a few can understand the Sami language in the Nordic Countries. NUBB has the same problem when trying to make blogposts in every language spoken in the Nordic Countries.

Luckily, most people in the Nordic Countries can read, speak and write in English. It is also generally known that the Nordics have a good language skills in English. That is why, in addition writing in all the Nordic languages, NUBB also writes some of its blogposts in English, or at least there is a short English summary at the end of each blogpost. This way every reader, regardless of his or her first language, has an opportunity to find out what the blogposts are all about, even though they would

not be written in their own language. At the moment, NUBB has resources for writing in all the Nordic languages except Icelandic and Sami.

As Jalkanen and Pudas (2013, 44) claim, in principle, blogging crosses geographical borders. This is the same thing that NUBB is trying to do with literature. NUBB is gathering the Nordic YA book bloggers together, just like the idea was at the very beginning. Although, there is not really a sense of community in NUBB yet, when the commenting spaces are still very quiet and there is no real conversation between NUBB and other bloggers. There is still a lot of cooperation with bloggers, and they are the main source for content at NUBB's website and also eager readers of the NUBB's blog. Many bloggers have already been eager to participate in NUBB and new bloggers in cooperation are found constantly. NUBB needs the help of the bloggers to spread out the word about the project. NUBB is for all the Nordic Countries and even beyond. It wants to write in all Nordic languages as well as in English, so it would be justified to break the language barriers as well. If a single Finnish book blog could have 10 000 readers a month, how many readers there could be for an international book blog?

2.2.3 Professionals

NUBB also wants to serve professionals who work with literature, especially youth literature. NUBB would like to be in close cooperation with literature professionals such as librarians, editors, translators, teachers, publishers, authors, etc. All these literature professionals could benefit from the content NUBB offers, using NUBB as a tool in their work. There would also be cooperation opportunities that could benefit NUBB. NUBB could use the professional's know-how and also get better coverage through these professionals. NUBB and the literature professionals have the same goal: inspire people to read more. With cooperation, everyone could get nearer to that goal. Luckily, there are already some literature professionals involved in NUBB's project team. There are librarians, literature students, educators, editors, publishers, as well as just enthusiastic readers. There are also a lot of literature professionals among the bloggers in cooperation.

With the help of professionals, especially translators and publishers, NUBB could get the Nordic YA literature to be better known around the Nordic Countries. The perfect aim for NUBB would be to get some Nordic YA literature to be translated into the Nordic languages more, and also get more Nordic YA literature published in all the Nordic Countries. From the statistics of Finland we can find out that in 2015 there were 7 598 books published in Finland. 5 387 were Finnish-language books, 306 Swedish-language books and 5 693 were translated books. The share of translated books were 25 % of all titles. (Julkaistu kotimainen kirjallisuus ja käännöskirjallisuus 1980–2015, [ref. 8 April 2017].) From the table we can find out that the most translated books into Finnish and Swedish were English-language books (61.8 % of the total of translated books). Swedish, Danish and Norwegian books translated into Finnish and Swedish covered 16 % of all the titles, Swedish-language books being the highest (13.2 %). Even though Finland is a bilingual country, it still had considerably few Swedish books translated into Finnish from the total number of translated books. Although Finnish-language books were translated into Swedish even more than translations from the English into Swedish. Other languages though, covered only 2.8 % of the total of all translations into Swedish. In Finland, there are considerably few translated books from the Nordic Countries. Naturally, Swedish titles are more translated than titles from the other Nordic Countries. (See Table 1).

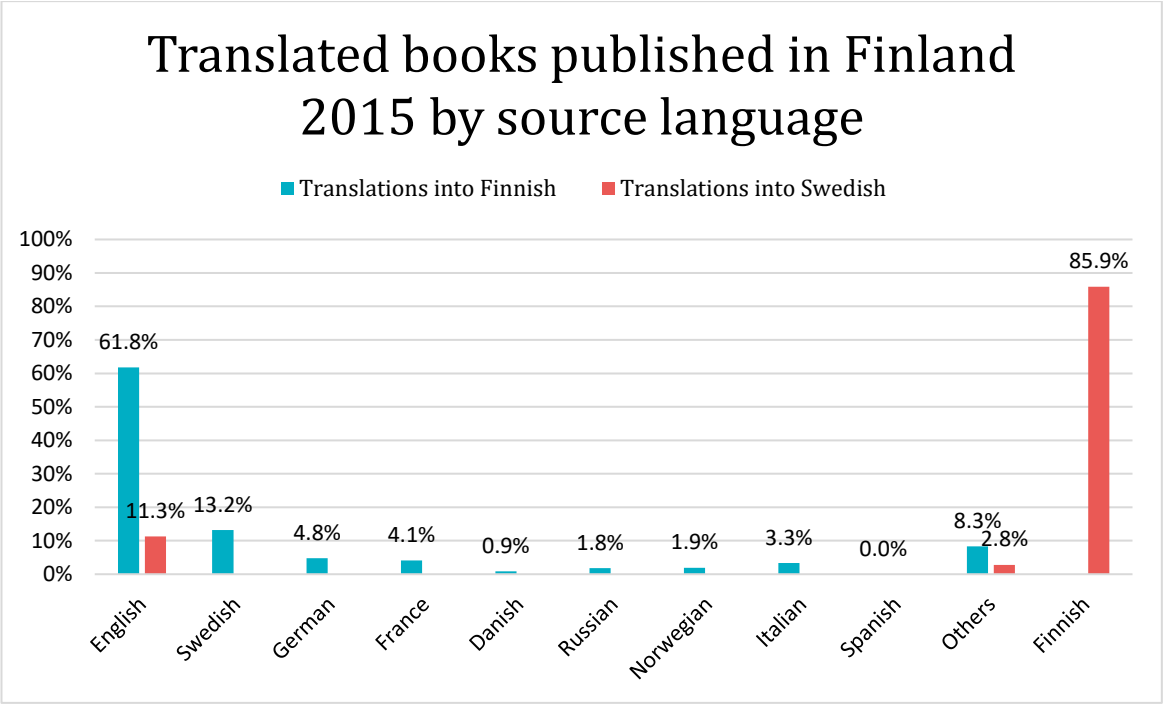

Table 1. Translated books published in Finland 2015 by source language. (Suomessa julkaistu käännöskirjallisuus alkukielen mukaan 1980–2015, [ref. 8 April 2017]).

Translated Finnish literature has not rooted in the other Nordic languages, either. In 2015, 298 copies of Finnish-language books were translated into other languages. Mostly were translated into English and second came French and German. Nordic languages were represented with total of 48 copies. Finnish-language books were translated mostly into Danish (19 copies) from the Nordic Countries' languages and even once into Icelandic. (Table 2.)

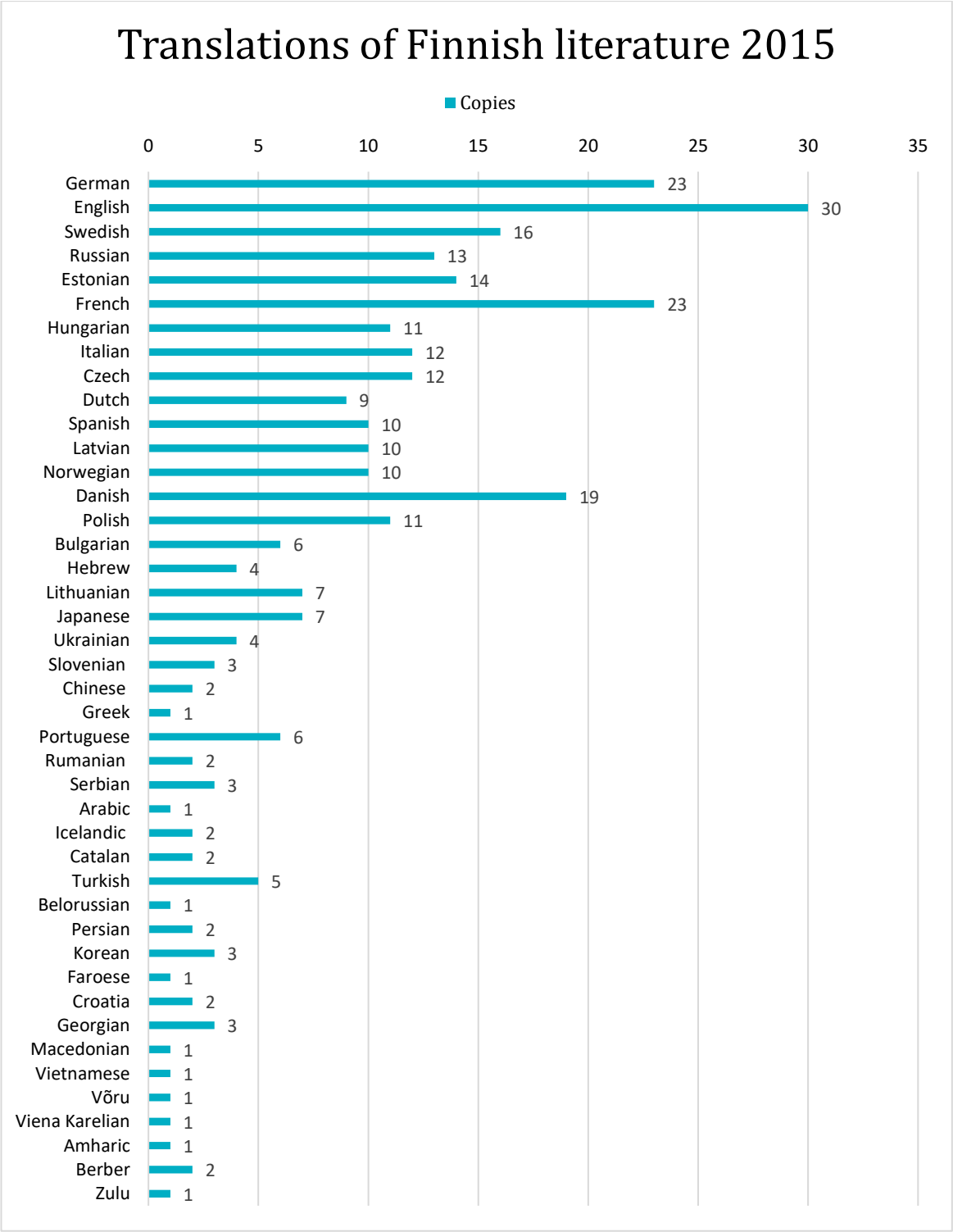

Table 2. Translations of Finnish literature 2015 (Suomalaisen kirjallisuuden käännökset 2001–2015, [ref. 8 April 2017]).

These numbers include all literature in Finland. The share of translated youth and young adult books are unknown. With a quick look in the Finnish bookstores and libraries' shelves tells that most of the translated books are translations from English

language to Finnish. Also, the most popular books seem to be translations from English language. There are not many translations from Nordic languages. For NUBB's point of view, it is a shame that the representation of Nordic languages are so few in youth and young adult literature. With help of the professionals, NUBB could get some of the popular Nordic YA books translated into more Nordic languages, published and on the markets.

3 SIMILAR OPERATORS

The Internet is full of different kind of literature websites. Some of them are concentrating on specific genre, others include all literature. For example Goodreads.com is working like a social media for literature. Also, different kind of literature forums are popular, for example in Finland, there is Risingshadow.fi which concentrates on fantasy and sci-fi literature. Each country also has their own literature associations. Every country has its IBBY (International Board on Books for Young People) association which concentrates on children and youth literature. In Finland there is also Lastenkirjainstituutti (The Finnish Institute for Children's Literature) which also, despite of its name, includes youth books. There are associations for authors, translators, etc. in each country too. There are also different kind of literature databases, for example libraries have their own online libraries which mostly includes a database of their collections. In Finland, there is also the online literature service Kirjasampo.fi which belongs to national library online service Kirjastot.fi.

There are also a lot of sites that operate mostly with voluntary work. NUBB's sister site Ubok is similar to NUBB. There is also a rather new Finnish literature website called Suomi lukee which is operating with voluntary work made by the bloggers. For this thesis, the operators picked up for closer overview were chosen because of the similarity with the NUBB's operation. Blog activity, voluntary work or including youth and YA literature in their operation supported the choice of the operators.

3.1 Ubok

Ubok is Norwegian independent website where young people can discover books, discuss and share reading experiences. The website's goal is to increase reading pleasure among the youths. (Ubok 2017.) At first Ubok was known of ungdomsbøker.com as Aalstad (2016) told. The idea came from Aalstad, the founder of NUBB also. On autumn 2010, she thought that, what if the youth got a completely separate website where they could talk about their favourite literature? A place where they could recommend books to each other, discuss reading experiences,

authors and series. She thought that the page should focus on literature written for teenagers and the page should operate on young people's own terms.

At first, Ungdomsbøker was a collaborative project between some publishers, and the website was launched in Oslo Book Festival in September 2011. In June 2012 the website was made independent of publishers and was run by Aalstad herself and Siri Morland. The website got updated and was relaunched in August. In autumn 2012 Ungdomsbøker got an opportunity to introduce themselves to 170 pupils in Westerdals, Norway. With the help of the pupils, they created a strategy and ideas to improve their operation. From the results they found a new name, new profile and new features, and again, the website was relaunched as Ubok.no in February 2013. (Ubok 2017.)

The website runs with a voluntary work by an editorial team consisting of 8 members. There is also youth editorial team, also 8 members, who are active members and heavily involved in blogging, planning and deciding how the website should work. Ubok has a forum where the young readers can meet others across the country and discuss what they are reading, recommend books and share texts which they write themselves. Anyone can create a profile and make a digital bookcase with books they have read, favourite books, or books they would like to read. The website has also their own book database. The database consists list of books for youths. The database is constantly evolving in collaboration with the users. The aim is to be the biggest and most relevant source for new reading experiences for the youth in Norway. The website consists also a blog with regularly published relevant materials about youth literature. (Ubok 2017.)

3.2 IBBY Finland

IBBY Finland (International Board on Books for Young People) is association operating with voluntary work which highlights Finnish children and youth literature at home and abroad (IBBY Finland 2017). According to their own website, the goals of the association are

- to grand visibility for children and youth books and to book illustration art

- to establish reading in families
- support those working with children literature
- encourage the research of children and youth literature
- to introduce wonderful Finnish children and youth literature abroad
- to promote international understanding through literature.

Also the motto of the association – “The way to the reading world” – brings together the values, goals and the international perspective linked in operation. Their dream is that everyone would have an equal rights to be able to read, to enjoy reading and to let the imagination fly. (IBBY Finland 2017.)

IBBY Finland was founded in 1957, and it belongs to the International Board on Books for Young People (IBBY) organisation. The organisation works for children and youth literature and also promotes literacy all over the world. IBBY Finland was previously known as “Suomen nuortenkirjaneuvosto – Finska Ungdomsboksrådet” (The Finnish Board of Children’s Books) and one of the founder member was artist and author Tove Jansson. (IBBY Finland 2017.)

The diverse activities of IBBY Finland include publications, exhibitions, seminars, as well as cooperation with Nordic and International IBBY operations. The association distributes literature medal called ‘Anna Swan’ every third year and nominates titles for international awards and exhibitions. With the Osiri Beach project, they also support girls in Kenia to attend school and to support local library activities. The members of the association share a mutual interest in children and youth literature, children culture, as well as variety of literacy projects. The members include many different children and youth book lovers like librarians, teachers, researchers, authors, illustrators, translators, journalists, publishers and students. (IBBY Finland 2017.)

3.3 Kirjasampo

Kirjasampo.fi (Boksampo.fi) is Finnish libraries’ online literature service. Kirjasampo is part of the Kirjastot.fi service entity, the national library online service. Sivurpiiri is a part of Kirjasampo which concentrates on children and youth literature. In Kirjasampo’s database you can find interesting authors, books and find new reading

experiences. You can also check the availability of the books from different libraries, discuss about the books you have read and recommend them to others. There is also a list of Finnish book blogs and it is updated by using RSS Feed on the site. (Kirjasampo 2017.)

Kirjasampo was launched in 2011 and it is mainly for searching fiction, but there are also some non-fiction books introduced these days. According to the website, the goal of the online literature service is to promote all kind of literature equally, from big publishers to the small ones, as well as self-publishers. The site's database is based on Helmet libraries' database. For children and youth literature the main data provider is Lastenkirjainstituutti. The site is constantly providing new content like Päivän täky (book recommend of the day), articles, current literature news, bookshelves with different themes and book recommendation lists. (Kirjasampo 2017.) Sivupiiri works just like the main site with the same principles. Sivupiiri is only concentrating on children and youth literature and provides content regarding children and youths.

3.4 Suomi lukee

Suomilukee.fi promotes Finnish literature in various ways. The web service was launched in 2014 with voluntary work. The service gathers biannually of every fiction, non-fiction and children's literature published in Finland. The publications are introduced with their cover picture and with the descriptions from publishers. The website is cooperating with book blogs to create content. In introductions of the books there might be links to blogs which have blogged about the book. They are also trying to promote traditional bookshops and courage people to buy books. The website is concentrating only in traditionally published Finnish literature, translated literature excluded. The publications has to have publishing contracts to be included on the website. (Suomi lukee 2017.)

Suomi lukee looks like a blog but it is more of a like database. It tries to introduce all Finnish literature at one place and provide reviews of the books by linking blogs which have reviewed the book to their pages. The editorial team also make content to the website themselves, for example author interviews. (Suomi lukee 2017.)

In September 2016, Suomi lukee started its own sale experiment by selling books in a Finnish grocery shop. For three months, they made a pilot with Osuuskauppa Keskimaa (Finnish consumers' co-operative at Keskimaa) and S-ketju (S group). The pilot was called Kirjatorni (book tower) and they let the readers to choose what to sell in them by letting them to vote the books on the website. The pilot will continue if the sales targets come true for October and November 2016. The goal is to succeed and then expand the practice to the whole country. Readers can still vote for books at the Suomi lukee website by signing in with their Facebook account. (Suomi lukee 2017.)

3.5 Summary

The Internet is full of literature sites. Some are concentrating on some specific literature genre and some are broader with their content. All seem to have their users so there is always space for more, even the most specific literature websites has their fans and communities. The basic functions seem to be the same in many different literature websites: the visitors can find books, discuss about them and recommend them to each other. The sense of community also seems to be important aspect of the literature websites, some are seeking for it and for some, it is just advantage if someone would comment on the website. Blogging has increased its popularity among different companies too so it seems also quite natural thing to do for literature operators and literature websites to publish blog on their website. After all, most of their visitors are enthusiastic readers already. Although, blog is not necessity for literature websites, it is an easy tool to publish articles.

Kirjasampo is one of these websites which does not have a blog. Still, it publishes articles which visitors can comment, if they are signed in, but it is not profiled as a blog, and it does not really look like one, either. The whole website layout is totally different than in the other websites described. For example, IBBY Finland is using WordPress which is widely used by the bloggers. In addition to blogging, the service provider for WordPress has also made it possible to make a whole and functioning websites with their platform. It is a somewhat easy tool to use and with some studying, you can make nice enough websites with it. The blogging opportunity for the

platform is just big plus in some cases. For NUBB, WordPress was quite natural choice because NUBB is mainly trying to be a blog. In this case, creating a website with a same tool was convenient. Kirjasampo is also the only one from these operators which has all its editors as hired professionals, when the other websites are mostly working with voluntary work. Although, there is still content made by the users too in Kirjasampo, like the different bookshelves. Visitors can list books and publish their lists for all to see.

All the websites described had some kind of communication opportunity in their website but some had restrictions on who can participate in the communication. There is a forum at Ubok with different conversation areas and there is also a blog where users can comment on the blogposts. Both are available only for signed users. You also have to sign in to Kirjasampo if you want to comment or make bookshelves. At IBBY Finland, you can comment every blogpost or article without signing. There is no signing requirement in NUBB either: everyone can comment on the blogposts.

Signing in to access the website might also have some benefits, especially for the bigger websites in question. It makes moderating easier when trying to avoid inappropriate content published by the users. Each user can be identified and banned if necessary, and pointless Internet bots and Internet trolls would not have an easy access to the commenting spaces either. NUBB though, is still so small operator that it has not had much problems with inappropriate content made by the visitors, bots or trolls yet, so there is no really a reason why NUBB should get the visitors to sign in before commenting, at this point. In some cases, it might just drive the visitors away when they cannot participate in the conversation easily. But if there would be some problems with constant inappropriate content published into the website, then NUBB should also consider the signing requirements.

The Suomi lukee website is the black sheep of the group. There is no opportunity for commenting on the website. The website is more of a like in between blog and database. The website is only concentrating on just introducing the books. The website is upheld with the help of bloggers, so the conversations is concentrating in the bloggers' own blogs which has been linked to the titles at the Suomi lukee website. This way of communicating seems to be quite natural to the book blog community

and it seems to be the way they want to continue with. The conversation is happening on the blogs, not on the Suomi lukee website. Although, for the outsiders of the community, it is a shame there is no opportunity to make a comment about the books at the Suomi lukee website. It would be a good thing for the website though, to have conversation opportunity. Now the only way to recommend the books to others at the website is to sign in with Facebook account and hit the 'like' button of each book.

In a way, NUBB and Suomi lukee websites has a lot in common. Although, NUBB does not have its own database of the books and it does not include all literature published. Like Suomi lukee website, NUBB also republishes reviews of the books from cooperating blogs and most of the content is made with the help of the bloggers. The difference is that, NUBB uses the full texts, whereas Suomi lukee uses only links to the blogposts and publishes only the introductions of the books on their website. Although, like NUBB, Suomi lukee also makes some content just for the website, like interviews with authors. Most of NUBB's project team members are also bloggers just like in Suomi lukee website.

Many websites included in this thesis has their websites with blogging opportunities, and why not. Many operators offer free templates for blogging, like Blogger and WordPress. You will only pay for the domain name, etc. if you do not want to include the names 'blogspot' or 'wordpress' in your site address. Most of the time they are easy to use and with a little effort you can make nice websites. With a more knowledge, like html skills, you can do almost everything with your website. Some free website maker providers have also blogging platform in their layout. Blogging has become a good way for other companies too, to tell about their operation, news and happenings to customers. It is more casual than official announcements but it still offers opportunity to include the same information. Talented writers can make blogs very popular despite of the subject. Blogging does require time and effort and to keep the readers, you can not do blogpost just once or twice a year.

Blogs are versatile and you can blog about anything. Blogging has become such a big thing that blogging has been considered nowadays as a career also, just like tubing on Youtube. Blogging might seem like a lonely work but there are many different blog communities for different kind of blogs to join in. There are book blogs,

crafting blogs, food blogs, dog blogs, and most of these have some kind of community which most of the times uses social media as common meeting place. For example, there is ‘DWB and parents’ (Dog With Blogs) group on Facebook. There could also be a whole website made to gather all the bloggers around the same hobby, like the Koukussa kortteihin website which gathered card crafting bloggers together few years ago (the website is not operating anymore). The blogging itself is also like a big forum for some. The difference from regular forums is that, with blogs, the forum is not at one place but the conversation is happening in several blogs all over the Internet.

NUBB already has all the chances of becoming the Nordic book blog community by gathering all those interested in the Nordic YA literature, bloggers and readers. The commenting spaces at NUBB’s blog are yet pretty quiet but with a little boost on promoting NUBB, it could get more visitors on the site, and maybe even visitors who would like to comment on the blogposts.

NUBB could get some ideas from these websites described, or others, on how they are operating, what they look like and what kind of services they offer. For example, database of the books would be a great addition for NUBB too. It is hard work to maintain a database but NUBB could get some help from the visitors, just like in Ubok and Goodreads. Everyone could add a book to the database, so updating the database would not be just on the project team’s shoulders. Although, then it might be a good idea to get the visitors to sign in to add a book on the database. The database would need some moderating too and it would be a good idea to check all the books added first, to keep the quality of the database good and continuous. Forum could also be a good idea to add in NUBB someday. But only if there is going to be so much traffic on the commenting spaces that it would be more convenient to make a forum for the visitors to discuss about the books and other topics.

4 ENCOURAGING READING

The book, Read to Succeed (2011), starts with a foreword by the author Alan Gibbons (2011, ix), who states that reading is the most basic of basics. In his opinion, children who read are more likely to succeed academically and socially later on in life, and are more curious about the world around them. The statement gets support from the OECD report which indicates that reading for pleasure is the single most important indicator of future success (Kirsch et al. 2002, 3). Also, Chowdry, Crawford and Goodman (2009, 50) found out in their report that those young people who stopped reading or playing sports between ages 14 to 16 seemed to have lower Key Stage test results than those young people who did not change their behaviour. Like Wendy Cooling (2011, 1) claims in her article, reading is a good thing and it continues to be central in life. She points out that if children feel good about books they are also keen to get to school and start to learn to read, and the more they read the better readers they will become.

Cooling (2011, 1) points out that fluent reading and developed reading stamina are important aspects in whole curriculum and it helps children to grow into adults who have reading as a resource for the rest of their lives. It is also important for children's reading development what children do in their early years, as Clare Wood (2011, 17) points out in her article. Cooling (2011, 3) also reminds us that we all have a reading history even if we have forgotten the earliest chapters of it. As Prue Goodwin (2011, 39) emphasises in her article, independent reading should be all about pleasure, and reading for pleasure leads to improved reading attainment

NUBB wants people to read for pleasure. It wants to encourage people to read, especially the Nordic YA literature. Although, this has not been directly one of NUBB's goals, it is still on the background all the time, even without really concentrating on it. With its operations, NUBB gives book recommendations and tries to evoke people's interest in books by making them look tempting. NUBB could take the goal, to encourage people to read, into real action and think about other ways how to encourage reading. In this chapter, some ways are introduced on how to encourage reading among children, the youth and adults in different countries. The ways are various and numerous so only few main practices are included. At first,

there is some data from the PISA assessment to see what kind of reading profiles Finnish and Nordic youths had in 2000. After that there is some examination on which are the most used ways on encouraging reading in Finland. There are also examples on how UK and Norway are encouraging reading in their countries.

4.1 PISA

In the PISA (Programme for International Student Assessment) assessment, the goal is to evaluate the 15-year-olds' skills, especially in literacy, mathematics and science. Students' attitude towards studying, their studying skills and studying abilities are also evaluated. PISA is a joint venture of the OECD (Organisation for Economic Co-operation and Development) countries but each year the assessment also includes some other countries, too. Assessment is done every three years and each year the enquiry concentrates on one subject more closely. The first PISA assessment was made in 2000 and it concentrated on literacy. (Overview, [ref. 27 March 2017].) In Finland, Pirjo Linnakylä, Sari Sulkunen and Inga Arffman edited a book Tulevaisuuden lukijat: Suomalaisnuorten lukijaprofiileja (2004) based on these results.

In Pirjo Linnakylä's article, she concentrates on the reading profiles of the youth which she made from the PISA results. In 2000 the PISA assessment evaluated the diversity and activity of the youths' reading in their spare time. In the enquiry was asked how often the youth read magazines, newspapers, comics, fiction and non-fiction books voluntarily. Linnakylä divided the reading profiles in four different groups: 1) Those who read only magazines, 2) those who read magazines and newspapers, 3) those who read different kind of magazines and comics and 4) those who read versatilely books and magazines. From the results, Linnakylä found out that all in all the reading profiles were mostly built on reading versatilely different kind of reading material. Although, in Finland, the main reading profile seemed to favour short texts, like magazines and comics. The reading profile that read versatilely long texts, books and magazines, was not that common in Finland in 2000. (Linnakylä 2004, 168–171.)

Linnakylä found out that, in 2000, the Finnish youths' reading profile was quite consistent and favoured magazines, newspapers and comics, the second and third reading profiles. The reading profile was very similar with the other Nordic Countries. From the Finnish youths, 7 % read only magazines (group 1), 14 % read magazines and newspapers (group 2), 67 % read magazines and comics (group 3) and 12 % read versatilely both books and magazines (group 4). Group 3 was the biggest group also in Norway (58 %), Denmark (56 %) and Iceland (50 %), although Finland had the biggest per cent in all the Nordic Countries. Group 3 was also the biggest in Sweden (37 %) but the differences with other groups were not as big as in the other Nordic Countries. In Sweden, the reading profiles were in quite good balance in 2000 compared to other Nordic Countries. They also had the biggest number in their fourth group: 21 % read versatilely both books and magazines when other Nordic Countries had versatile readers only 12–16 %. (Linnakylä 2004, 170–172.)

Linnakylä also found out that, in 2000, girls were definitely better readers than boys in every country. In Finland, the gender difference was the biggest. The girls were more versatile readers than boys. In group 4, those who read both books and magazines, there were 19 % girls and 6 % boys. But in group 3, those who read magazines and comics, boys were the biggest group, 74 % boys and 60 % girls. Boys favoured more magazines and comics but girls were notably more versatile in their reading in all the Nordic Countries. Linnakylä noticed that, unlike in other countries' girls, Finland, Sweden and Norway seemed to prefer newspapers and magazines more than boys (group 2). She also found out that Finnish and other Nordic boys were reading more only magazines (group 1) than girls. In other countries, most girls were reading only magazines. (Linnakylä 2004, 175–178.)

PISA assessment also evaluated the literacy of the youth. Linnakylä (2004, 174–175) found out that those Finnish youths who read magazines and comics had quite high literacy level compared internationally. According to her, those who read versatilely both books and magazines got even better literacy level in Finland and in the most of the other countries. Although, those who read magazines and comics in Finland, reached higher literacy level than most of the other countries' versatile readers. Linnakylä came to a conclusion that reading different magazines and comics in their spare time could also support youths' to gain moderately high literacy

level. Although, those who actively read as a hobby and read different kind of materials had better support in their literacy as Linnakylä pointed out.

Like Linnakylä found out, some of the reading profiles are clearly more typical for girls than boys and vice versa. Some profiles divided more evenly and there was some cultural differences between the countries. Girls were the versatile readers whereas boys were reading different kind of magazines and comics. The two other profile groups were quite even with all the countries and the differences were remote. The Finnish youths' reading profile strongly reflected the other Nordic Countries where also girls were avid newspaper and comic readers and did not really prefer only magazines which was the case in Central Europe and especially in the Mediterranean. (Linnakylä 2004, 178–179.)

4.2 Libraries

The author Terry Pratchett has said in School libraries: Making a difference ([ref. 22 February 2017], 7) brochure: "The way to get children reading is to leave the library door open and let them read anything and everything they want". Joy Court (2011, xviii) remarks in the introduction of Read to Succeed (2011) that, in addition to teachers, libraries too have an important and significant role in awakening the reader in every child. According to her, children need the free access of books, and librarians who can help them, to find the right book at the right time. Libraries are important and it is very rare in some countries that there are children who have never visited library in their lives. At least in Finland, libraries are in close cooperation with schools and teachers, and together, they are making their local libraries, books, information retrieval, media education etc. known to children and to their parents. The importance of library and teacher cooperation has been mentioned in The International Federation of Library Associations' (IFLA) School Library Manifesto. It states: "It has been demonstrated that, when teachers and librarians work together, students achieve higher levels of literacy, reading, learning, problem solving and information and communication technology skills." (UNESCO/IFLA School Library Manifesto, [ref. 22 February 2017].) I also agree with Goodwin who says that librarians and

teachers both have the same goal – to help the youth to become confident, life-long readers (Goodwin 2011, 29–30).

Libraries have many different ways on how they are encouraging different groups to read more, and of course, use their local or national libraries. For example, in Finland, Kymenlaakso libraries have mentioned on their website that there are plenty of ways to encourage reading and to introduce the collections to the children, the youth and special groups. They use some basic methods which they can remodel to suit best to the group in question. Their goal is to build techniques and contents together with the teachers to have just the right thing for the class or group. Kymenlaakso libraries are offering story time for children where children learn about literature, learn on how to concentrate on just listening and just to have fun listening different stories. They offer book talk (as well as music talk, movie talk, game talk etc.). They have also different reading diplomas for different class levels and also for immigrant groups and other special groups. (Mediakasvatusta kirjastossa, [ref. 22 February 2017].)

These are the basic methods which Finnish libraries mostly use to encourage reading. It depends on the libraries and the librarians on how much they will invest in activities to encourage reading in their library. Some are making a lot of different kind of things and inventing new ways to encourage reading, some are just making the necessary. Mostly the effort depends on the library's own resources.

In addition, there are also different projects which libraries can start and then maybe get the funding needed for their project. In Finland, library projects have been gathered on one website. From the website you can find every project that has been made or planned, see if they got funding and read how the project succeeded. It is handy way of finding out what ideas the other libraries have had and if some ideas have already been done somewhere. Projects and the website are funded by the Finnish Ministry of Education and Culture. (Yleisten kirjastojen hankerekisteri 2017.)

For example, Luvia library made a project in 2015 to encourage reading by bringing out the local authors. Their goal was to organise happenings where local authors came to talk about their books and about writing. The happenings were for all ages and it was follow-up of the previous project they had. They also wanted to continue

making book talk for the students of primary and secondary schools in cooperation with the schools. The project split into two different parts: book talk for students and author visits for adults. From the webpage you can read the results of the project. In this case, the book talk for the students were successful: students were listening nicely and they started to review different kind of youth literature. The book talk increased greatly student's interest on literature and they started to learn how to summarise, review and compare their readings. The author visits were not that successful though. There were six times when local authors visited in the library and told about their books and writing. It seemed that, with these happenings, there were small difficulties on getting the audience involved but the last author visitor raised the happening to the next level, as it is said in the report. The project applied to get 3 300 euros and they got funding of 2 520 euros. (Lukemaan innostaminen! 2014.) Different projects are good way to increase the library's opportunity to concentrate, for example, on encouraging reading in different ways and even try something new once and awhile.

4.3 Reading diplomas and reading challenges

Reading diplomas are familiar in Finnish libraries and schools. They have been extremely popular and teachers are fond of the customised book lists which are easy to use. The book lists have been proven to be easy and practical way of introducing different literature for different age groups. From the reading diplomas, readers and libraries have developed even more laid back versions of the same idea, but in a challenge form. Many librarians, bloggers and readers have been making different reading challenges for customers, readers, friends or just for themselves, for fun. These kind of methods are used in many countries with a little differences.

4.3.1 Reading diplomas in Finland

At the Pori libraries, Päivi Salminen (2012, 1) made examination of Pori libraries own reading diploma. For the examination, Salminen interviewed librarians, teachers and students about the Pori libraries' own reading diploma. According to her, the

diploma is used by the teachers and their students. In the interview A. Palonen, a librarian from Pori library, told Salminen that, with reading diploma, the library wants to offer children an easy step to start reading as a hobby. The diploma is not meant to define which is good or bad literature but to inspire children to read, as Salminen pointed out. Through the interviews, Salminen got to know the basics of the reading diploma and how they are put into practice in Pori libraries.

In Pori libraries, according to Salminen, reading diploma is a tool which was created in the libraries, to inspire reading in primary school students in all schools at Pori region. In addition, the libraries are trying to get the children to use the libraries. The diploma is based on book lists made by the librarians. Each class level has their own book lists. After reading six optional titles from the list, the child gets a reading diploma certificate. The titles have been chosen to the lists so that every child would have an opportunity to get a pleasant reading experience. Those who have difficulties on reading and learning have their own star diploma which has been prepared for their special needs. (Salminen 2012, 1.)

Salminen explains that teachers decide themselves if they want to start using reading diploma in their class. The diploma is carried out under the teachers control and the whole class can participate at the same time or just a single student by her or himself. Libraries are not supervising if the reading diploma is done. It is up to teachers on how the students are carrying on with the diploma and how to control it. Of course, reading diploma is also available for anyone who is interested to use it independently, because the book lists and printable diploma certificates are available at the libraries' website. But in general, the diploma is carried out along with other school work. (Salminen 2012, 1.) These are the basics of any Finnish reading diploma. In most of the libraries they have their own reading diplomas which have the same basics as in Pori libraries have.

In reading diploma, there are always assignments attached to it which readers have to do. In latest assignments in Pori libraries they have also taken the different ways of expression into account like Salminen (2012, 5, 9) points out. According to her, there are assignments which can be done in writing or drawing. With these assignments, teachers can see if the students have really read the books. Assignments

can be made by the librarians or the teachers and there is no limit on what they are and how they are made.

Pori libraries are not gathering feedback from the book lists, assignments or how the diploma is carried out systematically, like Salminen (2012, 9, 11) points out, but of course, they get some feedback from the teachers from time to time. From the interviews, Salminen got to know that teachers were quite happy with the reading diploma. Teachers thought that it is a good way to encourage reading. At the same time, it is a good tool for teachers and it has made the working with literature easier, especially when the students are already familiar with the reading diploma practices. The assignments are also perceived as easy and fun to do and the teachers thought that they are actually inspiring the students to read. Without the assignments though, teachers suspected that the books would not be read. When you have to do the assignments, you can't just fake the reading, as Salminen also points out.

From the interviews, Salminen also found out that, teachers think reading diploma to be significant incentive, especially for those students who do not like to read much. In some schools in Pori region, the reading diploma certificates are handed out with school report at the end of the school year and teaches might even draw some prices between the participants. Teachers and students are quite familiar with the reading diploma in Pori region already, so there is no need to promote the diploma anymore. Most of the times teachers are just asking if librarians if they could come to make a book talk about the books on the lists. Salminen also interviewed some students which were participating in reading diploma activities and she found out that even students were really happy with the reading diploma and the book lists. (Salminen 2012, 9, 11, 18.)

Salminen tells that reading diploma is part of everyday work at Pori libraries. It is a concrete tool for those librarians working with children, to spread their knowledge and expertise. In practice, the titles from book lists are borrowed quite a lot and they also have a lot of reservations. The book lists are also handy tools for the librarians. They can be used when parents come to library, searching books for their children, and they are useful for new staff members too, which has not yet familiarised themselves to children literature. It is also good reference when librarians are making book packages for different age groups. (Salminen 2012, 5–6.)

Even though Pori libraries have their own reading diploma, the schools could also use other reading diplomas, like Finnish national reading diploma, Kunnari. The Kunnari reading diploma is a project by Netlibris ([ref. 24 February 2017]) literature circles which operates different projects together with the literature education in schools. The project started in 1996 and the National Board of Education funded the project until 2007. After that, Netlibris projects have been operating with municipalities' own recourses. Teachers working with the projects have made the Netlibris website where its most significant content is its literature database.

Netlibris is the common name of the literature circles. There are five different literature circles divided in class level groups. Tapiiri is for preschool and the first two grades of primary schools, Kumi-Tarzan is for 3rd and 4th graders, Matilda for 5th and 6th graders, Sinuhe for secondary school students and Odysseia for high school students. In each reading circle there are many different book lists to choose from with various themes. In addition, there are also reading circles for those who have Finnish as their second language and for those who need special teaching. The reading circles are also the names for the different reading diplomas. Kunnari reading diplomas are working as any other reading diplomas in Finland, with its ready-made book lists, assignments and certificates. (Netlibris, [ref. 24 February 2017].)

4.3.2 Reading challenges

Reading challenges have quite the same principles as in reading diplomas but they are more laid back activities. Reading challenges are for all whereas reading diplomas are mostly for students in comprehensive school and high school and are observed and controlled by their teachers. In reading challenges, readers can be their own supervisors and decide themselves in which reading challenges they are going to participate and in which volume. Reading challenges are challenging people to read more books just for fun, in a fun way.

Like in reading diplomas, reading challenges can also provide book lists but that is not necessary. In the reading challenges the challenge can be whatever. You can read books with a beautiful cover, choose books from the same theme or genre,

read literature only from one country, concentrate only in YA literature, make a reading marathon etc. Only the imagination is the limit. The running time for the challenges are also free, they can last days, weeks, months, years, or even undefined amount of time. For example, in reading challenge made by the Helmet libraries (libraries in the Finnish metropolitan area) there are no book titles on the list, just clues on what kind of books you should look up for. The challenge continues a whole year and there are 50 parts in the challenge list. (Helmet-lukuhaaste 2017, 2016.)

On the website of the Helmet reading challenge, there are 5 keys on how you can make your reading challenge a success. First, everyone can participate. Even though the reading challenge has been made by the Helmet libraries you do not have to live in metropolitan area to participate in the challenge. Second, the challenge is stress free. When you start the challenge, keep in mind that it is supposed to be just for fun. Read as many books as you can but do not be afraid to call off the challenge when needed. You do not have to go through the whole list, just pick books from here and there, what interests you most. Third, everyone can participate and carry on with the challenge as they like. There are no limits or directions on how you should carry on with the challenge. Everything is allowed! The reading challenge is made to inspire you to read. Fourth, you'll get more out of the challenge when you share your reading experience with others. It is more fun to do things together, so call on your friends to take part in the challenge with you or join the Facebook group. Share what you read and discuss about it! Fifth, there is always help available. Librarians are keen to help you to find something interesting to read. The website and the Facebook group are also handy places to get help when in doubt. (Helmet-lukuhaaste 2017, 2016.)

All reading challenges have these same key elements. They can also be made by anyone and they can be whatever people can think of. Different libraries can have their own reading challenges. In Satakunta region libraries they have a challenge for the youth which has the same format as in Helmet reading challenge with 30 different parts (Lukuhaaste on päivitetty vuodelle 2017, [ref. 24 February 2017]). Also, many blogs have their own challenges over the world. Some are just making challenges for themselves and some are making challenges for anyone who wants to join in. In blogosphere, there are no limits in this case either. In Swedish blog,

Ugglan & boken, the blogger is challenging herself to read 3 books from 3 different themes during 2017. The blogger says that anyone is free to copy the idea and make the themes suitable for themselves. The bloggers own themes are: three books by Jeanette Winterson, three novels of crime and three classic English novels. (3 x 3 under 2017, 2017.) In another Swedish blog, Bokdamen – Läser och Lyssnar, the blogger made challenge to read books in English during 2017. The blogger's aim is to read or listen at least 5 books in English during 2017. (Böcker på engelska 2017 utmaning 2017.)

The reading challenges have become very popular, at least in Finland. Every year there are lot of different challenges where to choose from. Some are wider and some are smaller. Some are made by some official institutes or associations etc. and some are made by bloggers or just ordinary people who want to challenge themselves. You can do them alone or together. The most important thing is that the challenges are inspiring reading and giving ideas on what to read next.

4.3.3 The Summer Reading Challenge

At the UK, there is The Summer Reading Challenge. Anne Sarrag, Lynne Taylor, Natasha Roe and Geraldine Brennan (2011, 71) told in their article that Summer Reading Challenge is like combining the reading diplomas and reading challenges together. According to them, The Summer Reading Challenge was invented in 1999 for children. It was meant to prevent the 'summer holiday reading dip' when most of the children did not read anything in their summer holidays, as they said.

The Summer Reading Challenge is simple: children will read six books over the summer holidays. They get stickers and incentives to collect along the way to keep their motivation, and just like in reading diplomas, they will get the Summer Reading Challenge certificates and medals after the challenge has ended. Also, recommending books to each other is highly recommended and that is one of the aspects which makes the children to engage into reading more, as Sarrag et al. claim. Schools, together with libraries, are strongly involved in The Summer Reading Challenge although the challenge is carried out in summer holidays and is optional for the children. (Sarrag et al. 2011, 71.) That cooperation between schools and libraries is

important. In the UKLA (United Kingdom Literacy Association) report, Rebecca Kennedy and Eve Bearne (2009, 10, 11) admitted that it really had the best effects when schools, libraries and local authorities had a strong cooperation. According to them, one of the ideas of the challenge was also to form a closer relationships between children and libraries, and hopefully engage the readers to become ‘readers for life’. In the report was also found out that those children who took part on the challenge were more enthusiastic about reading and it really helped to prevent the ‘summer holiday reading dip’.

According to the article by Sarrag et al. (2011, 73), The Summer Reading Challenge aims to:

- Get more children to read more
- Build children’s confidence and enthusiasm about reading
- Build children’s and families’ use of public libraries
- Help children and families to benefit from cultural experience
- Help young adults to experience rewarding volunteering activity through library work
- Ensure that disadvantaged children are included in the challenge.

Those aims were successful. According to the UKLA report (Kennedy & Bearne 2009, 10, 83–95), children found the challenge to be overwhelmingly positive experience. The report says that most of the children were already keen readers when they took the challenge but 80 % of the children told that they believed to be better readers after taking part in the challenge. The report also found out that children enjoyed a lot and wanted to take part again next year in Summer Reading Challenge. It also came out that children visited libraries a lot more than those children who did not take part on the challenge. According to the report, children who participated in Summer Reading Challenge also read far more books over the summer than those who did not participate but were already keen readers.

The Summer Reading Challenge has also its own website. The article by Sarrag et al. admit that the website has been proven to be a particularly useful tool when engaging children with Summer Reading Challenge (Sarrag et al. 2011, 74). The website has the same idea as the Finnish Netlibris website, it is only a bit more

developed and the website looks more designed. The website has a book generator from where children can find books by giving the generator guidelines of which kind of books they would like to find, would they like books for boys, girls or both and in which age group they are. The generator then recommends books which best suits for the given alternatives. On the website, there are also interviews with authors, a chat room, competitions, news and games. (Summer Reading Challenge 2017.)

The Summer Reading Challenge reached out from UK in 2003 when it went international by producing a bespoke version of the challenge to fit more for other countries which have English as their first or second language. The main idea was the same with little changes, like removing ‘summer’ from the title because the challenge run at different times of year in different countries. The international Reading Challenge was also successful when approximately 11 000 to 13 000 children participated in 25 English speaking countries. (Sarrag et al 2011, 86.)

According to the article by Sarrag et al., Summer Reading Challenge is a good way to get children to become independent readers. Children want to read the required six books during the summer and get their reward for it. Sense of competition makes children want to join in as they claimed. The Summer Reading Challenge combines reading with creative and cultural activities, the online offerings develop children’s literacy skills and at the same time, the challenge is building a habit of using public libraries. (Sarrag et al. 2011, 87.)

4.3.4 Foreningen !les

Foreningen !les ([ref. 2 March 2017]) – Association Read! – is the leading provider of literature for children and the youth in Norway. According to its website, the Association Read! is a non-profit association that was established in 1997. Their goals are to inspire children, the youth and adults to read more by:

- Making contemporary literature available for target groups
- Giving children and the youth an arena for reading, writing and having an opinion about literature

- Giving teachers tools to work with contemporary literature in classrooms and in collaboration with students
- Developing an intermediary role in schools and libraries
- Drawing attention to reading role models.

Through their work, Foreningen !les also aims to give readers access to quality literature within different genres and in different formats. The website tries to be a channel for readers to express their opinions and it is a place for critical reading and conversations about literature. The website is also trying to enhance reading and writing skills among youths. It aims to get the readers to become better on reflecting the literature and putting the literature into larger contexts. With their campaigns they try to help the youth to establish good reading habits. The website wants to offer a good tool for the schools, libraries and workplaces but also for free time activity, to actively use literature. (Foreningen !les, [ref. 2 March 2017].)

The association has a lot of different campaigns which all have the same goal: to inspire children, the youth and adults to read more. The campaigns are for different age groups and that is the main difference about most of the campaigns. The main idea is to offer excerpts from different books to schools and their students. Excerpts can be found in every campaign's website, also with lots of other activities. In those websites, students can review the books they have read, there is information about the authors and books, activities, competitions and every website has also material for teachers. Teachers' role are important in all campaigns and the websites are encouraging teachers to get to know of their guidelines on what they can do with the campaign and how to succeed in encouraging their students to read more. (Foreningen !les, [ref. 2 March 2017].) Like in Finnish reading diplomas, these campaigns are more dependent on the teacher's own activity on how students are carrying on with the campaign.

Each campaign has their own theme in which they concentrate on most. In Tid for ti – Time for ten – the campaign is directed at 7th graders and it recommends ten different Norwegian books which are written in Nynorsk for students (Tid for ti, [ref. 2 March 2017]). According to Wikipedia, Nynorsk (2017) is one of the standard languages of Norway, the other being bokmål. Nynorsk is in less use in Norway than bokmål. Nynorsk is based on the different dialects of Norwegian, whereas bokmål

is more based on Danish. Nynorsk is more used in the west parts of Norway. (Nynorsk 2017.) tXt-aksjonen – The tXt Campaign – is the oldest and most extensive reading incentive for secondary school students in Norway. The campaign recommends Norwegian and translated youth books from different genres. (TxT-aksjonen, [ref. 2 March 2017].) Rein tekst – Pure text – is a reading campaign for high school students. The campaign recommends Norwegian and translated fiction and non-fiction literature. (Rein tekst, [ref. 2 March 2017].)

4.4 Book talk

Book talk has become the most valued method to encourage children, the youth and adults to read, at least in Finland. In Finland, most of the libraries are doing book talk and there is even association made around it. In Finland, book talk has also become a standard service for the libraries nowadays and in many libraries there is even service promise made for book talk.

According to Marja-Leena Mäkelä, book talk is a method to persuade people to read, where library staff, teacher, or whoever enthusiastic about literature, discusses about their choice of books to different kind of groups (Mitä kirjavinkkaus on? 2013). In her book Mäkelä (2015, 19–18) also lists more closely on what book talk is and is not:

- Spreading the good in literature
- A method which tries to get people, especially children and the youth, into reading
- Inspiring, declaring, attracting, preaching, luring, coaxing and ranting to read
- Being in the matter of books
- Making the books alive and interesting
- Evoking lovely anxiety
- Picking up experiences from the endless and bland book rows of the libraries' shelves
- Librarian is trying to get customers and the books to meet each other

- Giving alternative choices for those who already read lot but only from the same genre
- The idea is to tell about the books alluringly so the listeners would get excited about the books.
- Book talk is not a book review, report or analysis. It is not just reading the back cover aloud
- Book talk is not artificial way to get more borrowers
- Book talk is not artificial way to grow loan statistics
- Book talk is trying to get readers, children and adults, to realise what a nice friend book can be. Books are significant part of our language, culture and history.

Book talk is telling about the books and like Mäkelä points out, it is more like fiction than a fact. While making a book talk, it is more important to tell about the characters than just the number of pages. Anyone can do book talk. According to Mäkelä, if you are librarian, teacher, bookseller, carpenter or private childminder, it does not matter. You just have to have passionate interest to be in the matter of books and you are good to go. (Mäkelä 2015, 13–22.) Of course, it helps if you have read the books yourself, like to perform, know something about the groups you are going to meet and you are not afraid of new things and blunders.

But the book does matter. Like Mäkelä emphasises, you have to trust in your books, you have to give the author, the characters and the text a change to tell their story so that the listeners forget the person who is introducing the book to them. And why would you not trust in the books you chose because those who make book talks choose only the books they like themselves, as Mäkinen says. It is important that those who are making book talks like their books which they are going to introduce to the group. Like Mäkelä states, it is very hard to convince, especially children and the youth that, reading is nice and books are fun if you can’t prove it. Those who do book talks are proving to their audiences, with their own individual ways and example that reading is nice and books are fun, especially for those who has not noticed it yet. (Mäkelä 2015, 12–13, 35.)

Mäkelä wants to remind that, children, the youth and adults, all will notice if you are not truthful. If you try to tell about a book which you did not like, it shows. Those who

do book talk introduce only the books which they liked and that way they are more believable on what they are doing. With their example, they might inspire others to read the books. It is also easier to tell about the book you liked than try to find something good and inspiring to say about the book you did not like. (Mäkelä 2015, 84.)

Mäkelä also suggests that those who do book talk would leave the obvious books out from their repertoire. Everyone has already heard about Harry Potter, maybe even read them. Mäkelä feels that she has to find other books instead, those books which have vanished into the library shelves and which cannot be found in any book lists. Those who do book talk are more like presenters of alternatives. (Mäkelä 2015, 84.)

Mäkelä claims that book talk can be done by whoever and wherever. You can make book talk in train's restaurant cart to bus stop or from annual general meeting of veterans to kindergarten's parental night, it could happen on checkout line or in library. (Mäkelä 2015, 38). Most of the times, in Finland, book talk is happening in the library or in the classroom. Libraries are offering book talk to teachers or teachers are asking for book talk from the libraries. In some cases, there are also teachers who are making the book talk themselves, or the librarians and teachers are making the book talk together with a close cooperation. There are several ways on how book talk can be made and who can make them. The ways are as varied as much as there is those who do book talk. But Mäkelä likes to remind that, like in any method to encourage reading, librarians (who make book talk) are not the ones who are responsible of children's and youths' literature education. The main responsibility is still on parents and carers. Librarians are only supporting day care and school staff, and also parents and carers, in their educational work. (Mäkelä 2015, 40.)

While book talk is introducing good books to children and the youth, we cannot forget the adults. Adults get also their share of book talk. Most of the times, libraries are welcoming adults in the library to listen book talk but in some cases libraries might offer book talk packages for different adult groups, just like for different school grades.

4.4.1 Kirjavinkkariyhdistys

In Finland, there is association made for those who are doing the book talk, Kirjavinkkariyhdistys (Book talk association). Mäkelä can tell us that the association was founded in 2009 by two book talk activists (Mäkelä 2015, 112). From the association's blog comes out that the meaning of the association is to control the general and common benefits of those who are doing book talk, or using other similar methods to promote reading among citizens. The association is trying to contribute the cooperation between their members and to improve operational preconditions. It is also keeping in touch with other organisations which are promoting reading. Association follows the economic development and legislation of their field and makes initiatives, presentations and statements related on these. It guides and counsels their members by arranging meetings, advising gatherings and education, and also with making reports. (Kirjavinkkariyhdistys 2013.)

The association also maintains the Kirjavinkkaripankki (book talk bank). It is an open list for partners in cooperation and customers of those who are doing book talk in their own time. From the website you can find the contact information of each person, their target groups, special fields, language and the regions where they can come to make the book talk. To be included to the list you have to be a member of the association but you do not have to be a member to use the list. The association wants to remind customers that the book talk is not free service and voluntary work. Customers have to pay appropriate consideration and also travel expenses to the book talk presenter. (Kirjavinkkaripankki 2015.)

4.5 Summary

There are many different methods on how to encourage people to read and to introduce different literature. These methods are constantly increasing when educators, librarians or whoever get a new idea on how to introduce books to people and how to make them more desirable. A lot has already been done and it seems that in this technology oriented era with fast media, book is doing a big comeback. Although, there has been discussion about the death of books and how literacy is deteriorating among youths. Many seem to be on the same page with the idea that forcing people

to read is not going to help anyone with these issues. Mäkelä (2015, 55) believes in free literature education. In her opinion, children should not be forced to read or told what to read. Instead, they should be lured into reading by offering alternatives. Goodwin (2011, 43-44) says the same, and adds that, children need to be supported, stimulated and motivated to pick up a book, and let them to fall into the books by themselves. To succeed in this, Goodwin says that teachers will need the knowledge of the different books, and that knowledge they will get from librarians who already know about the books. She is underlining how important the discussion about the books between teachers, librarians and children are.

When including the readers into discussion of the books, children, the youth and adult readers are important help when encouraging reading in those who do not read much yet. Celeste Harrington and Wayne Mills (2011, 181) quoted T.L. Strommen and F.B. Mates (2004, 188–200) and according to them, readers are learning that reading is entertaining and stimulating from the other readers. Mäkelä (2015, 102) has also found out that children and the youth are keener to believe their friends than unknown adults, teachers or librarians when talking about how nice and fun books and reading can be. Also Lili Wilkinson (2011, 231) claims in her article that, young people do not just want to sit back and absorb information but they want to be involved in the discussion too.

The opportunity to be able to choose what to read seems to be important aspect when encouraging people to read. In some of the methods, like in reading diplomas or in some reading challenges there is also the reward aspect. Rewards would seem to be a good way to persuade people to read, especially children. But actually, like Harrington and Mills (2011, 178) found out from the study made by S. Krashen (2004), students were found to be more motivated by having a wide choice in their reading than by rewards.

Sandra Hughes-Hassell and Pradnya Rodge studied the leisure reading habits of one urban secondary school in a large northeast city in the United States. The school serves approximately 1 340 students in grades 5 through 8 715 students completed the survey, and 584 was to be analysed for the study. 47 % were males and 53 % females and the age range was from 10 to 15 with the median age being

13. Hughes-Hassell and Rodge found out that the youth were indeed reading versatilely when they could choose themselves on what to read. For example, magazines were the most popular readings for males and females but also comic books and Internet were favourites for leisure reading. (Hughes-Hassell & Rodge 2007, 22–27.) Reading diplomas and reading challenges are not forcing people to read. They are just giving ideas on what to read. Of course, some reading diplomas are not optional for some of the students, which are forced to read at least something, even though they would not like to read at all. They are still given the alternatives on what to read from which to choose themselves. That can help them to try to find the book which might interest them, even a little, and with book talk, librarians or teachers could wake that interest even more.

4.5.1 Reading profile of a young reader

In PISA assessment in 2000, the magazines and comics were the most read material. Back then, Finland was the best country in literacy (Pisa-tutkimus ja tulokset 2000, [ref. 15 February 2017]). In the Nordic Countries, the youth seemed to prefer newspapers, magazines and comics but they still had a good literacy levels unlike in other countries. In the Nordic Countries it looks like everyone are happy if the youth are reading whatever they like, as long as they read at least something.

At the moment, Finnish are quite concerned about literacy skills of the boys. In the latest PISA assessment made 2015, Finland was fourth best in literacy but there is still a big difference between the boys' and girls' literacy skills. Girls are still much better in literacy and Finland is in the bottom of the PISA results when observing the genre differences in literacy, but so are the other Nordic Countries too, except Denmark, which is the 22nd. (Welcome to PISA 2015 results, [ref. 27 March 2017].)

It is obvious that librarians, and especially teachers, have a big responsibility on children's literacy skills and encouraging children to read, after all, they are the ones who are teaching the literacy. But the responsibility is also on parents. Harrington (2009) studied motivational factors that impact on the reading habits of students in the 11–13 age range during 2009. The study showed that receiving considerable

support from their parents, contributed students in their reading motivation. (Harrington 2009 according to Harrington and Mills 2011, 179.) Similar results were found out by Hamston and Love (2003) as they state that, in those families where parents had a positive influence on their children's reading habits, books were valued and the reading 'culture' was appreciated. (Hamston & Love 2003 according to Harrington & Mills 2011, 179.)

It is good that the youth are reading at least something. Especially the boys, it seems that it does not really matter what they are reading if they would just read. From the PISA assessment in 2000 it was clear that even reading magazines and comics can increase the literacy skills. But it still seems that nothing can compensate the benefits that come from fiction. How good the Nordic youths' literacy could be if those who read only magazines and comics could be motivated to read also fiction?

4.5.2 Meaning of the fiction

Pirjo Linnakylä has a good explanation of why fiction is so significant for literacy. Literary texts gives many opportunities to build individual thinking, emotional life and world view. Reading literature enriches imagination and creativity, it offers recreation and excitement, and also passes on history, tells about present day happenings and predicts future. Literature tells about heroes of everyday life which supports the building of identity and values. Literary texts are dealing with characters' dreams and relationships in situations and activities in everyday life. It puts the timeless myths into characters' motives, relationships and experiences which are tied to time, place, condition and cultural context. (Linnakylä 2000, 109–110.)

Linnakylä also claims that literary text offers the readers many different approaches, because it moves in so many different levels at the same time. One level is built on events where the central factor is the characters, their wishes and their actions. The other level is build up on consciousness: what characters know, think, feel and value. The reader's interpretation can also move in different levels. Readers can be swept away into the happenings of the book and empathise with the characters' wishes, conflicts and problem solving. On the other hand, the readers can observe

the text as an outsiders, analyse the characters' motives, period piece, or how believable the happenings are. The texts can be interpret on readers' own experiences and knowledge while pondering what the text wants to say and what is its meaning. The texts can be analysed by literary concepts, its theme, structure, genre, or how impressive it is. Literary texts are attracting readers to use their former knowledge, experiences, feelings and values to create interpretation and meaning to the text. (Linnakylä 2004, 182.)

It is hard to ignore Linnakylä's defence for fiction. There are clearly many different benefits when reading fiction and I agree with all of them. It is a great responsibility for authors to include all those things into their texts and make the books interesting for the young audience which is already difficult target group as it is. But I also agree with those who think that it does not matter what the youth are reading as long as they would read something. For example, I think many comics are good thing to read even though they would not have such deep literary aspects as fiction does. Comics are still literary pieces with the same elements as fiction, it is only more visual. I also agree with Wilkinson (2011, 229.) who wonders why there is an assumption that everything a child does must have some kind of educational benefit. She does not understand why kids are not allowed to read (or view) purely for pleasure. She thinks that any kind of interaction with narrative or media is still an educational experience, whether it is a biography of Shakespeare, or an episode of The Biggest Loser.

In Finland, when speaking about youth literature, there are always children included. Like Wilkinson (2011, 234) has pointed out, the youth do not respond particularly well of being lumped in with children. She had noticed that in the majority of Australian publishers which have a 'children's' section on their websites, usually include youth books too. Wilkinson would not be surprised if the average youth would never consider visiting a publisher's website to find out information on a book or author. I think the same applies to the libraries. In Finland, many libraries have children and youth sections as in one or at least very near each other. Some youths do not want to try find their books from the children's section because it is considered as embarrassing.

Luckily, some libraries have made attempts to separate the youth books from children books, or at least the YA books from the youth books. Although, there are lot of difficulties when trying to separate the children and youth literature. In some cases, it is not so clear on what is considered as children, youth or YA literature. The borderlines might be quite dim. There are also problems with the space libraries has. In some libraries, it is just impossible to try create a separate space for youths so compromises are made. But these are also the things which need to be taken into consideration when trying to engage youths to read more or to get them use libraries more.

4.5.3 NUBB's approach

All the methods introduced above could also be used by NUBB. All the methods had some kind of book lists included and that is what NUBB is already doing: making book lists of different kind of Nordic YA literature. NUBB's website is also already based on recommendations by the project team, bloggers, authors and other literature operators. This supports the idea of people getting more interested of the books when someone recommends them. NUBB would only need some youths to recommend the books on the blog too, to get young people better engaged with the website.

There are no reading challenges or reading diplomas in NUBB's website yet. It might be a great idea though, try to make a reading challenge around the Nordic YA literature. After all, different kind of reading challenges seem to be a hit right now, at least in Finland. NUBB could also offer a reading diploma of the Nordic YA literature for teachers to use. That would be a great addition to engage teachers to the website and also introduce the students to the Nordic YA literature. The diplomas could also be used by the language teachers. Only problem could be the accessibility of the titles in different languages.

Harrington and Mills explain (2011, 182) that there are no really socio-cultural differences between readers from different cultures. They say that an avid reader is an avid reader, no matter which country they live. Only differences are in the titles that they read and the way in which books are accessed, as they point out. This is

also a good thing for NUBB because NUBB is international project. It is reassuring that there are no big differences in avid readers in different countries. All of them are possible visitors for NUBB's website. Although, according to Linnakylä's (2004) reading profiles, there were some differences on how much there were avid readers in different countries. Avid readers seemed to be minority in all the Nordic Countries. If NUBB would try to engage all the youth in different reading profiles, maybe NUBB should consider of extending the literature recommended on the website. In YA literature, there is not much other literature than novels but there is still some comics, poems and non-fiction books which are directed to the young adults. Including these to the blog, might get the non-readers to become more interested of books, especially when engaged them with reading diploma and with help of teachers.

5 RESEARCH METHODS AND IMPLEMENTATION

5.1 Research problem

The goal of this thesis is to find out how NUBB is encouraging reading and how it could improve its operation. NUBB's project team was interviewed with qualitative interview to find out how the project was operating in autumn 2016 and to get some ideas on how it should operate in the future. This thesis also includes some examination on how the other similar operators like NUBB are operating and what already has been done when trying to encourage people to read.

This subject was chosen of its currency and to boost NUBB's operation in the future. Before this thesis, there were nothing written about NUBB's operation and development earlier. The present and future project team members did not have an easy way to introduce themselves into the project. NUBB needs some guidelines and examples on how to work and improve their operation. There was a clear need for some kind of a 'guidebook'. Although, this thesis is not a proper guidebook of NUBB's operation, it still introduces how NUBB is operating and it could work as a base for the future guidebook. However, this thesis is mainly a proposal for development plan for NUBB.

At the moment, I am the only Finnish member of NUBB's project team and even though NUBB is operating in all the Nordic Countries, this thesis was made only by me. That is why this thesis is mostly concentrating on what is done in Finland and my own experiences. Although, I have also tried to include other Nordic Countries and international viewpoint into this thesis as much as possible. Despite of my role in the NUBB's project team I have been trying to be objective.

5.2 Research method

The qualitative interviews' strength is that the data will be purely consisting of the interviewees' own experiences. Interviewer cannot predict in advance on what the

interviewees might be saying so there are no unambiguous answers to the questions. Each interviewee have their own experiences and interpretations of different things. According to Herbert J. Rubin and Irene S. Rubin (2005, 2–3) there is no need of doing qualitative interview if you want to find out how frequently people wash their hair, watch a television program, or buy a particular product. But if you want to know what people think about personal hygiene, why they watch so much television, or whether they feel that they gain status by buying a particular product, then qualitative interview is the right thing to do. With qualitative interview you can understand experiences and reconstruct events even though the researcher would have not participate in those. (Rubin & Rubin 2005, 2–3.)

Rubin and Rubin (2005, 4) explain that qualitative interview is a conversation in which researcher gently guides interviewee in an extended discussion. Unlike in survey research, where the exactly same questions are asked from each individuals, the qualitative interview is unique event with every interviewee. Interviewer adapts the questions for each interviewee separately according of their knowledge and willingness to discuss about the subjects. Qualitative interview has many different approaches which differs on how narrow or board the questions are. (Rubin & Rubin 2005, 4.)

Sirkka Hirsijärvi and Helena Hurme (2008, 43–44) also agree that there are many different approaches on qualitative interviewing. The selection is diverse and it can also be quite confusing. Some are using the method names to describe a totally different kind of method than others, and there even might be many names for same methods. Hirsijärvi and Hurme divide the methods into two main groups. There is structured interview and form interview in one, and unstructured interviews in other. Unstructured interviews are unstructured interview, semi-structured interview, theme interview, in-depth interview, and qualitative interview. (Hirsijärvi & Hurme, 2008, 43–44.)

Qualitative interview was chosen as research method, and more accurately, a semi-structured interview as main research method. NUBB’s project team members were the subject of the interviews. The interviews were made to investigate on how the project team was experiencing NUBB’s operation in autumn 2016, and if they would have any ideas on how the operation should be improved. Semi-structured interview

was used because of its flexibility. The interviews were made to be more of a like conversations with the interviewees by leading the interview from theme to theme consistently, and considering the interviewee in question. According to Bill Gillham (2005, 70), semi-structured interview means that:

- The same questions are asked of all those involved
- The kind and form of questions go through a process of development to ensure their topic focus
- To ensure equivalent coverage, interviewees are prompted by supplementary questions if they have not dealt spontaneously with one of the sub-areas of interest
- Approximately equivalent interview time is allowed in each case.

Gillham also explains that, in semi-structured interview, the questions are open which gives the interviewees opportunity to give open answers. Also probes are used according to whether the interviewer judges there is more to be disclosed at a particular point in the interview. (Gillham 2005, 70.)

Interview structure for this thesis was made with five different themes: introduction, NUBB, promoting, funding and future. In all themes there were some additional questions included which helped the interviewee to guide the conversations into subthemes and to broadly ask the same questions from all interviewees. The interview structure can be found at the end of this thesis in appendices (Appendix 1). The founder of the project, Nina Aalstad, was also interviewed about the history of NUBB. This part was not included in other interviewees' interview materials but considered as personal communication and used as material to describe NUBB's history in Chapter 2.1.

5.3 Research implementation

Interview invitations were sent via Facebook messenger to all those in NUBB's project team who were in project team's private Facebook group in autumn 2016. Seven from nine project team members agreed to be interviewed. One wanted to answer the questions by email but never answered. The six interviews were made

one by one with Skype video call in English because each interviewee was from a different country. English was not native language for any of the interviewees or interviewer. Interviewees did not see the interview structure in advance. All six video interviews were made from August to October 2016 and they lasted 30–50 minutes each. Every interview was recorded, stored and transcribed for later use, except one, when recording device was not working properly. The basic transcription was made for transcribing the recorded material. The conversations were transcribed word by word leaving the expletives, repetitions, syllables which were unfinished, and individual sounds from the transcriptions. Also, the conversations which clearly were not related into context were left out.

6 INTERVIEWS WITH THE PROJECT TEAM

6.1 Overview

The following six NUBB project team members were interviewed with Skype video call. Interviews were made from 5th of August to 27th of October 2016. In the first part of the interview people were asked about following matters: how old they are and what they are doing (studying, working etc.). In the next paragraph each interviewee is described in more detail. All interviewees gave permission to use their names on this thesis.

Nina Aalstad, 34, Norway, is the founder of Ubok and NUBB. At the moment, she is entrepreneur and works for Ubok. She also does lot of book talk for teenagers, librarians and teachers and does lectures on how to encourage teenagers to read. (Aalstad 2016.) The interview lasted about 50 minutes and 8 pages were transcribed.

Alexander Eliesen, 36, Norway, is also mostly involved in Ubok and he is also the founder of NUBB. He works as project manager and business developer for web developing company. (Eliesen 2016.) The interview lasted about 50 minutes and 7 pages were transcribed.

Mari Høe, 33, Norway, is the project leader for NUBB. She studies literature at the Norwegian children's book institute as a part time, and works at electricity company as an assistant. (Høe 2016.) The interview lasted about 30 minutes and 5 pages were transcribed.

Line Skori, 27, Norway, is librarian. She also studies ecology and nature resources. She has held a Norwegian book club for six years which she started in Denmark while she lived there. (Skori 2016.) The Interview lasted about 40 minutes and 7 pages were transcribed.

Mette Laustsen, 34, Greenland, is librarian at the central library of Greenland. She used to be head of the children's section but now she is head of the project team that is responsible of events, but she is still mainly working in the children's section.

(Laustsen 2016.) The Interview lasted about 50 minutes and 7 pages were transcribed.

David Lundgren, 37, Sweden, is IT technical support and trainer. He is the newest addition in NUBB's project team. (Lundgren 2016). Lundgren's interview was not recorded due to the problems of recording device. References of Lundgren are based on the notes made during the interview.

6.2 NUBB

The second theme of the interview was generally about NUBB. The study wanted to know how the interviewees saw NUBB, how they got involved and what their roles were in NUBB in autumn 2016. There were also questions about how the project team members were communicating with each other and if it was successful. For everyone, the main idea for NUBB was quite clear. Everyone said that NUBB is promoting the Nordic young adult literature for everyone who are interested in it across the Nordic Countries.

> I think we know too little about the literature in our neighbour countries and it's important to know what's going on there and not just in England and America which is what at least we in Norway, I think, we read most books from those countries and we need something that we can recognise a bit more, like the school system and just life and general (Høe 2016).

Laustsen (2016) thought that NUBB is great idea because you have opportunity to learn also about the smaller Nordic Countries' youth literature, like from The Faroe Islands, Iceland and Greenland. She thinks that it is interesting to hear from countries you do not know that much.

6.2.1 Target group

There was also question about how the interviewees saw NUBB's target group. It came out that the question was hard to answer. NUBB does have several target groups and at least two main groups for audience. When promoting youth and young

adult literature one of the target group is, of course, the youths and young adults themselves, who read the books. Aalstad (2016) said that the target group for the whole project is just as much for the grownups working with books as for anyone who is interested in young adult literature. Høe (2016) also said that NUBB is a place not just for the regular readers but also for the professionals working with young adult literature. Eliesen (2016) said, it is OK to have two target groups but NUBB should at least have specific strategies for each of them.

6.2.2 Communicating

Since NUBB's project team is international and divided in all the Nordic Countries, successful communication is essential. That is why there were also questions about how the project team members were keeping in touch with each other and how it was working. Everyone agreed that there are some challenges involved when the whole project team are spread in different countries. There has been some meetings between NUBB's project team and the aim has been to organise them at least once a month via Skype or Facebook messenger chat. There has also been one meeting in Denmark in 2015, where some of the project team members met each other face to face. Aalstad (2016) said that, from the beginning, the plan was to try to meet annually in different countries and at the same time, try to find some relevant connections for the trips, like conferences, book fairs or meeting publishers etc. For example, at the meeting in Denmark, the project team was introduced to one publishing house as Aalstad explained.

Everyone thought that it would be a good idea to meet annually as long as there would be something extra on it besides the meeting. Especially Laustsen (2016) was hoping that, in the meetings, there would be opportunity to learn something about the countries where the meetings are held. For example, about the country generally and its literature, where to find the literature and how the literature field is working as she listed up. Make the meetings to be some kind of an introduction to the literature field of the country, as Laustsen pondered. She wished that the meetings would be more of like conferences with also educational purpose included, in addition to the discussion about NUBB generally. Skori (2016) mentioned that there

should be a setup made for each meetings before the meetings are held. There should be enough time for discussion, but also time for tangibly do something, like improving the webpages together like Skori considered.

Biggest problem for the annual meetings in different countries seemed to be traveling expenses. Everyone were concerned about the traveling expenses, especially when thinking about those who lived further away, like Greenland. Laustsen (2016) emphasised that the meetings should be organised in time so there would be enough time, especially for those who lived further away, to arrange the trip into one's schedule and do the arrangements needed.

The Skype meetings were also considered as a good thing, but there were also some challenges in them. Mostly, once per month meetings were welcomed, but like Lundgren (2016) pointed out, not everyone can attend in those either. Høe (2016) also thought that meeting at least once per month is the least NUBB could do, even just for about an hour. Although, she also agreed that the meetings were difficult to arrange, even if they would be very short, because everyone were so busy with their personal lives. Laustsen (2016) was also concerned about the internet connections in each countries:

> I think, it's just sometimes, the connection is bad and more time is spend on 'can you hear me, can you hear me, can you hear me know?' and that way the meetings get drawn out and you don't really get that much out of the meeting, the Skype meetings, but when it's working, I think it's good. (Laustsen 2016.)

NUBB is dependent on good Internet connections and when even three people from different countries try to make a video call on Skype, most of the times there are some problems at least in one of the attendance's connection.

Besides live video calls and chat, NUBB's project team has some other communication tools in use. NUBB has a closed Facebook group, Trello bulleting board and Google Drive. Skori (2016) thinks that communicating through Facebook and also with the Trello page is good addition to Skype, and maybe even better way to communicate with each other.

Everyone did agree though that the most valuable and developing way to communicate is face to face communication. Laustsen (2016) thinks that, even though the connections are always bad with Skype video call meetings, it is very important to have face to face connection when working with others. It is important to have meetings where things are talked through, she said, even if it is just chit chatting. She also said that, when you are working with others, the social aspect is also important thing when forming a good working relationship between the project team members. It is also important to get to know each other a little bit better as she points out. That way others have the knowledge on who has been doing lot lately, who is too busy at the moment and who would have time to do some extra as Laustsen explained. The socialisation seems to be important but like Eliesen (2016) said, it does not necessarily matter on how the project team is communicating:

> What's most important is the, not necessarily date to date communications, but how well the communication is going. You can get a lot of things done just by using Facebook groups and different sort of communication tools. You don't necessarily have to gather everyone in for camera meeting, but there's always something valuable in meeting people face to face. (Eliesen 2016.)

The meeting language has naturally been English. Although Danish, Swedish and Norwegians might be able to communicate sufficiently well with their own languages and that was kind of the case at the beginning. Høe (2016) pointed out that now when the project team has Finnish member included and as NUBB is hoping to get Icelandic member into the project team too, English is the best choice for common language.

6.2.3 Participating

The interviewees were also asked on how they had been participating in the project. Most of them admitted that they had not been quite active lately. The project has been working with a little effort about a year or so. Not much has been done lately. Most of the project team members have been busy with their lives: there are new family members, studying and work. Still, everyone seemed to be interested of NUBB and would like to participate more if only there would be more time for it.

6.3 Promoting

In the third theme, interviewees were asked about promoting NUBB and how the promoting should be done. There were questions about if the project team members had already done something to promote NUBB. Interviewees were also asked where NUBB should concentrate promoting. It came out that almost all had been promoting NUBB somehow. Some had done more than others. Social media was mostly used, especially Facebook. NUBB's own Facebook page had been shared on interviewees' own Facebook walls as well as some articles from the blog.

NUBB is mainly using Facebook, and little bit Instagram on the side, but both medias are used only occasionally. There is also Twitter account for NUBB but it seemed that all had forgotten it. There are no introductions on what, how and when social media should be used by the project team. There is no marketing plan for social media either. It came out from the interviews that bloggers are the most used channel for promoting NUBB.

> We have tried to use the bloggers as a channel to reach out to the bloggers and the readers, so we have contacted the bloggers we know in Norway, Sweden, Denmark, and I mean, all the people in the group are also bloggers so they will of course share on their own blog, and then we also try have other bloggers share information that NUBB exists. So that, if we republish something from Swedish blogger, then sometimes, maybe that blogger will also share like information that the post is now also available on NUBB. If they share that on their Facebook for example, then that will make NUBB more known. (Aalstad 2016.)

Skori (2016) had also taken some small posters, which she made herself, in her local libraries to promote NUBB. She thought that, in addition to Facebook, NUBB should make posters that could fit for everyone and which could be send out to libraries. Then libraries could print the posters themselves and put them on sight like Skori suggested. Also Høe (2016) thought that NUBB should send some promoting stuff to libraries so they could offer the information to their customers. She also thought that NUBB needs to be more in contact with the literature professionals.

Everyone seemed to agree that NUBB should be more active at least in social media and concentrate promoting there. Although, depending on which target groups NUBB wants to reach defines which media and ways should be used like Eliesen

(2016) and Skori (2016) pointed out. They said that professionals, publishers and translators could be more easily reached when in straight contact with them, whereas many thought that the young readers could be reached out with social media.

> If we want more young people, it's social media or Youtube maybe, with channel with book reviews or book trailers and stuff like that. Do it fun and more entertaining because, I think, the way NUBB is now, it's for professionals working with youth literature that finds the web page. (Laustsen 2016.)

Also, many emphasised the physical contact when promoting NUBB. For example, Aalstad (2016) and Høe (2016) thought that NUBB should take the promotion outside to conferences, events, etc., places where the book lovers and professionals would be. They said that because NUBB does have small segment to reach, people who are interested in young adult literature, NUBB has to go where the people are. They think that then NUBB could have better possibility to reach out those who would be interested especially about the Nordic young adult literature.

6.3.1 Cooperation

In the theme of promoting there were also one big subtheme involved. The interviewees were asked what kind of cooperation they knew NUBB already had and what kind of cooperation NUBB should have in the future. It came out that NUBB already had a cooperation with The Nordic Council of Ministers which is the official inter-governmental body for co-operation in the Nordic Region (Council of Ministers, [ref. 28 March 2017]). NUBB gets some funding from them and with their help NUBB is trying to develop its operation. Everyone thought that there could be some other cooperation too with other organisations, and even some contacts were already made. For example, Høe (2016) had contacted International Board on Books for Young People (IBBY) and she thought that NUBB should try to work with these kind of organisations more. She mentioned that IBBY is a good organisation as cooperation partner for NUBB because it is already operating in every Nordic country.

Publishers were seen as natural cooperation candidates which everyone mentioned. But it also came out that, for publishers, it needs to be clarified that NUBB is non-commercial project so it cannot settle on cooperating only with one publisher but to include all who would be interested in cooperation. Høe (2016) also said that NUBB has agreed not to include self-publishers into the project because the quality of them is not uniform and reliable enough in some cases.

Laustsen (2016) mentioned that NUBB should also have cooperation with The Confederation of the Nordic Association which has a project called The Nordic Library Week which was held in November 2016. It is an event where the same Nordic literature is read out loud at the same time across the Nordic, Baltic and other Nordic institutions around the world. Libraries, schools and other cultural institutions arrange readings for children, youth and adults. (Nordic Library Week, [ref. 28 March 2017].) It came out that, actually, NUBB had been in contact with the project in 2016 and tried to make some cooperation with the event. But probably, due to scheduling difficulties, could not really attend to the event at the end.

Libraries, schools and school libraries were also mentioned as possible cooperation parties. Libraries seemed to be quite natural choice, like publishers, because they already have the readers. Aalstad (2016) said that NUBB should also contact bigger institutions, in addition to libraries and schools. She thought that then NUBB could reach more people and also the economic world. Many also suggested that NUBB should just get out there, attend places and events, make NUBB more visible outside the online world and that way, try to get suitable contacts and cooperation opportunities.

There were also some talk about cooperation with translators. Skori (2016) thought that NUBB would be a good place for translators and publishers to find out what has been published in other Nordic Countries and what might be worth of translating in other Nordic languages. Aalstad (2016) said that NUBB had already made some contact with Norwegian translator organisation Norfag (The Norwegian Association of Professional Translators) and they had liked NUBB’s aim to make the Nordic YA literature more known in other Nordic Countries.

6.4 Funding

The fourth main theme was about funding. The interviewees were asked if NUBB was already getting some kind of funding somewhere, which they knew of. There were also questions about how NUBB should try to get more funding. All agreed that funding was always tricky thing to get but necessary. If NUBB could get more funding it would help to promote NUBB and in other operation. It would also ease the traveling expenses for meetings etc. NUBB already gets some funding from The Nordic Council of Ministers and Høe (2016) mentioned that NUBB is reporting back to them about its operation once or twice a year:

> They just make the project possible because there are some expenses so that needs to be covered and we don't have any commercial on our site. (Høe 2016.)

Everyone agreed that extra funding would always help the operation but there are some limits on where it can come from.

> We have been very, like careful, to go into promotional sponsors, like publishing houses, stuff like that, because it's not supposed to be commercial. It's a non-commercial project, so. But of course we have had some plans on having the deal with the publishing houses, so that, maybe we can send some of the books to some, the blogger, to have reviews written, a stuff like that, but I think we would be very careful before asking commercial forces for funding because it changes the project a lot. (Aalstad 2016.)

Skori (2016), Laustsen (2016) and Eliesen (2016) had the idea of trying to get some kind of scholarships and grants by making contacts with foundations which are working with young adults and literature in each country. Skori (2016) thought that when trying to get scholarship for NUBB its strength is one of its target group: young adults. She thought that, when they are included, there might be more funding involved. That seemed coherent, because at least in Finland, ideas on how to encourage reading among youths and young adults, especially boys, are highly valued. Laustsen (2016) also suggested that everyone should try to find their own countries' foundations that offer scholarships and make applications for them. Sending applications is hard work just for one person, so it is easier for each in the project team to search the funding possibilities from their own countries, like she pointed out. She

also thought that, by applying in smaller foundations, there might be bigger possibility to get funding, because they receive less applications. The grant does not have to be that big either, as Laustsen said, because even a small fund could help NUBB considerably. Lundgren (2016) also got an idea of starting some kind of a kickstarter campaign for NUBB but he quickly added that then NUBB should offer something in return to the donors and that might be difficult to arrange.

6.5 Future

The fifth theme was about NUBB's future. The interviewees were asked what they thought that NUBB's goals were or should be. They were asked on what they thought the future looked like for NUBB or what they hoped it would look like. The interviewees were also asked about some developing ideas for NUBB.

When asked about NUBB's future goals the same themes came up with all the interviewees. Everyone wanted to try make NUBB more functional, bigger and better known. Aalstad (2016) thought that NUBB's goals should be trying to have functional and active group, have project team members from each countries and also more males to join into active project team. Also Høe (2016) said that we need more males and that was even one of the wishes from The Nordic Council of Ministers for NUBB to include more males into project team. At the moment the project team is dominated by women as Høe explained.

Laustsen (2016) and Eliesen (2016) thought that NUBB's goals should generally be trying to make the project bigger and more visible. Laustsen (2016) suggested that NUBB should try to link itself into other projects, and that way, NUBB could be more visible at least the others involved in the same project. Eliesen (2016) said that NUBB should make strategy for its core audience and how to reach them. Many wanted also improve the websites. There should be more content and more systematic publishing of blogposts, not necessarily everyday, but at regular intervals. Aalstad (2016) wished that there were more literature lists on the blog, which was her original idea for the website.

Aalstad (2016) said that there has been some kind of strategy made for NUBB each year since the start. In the strategy, they have set goals on who NUBB wants to reach each year, how active the website should be and how many readers it wants to reach etc. Though, it came out that all other project team members interviewed did not really know of the strategy but all agreed that there should be one.

> When the Nordic council gives us money, because they have a strategy for us, so we should probably have that as well (Eliesen 2016).

Overall, NUBB's future looked bright for interviewees in 2016 but everyone agreed that changes must be made if NUBB wants to reach bigger future. All agreed that NUBB is working quite well as it is but needs developing to keep going. Aalstad (2016) thought that maybe NUBB should kill some more darlings, so to speak, to develop:

> I kind of hope that we find some kind of direction, because even from the beginning we started with a whole lot of ideas and things you wanted to do, and then we kind of narrowed it down. So what I hope for the future is that we maybe even narrow it down a bit more to that it makes it easier to run the project. (Aalstad 2016.)

Many hoped that, in the future, there would be more activity on the website, in the project team and in whole project. NUBB could engage even more people, make more contacts and make people work more intensely with the project, like bloggers.

> I hope that we have more activity and also more involvement of the bloggers besides the editorial team, that what I want at least, because if we work more with them, it's less work for us and more a living webpage. There's more life. (Høe 2016.)

Skori (2016) talked about including young people into the project, just like Ubok does. At the moment, project team is quite old, even though it is not that old as Laustsen (2016) emphasised. But Laustsen also thought that it would be a good idea to include more young people into project.

> It would be nice to see if we could sort of reach next step for I guess, to see if it's possible to do something more with it (Eliesen 2016).

Like Eliesen's (2016) comment points out, NUBB is still in its baby shoes. The good side is, like Lundgren (2016) said that, at the moment, NUBB is not getting better but it is not getting worse either. NUBB has a good base which just needs a little bit improving and developing. Aalstad (2016) says that the important thing is to have clear leader in the project, especially when talking about voluntary work and when there several countries involved. She said that Høe, the project leader, had done good work already and because NUBB is such a young project, there is always potential for developing it. The project team hoped more clarity in the operation and more organised operating in the future. To succeed in this there has to be clear and consistent way how the project works.

Project team had some ideas how NUBB's operation should be improved. Høe (2016) and Lundgren (2016) said that NUBB needs to get out more into the world. Høe (2016) said that NUBB has to promote itself better. She also talked about how important it is to make new contacts and to engage people into the project outside the project team. But like Skori (2016) pointed out, NUBB also needs more people inside the project team from each country (Skori 2016).

Sometimes, voluntary work is time consuming and naturally, more important things come before it, like family and paid work. Laustsen (2016) told that she had had much difficulties to find time for the project. It is also been difficult for her to find some other to engage with the project from Greenland. That is because there are not much book bloggers in Greenland, as she suspected. Actually, Laustsen thinks she is probably the only one. With more people, NUBB could divide the responsibility of different countries more. This is what NUBB has been doing from the beginning when there were not yet project team members from all the Nordic Countries, like Finland and Iceland. Most of the project team members are still Scandinavians. Because there are no project team members from Iceland or from the Sami language areas some of the present project team members have to concentrate in those areas. With Iceland, Finland and Sami, the task might be quite difficult to do because of the languages. It is easier for Scandinavians to look up literature from their neighbouring countries which belongs to the same language family, as Skori pointed out (Skori 2016).

The high turnover of the project team members is also one of the biggest challenges for NUBB. With more people, the turnovers would not affect the project as much.

> That's also a big challenge when it comes to like volunteer projects like this, you always have ideas and then you have people coming and people going, and I think it's really nice to have some way of keeping the original ideas and, or I mean, the things, I'm very open that things can change and you want to go on different direction, but what you very often lose is that you can end up having the same discussions over and over again, and they have been discussed before, and you've found a good solution, and then maybe no one remember (Aalstad 2016).

Some project team members were dreaming of that, maybe someday, NUBB could employ all of its project team members or even just one.

> I think it's hard to really do a lot more with NUBB without somebody working with it as their main job, and because, I think it's hard really doing all that cool stuff, if you have a full time job on the side (Laustsen 2016).

Lundgren (2016) pointed out that NUBB also needs more content on its website and on the blog. Also Eliesen (2016) would like to improve the website. He thinks that NUBB could learn a lot from Ubok and its website, although he agrees that Ubok has had a lot more resources to improve their website. NUBB is using WordPress and although it is quite handy tool, it has its difficulties. Eliesen (2016) said he is not that familiar with WordPress and to get to know how it works is time consuming testing and hard work to try understand how the tool is working. Everyone in the project team knows how to make a blogpost in WordPress but there are only few who can do more.

6.6 Encouraging reading

The interviewees were also asked if they thought NUBB was encouraging reading. Everyone agreed that NUBB does encourage reading but in those who already read. NUBB encourages reading especially the Nordic young adult literature. Most of the interviewees agreed that many young people does already read, but they read mostly translated books and does not know that there might be wonderful books from their own, or nearby countries, too. This thing NUBB is trying to change in

youths' reading habits. Lundgren (2016) said that he does not think NUBB has much impact on youth' reading habits, but professionals could use it as a tool to encourage youths to read. Laustsen (2016) also thought that NUBB is now mostly for the professionals but it could also be found by those who just enjoy reading young adult literature:

> I think, right now, a lot of people who use NUBB is professionals, librarians or something like that, and I think young people who are already reading would like NUBB also, because there's book reviews and stuff like that. So right now, I think NUBB encourages reading but I think it most encourage reading rather for readers, you know what I mean? And I think the problem on how to get non-readers to read, and that's one hundred and million dollar question. So I think, definitely NUBB encourages reading but reading in readers and I don't necessarily think that's a bad thing. (Laustsen 2016.)

Non-readers are difficult group but overall, like Høe (2016) said, NUBB has very difficult target group even if it would target only young readers. There are so many different activities on which NUBB is competing with to get the youth's attention as Høe pointed out. She thinks that youths have so much on their plates that there might not be enough time for reading even though the youth would love to read. Høe has also had that similar phase in her life. She was avid reader when she was a child but in her teens she did not read that much. When she got older, she found out again that, actually, she loved to read. This seems to be the case with many other young people too. There is so much going on when you are young, hanging out with friends, studying, hobbies. There might not necessarily be much time for reading anymore after all those things. But at least NUBB is trying its best to encourage youths to read and competing with other leisure time activities, just like many other operators which try to promote literature for youths. Youths are challenging group for any who is working with them, but the challenge can also be rewarding. If there is even one teenager who thinks NUBB offers a great place to find books and likes to tell about it to others, the mission has been successful and NUBB would be doing something right.

6.7 Summary

At the moment, NUBB is working with a little effort. There is lot of things that should be improved and the project team had good ideas on how to develop the operation. Many had the same ideas and overall, everyone knew in which direction NUBB should head. The biggest problem for the project team members seemed to be the time. Many were struggling to find enough time to participate in the project.

Communicating with the project team seemed to arouse a lot of discussion. It is always difficult to communicate with punch of people, especially when you are not able to meet them regularly face to face but you have to lean on online communication tools. Different communication tools were seen as a good thing as long as everyone knew how to work with them.

Skype video call was seen as a good communication tool but also problematic because of the bad internet connections. The project team has also tried meetings via Facebook messenger chat. The connections have been better without the videos and it has been proven to be a good tool to use. The only challenge in the chat is that you cannot really know when someone is going to say something. Either everyone are writing at the same time, or then there is silence when everyone are just waiting someone to write something. Sometimes the chat freezes and you might get several messages at the same time. But unlike in Skype video call meetings, the chat does not disappear anywhere. When everyone are in the chat group all the time, those who couldn’t participate in real time on the meeting, could read what had been discussed afterwards. It is also easier to make minutes of the meetings when everything is already written down.

NUBB’s private Facebook group page is mostly used tool when communicating with other project team members. Facebook is a good tool for any group, although there are also some challenges when making a lot of different conversations in the group. The older conversations get lost in the feed and not all notice them even though people would be tagged into the conversation. There are also differences on how actively the project team members are using Facebook. Some are checking Facebook everyday but others are using it only now and then. You might not get a quick

answer from Facebook when you would need the answer from every project team member.

Trello is the second used tool when communicating with the project team. It is also a good tool, especially when giving tasks to the project team members, planning the future blogposts and as a calendar to see who is going to publish on the blog, what they are going to publish and when. NUBB does also have a Google Drive. There is different materials for project team to use. For example, minutes of the meetings are put there, there is introductions on how to make a blogpost or how to use Trello, all visual materials all there, as well as contact information, budget etc. Although, at the moment, Google Drive would need a little bit cleaning and also more updating because the material in there is outdated and mostly useless. That might also be one of the reasons why Google Drive is not that used tool at the moment. It is a mess and the project team might not have a clue on how to use the materials in there.

Everyone agreed that NUBB needs better promoting. Project team had good ideas on what to do and many said that NUBB should concentrate at least on social media. That is the easiest way and it could also reach a lot of people in short time, especially when trying to reach the youth. Many wished that NUBB would operate also outside the online world, make the project more visible in conferences, events and especially in libraries. It would mean that NUBB should make some printable materials to hand out. NUBB does have functional and unique visual image which is working wonderfully online and would work well as printed material too. In NUBB's Google Drive folders there are already many variations of the logo available to use in different platforms and ways. In Google Drive, there is also some kind of flyer made back in 2015, but I think it has almost never been used and I couldn't even open it.

Libraries were considered as a good partners in cooperation. Some librarians had already used NUBB as a tool for themselves. For exchange libraries could help promoting NUBB with the printed materials. Also different publishers were seen as a potential partners in cooperation. There were also some talk about cooperating with translators which many could be contacted through the publishers. Different literature organisations like IBBY or other culture and literature organisations could also be a good partners in cooperation for NUBB. Many of these operators could be met

at different literature events, for example. Some of the interviewees thought that NUBB should attend more in different kind of events etc. to make contacts and at the same time, make NUBB more visible.

NUBB also wants to reach more readers. NUBB already has a good cooperation with bloggers which are providing half of the content on the website. There should be even more cooperation with the bloggers. The cooperation could ease the project team's work when there would be only editing work, list making, planning of the blogposts and contacting the writers. Unfortunately, many bloggers are quite old in every country, so there are not much youths and young adults who blog about the Nordic YA literature. But I am sure there are those who read them and those are the ones NUBB would like to reach, the young readers. NUBB encourages reading but like many interviewee said, it encourages reading in readers, and especially it encourages reading the Nordic YA literature. At the moment the website seems to be more for the professionals working with literature, and although that is good thing too, NUBB still needs to promote itself also for the young readers.

The funding of the project was considered essential but difficult thing. NUBB does already get some funding and it was thought to be as a good thing. There were some ideas on how to get more funding but many did not think the ideas to be guaranteed or infallible. But many said that it never hurts to try to apply for some scholarships. There is never money given if nobody asks for it and NUBB could do well with even little amount. Funding would be mostly needed for promoting and for traveling expenses. The project team wanted to meet more face to face but affording it was a problem. It would be nice if NUBB could support its project team members to travel from country to country when promoting NUBB or attending meetings. Someday, it would also be wonderful if NUBB could employ one or more people to work for NUBB as a whole time. But that is going to be in far future.

Every interviewee thought that there is future for NUBB. Many dreamed of a bigger and better NUBB but admitted it needs improvements before it can get there. Now NUBB just goes along with the good base that it already has. As the main targets for developing, the interviewees mentioned the website, the content in there, promotion, and the functionality of the whole operation. Many interviewees wanted clearer instructions on how the project operates. But to develop the project it would

also need more active project group. It was also one of the biggest goals for NUBB in the future. The project team seemed to have a lot of good ideas on how the project should be developed but no time to put the ideas into practice. Although, many wished that they could participate more in the future. NUBB could really use that payed employee but at the moment, it just has to try operate with the voluntary work as best as it can.

7 PROPOSAL OF DEVELOPMENT PLAN

This proposal of development plan for NUBB is made based on the interviews and theoretical examination. The draft can be used as baseline for official development plan. It provides ideas that can also be taken into action right away if they are seen as useful. The ideas can also be modified to suit better for every country and purpose. This proposal of development plan has been made from the Finnish viewpoint and some parts might not apply to other Nordic Countries as a whole.

7.1 NUBB

For the starters, NUBB should plan more of its operation. It needs strategy. The whole project team, or part of it, should participate in making the strategy and the strategy should be open for all project team members to read. NUBB also needs to plan its operation annually and think about the future. Goals need to be made for annually and for the future. Every project team member should participate into planning the years' goals and blogposts on the website and also plan and attend the meetings.

For the blog, it would be good to have plans covering at least three months in advance, decide on who is doing what and when. Trello is important tool in this when planning the future blogposts. The planning of the blogposts will demand some research at the beginning from the project team. In addition to reviews, interviews and book lists, NUBB should follow the literature field in the Nordic Countries. Knowing about literature awards for youth and young adult literature, literature events and other happenings, and making list of them, could help the planning and keeping up with the happenings in literature field of each country. The Google Drive is also good tool for this but first, it needs to be cleaned out of outdated content and make the files more usable with better folder organisation and file names. Some of the files also needs some updating. Google Drive needs clear updating goals and instructions on what kind of content should be put on there and when. Documents, which are for all project team members, should be in English.

NUBB is trying to make blogposts with all the Nordic languages, which is good. Writing in different languages should also be under consideration in the planning of blogposts. It has to be decided on how much there should be content on different languages so that the amount would be as even as possible. Other parts on the website should be in English because not everyone understands Norwegian, Finnish or Icelandic etc. In all Nordic Countries there is English taught at schools, so most of the website visitors should be able to understand English well enough to find out what the website is all about and to navigate there.

On the website, NUBB has book reviews, lists, interviews and guest writings. The content is already versatile and there are few blogpost series like Top 3 where bloggers, authors etc. writes about their best three YA books. These kind of blogpost series are good thing to have on the website. There could also be lot more theme based blogposts but the themes has to be decided early enough so there would not be overlaps or same themes would not be too near each other. In addition for average blogposts there could also be blogposts which would engage the readers even more. For example NUBB could make its own reading challenge or reading diploma, held prize draws, make enquiries etc.

7.1.1 Communicating

Because of the bad connections, Skype video call has been quite difficult tool to use when trying to organise a meeting. This is why NUBB should try to use more Facebook messenger chat when arranging meetings. Everyone on the project team should be connected to the chat, even though everyone would not be able to attend to the meeting when it is held. That way everyone could still read what has been discussed on the meetings afterwards.

Chat meetings should be held at least once a month. The meeting time should be planned together so as many as possible could attend, but the final date and time should be decided at least a week before the meeting is held. Facebook enquiries in the project team's Facebook group are good way of trying to find the most suitable date for everyone when everyone can tag themselves into dates which suits them

best or suggest another date. There should also be an agenda made for every meeting which would be send to every project team member week before the meeting by email. That way meetings would be better planned and everyone would have a chance to see what is on agenda and prepare themselves for the meeting. Even though everyone could read from the chat what has been discussed, it is still good idea to make the minutes of the meeting in Google drive. The agenda can be used as a base for the minutes of the meeting. That way, every minutes of the meeting would look the same and everyone could find easily what has been discussed on the meetings.

NUBB should try to arrange annual meetings in different Nordic Countries where the project team could meet face to face. The meeting should be planned in time, preferably a year before the meeting is held, if possible. The annual meetings could be more of like conferences. There should be other agendas in the meetings in addition of discussing about NUBB. The project team could attend literature events, conferences, festivals, visit publishing houses, organisations, libraries, or even held its own open conferences or lectures. The meetings should also be some kind of promotional visits to the countries but also way to learn more about the countries' literature field. There should still be enough time for the project team to discuss about NUBB's own matters too.

7.1.2 Project team

The project team has to try to be active to keep the project going on. NUBB cannot operate if it does not have active project group. NUBB is working with volunteers so naturally NUBB comes after family, studying and paid jobs, as long as there is noone working on NUBB as a whole time employee. At the moment, it seems that NUBB really needs new members from every Nordic Countries in its group to keep the project going. NUBB should try to recruit new members all the time. The Nordic Council of Ministers were hoping that NUBB would find some males into the project team but at the moment it seems that, as long as there are new members, it does not matter what gender they are.

For the project team, it is essential to communicate with the group, especially when there are difficulties in participating. That way, others in the group know what is possible to accomplish in month, half year or a year and what kind resources NUBB has. That way, NUBB could plan the operation forward considering also the members who cannot participate as much. Informing others in time, there could also be enough time to make some new plans or substitutive work to compensate the missing project members.

7.2 Promoting

NUBB should promote itself more. Although, NUBB is non-profit and non-commercial project it still needs to make some kind of marketing plan for the whole project and also for all the countries individually. Every country is at different stage on promoting NUBB and especially those countries where NUBB has not operated much yet needs some kind of plan how to proceed. In countries where NUBB has been operating more it is important to keep up with the promotional base that has been accomplished already and develop it.

7.2.1 Social Media

Social media is an essential place for NUBB to be. Even the statistics support the idea that NUBB should stay in social media, especially when trying to reach the young readers. According to Finnish statistics, 58 % of Finns aged 16–89 and circa 90 % of 16–34-year olds were using some kind of social media in 2015. (Internetin käyttö mobiilia, laitteet henkilökohtaisia 2015).

From the Global social media study summary 2017 (Chaffey 2017), it came out that other Nordic Countries are also diligent social media users, even more diligent than Finns. The Nordic Countries are active Internet users. Over 90 % of population in every Nordic country uses Internet. Greenland has less Internet users with 92.4 % of population when the Faeroe Islands Internet users cover 98.4 % of the population. Although, almost all Nordic people use Internet, not all use Social media. The most active social media users were from Iceland where 79.6 % of all Internet users were

active social media users. Also, The Faeroe Islanders were diligent users of social media with 73.7 % of the Internet users. Finland was actually the one who had the fewest active social media users as only 54.6 % of the Internet users were using some kind of social media. Overall, all the Nordic countries had more than half of the Internet users using actively some kind of social media and almost the whole population using Internet in each country. (Table 3.)

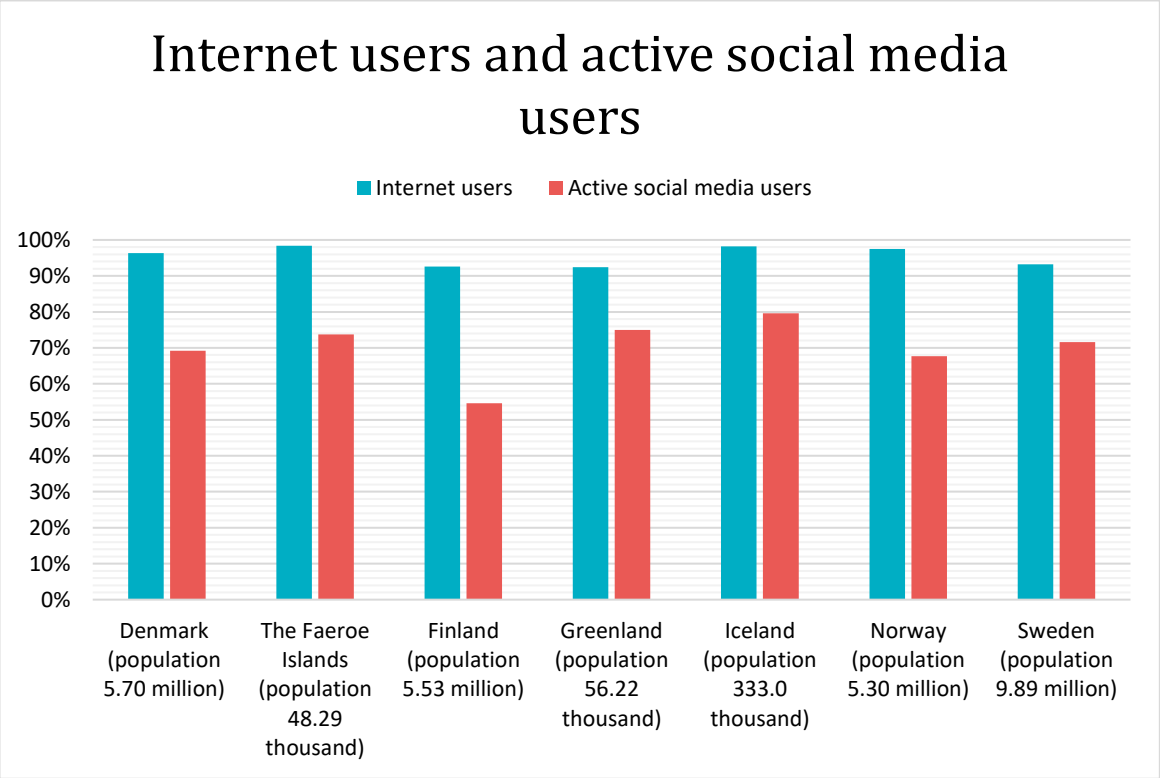

Table 3. Active social media users (Chaffey 2017.)

The SoMe ja nuoret 2016 study found out which were the mostly used social medias among the Finnish youths aged 13–29. The most used social media was WhatsApp (88 % of the respondents), and second YouTube (85 %). The third place was for Facebook (81 %). Instagram came fourth (72 %) but Twitter was the second last (25 %). (SoMe ja nuoret 2016.)

The Diginatiivin media-arki 2015 study found out how the under 30-year olds were using different social media in Finland. According to the study, Facebook was mostly used as communicating with friends and Instagram mostly used for sharing pictures from users own lives. YouTube and Twitter were mostly used for following different

content. Although, Facebook and Instagram were also used for following different content, it was not the main purpose to use them. (Diginatiivin media-arki 2015, 2015.)

It seems well justifiable on why NUBB should be in different social media and concentrate its promotion there. NUBB itself is a blog which belongs to social media group. There are relatively big book blog communities, at least in Finland, where NUBB should try to get in, to reach all those enthusiastic book lovers and to find partners in cooperation. NUBB's website needs also improving. At the moment the website does not really tell the new visitors what NUBB is and it is quite difficult to navigate on the site. The website looks good, though, but it needs a little bit information architecture. After all, the website is significant for NUBB because that is where all the target groups are directed when promoting NUBB.

NUBB is already involved with Facebook and should stay there but the page should be more active. NUBB is also on Instagram but it has been even more silent than Facebook so publishing more on Instagram would also be recommended. Although, at least in Finland, Facebook and Instagram were not that used for following different content, they are still the places where people are and they are relatively easy and fast to use and they does not cost anything. If NUBB would want some more coverage for its Facebook page, there is still possibility to use little bit money to advertise the page. From my own experience I have learned that, even a little amount can be profitable enough to get more coverage in Facebook. Instagram is trickier. To get likes and followers it is recommended to just find some relevant hashtags and start liking everything under the hashtag. Some of the users might like back and some might even start following. It takes little bit of time but it does not have to be an everyday task.

NUBB does have a Twitter account but it is not been used almost at all. In Finland, twitter is not that popular anymore but it is mainly used for following different content. That is why NUBB should refresh its Twitter account and start using it more. There is still potential target group to reach in there.

Youtube on the other hand, seems to be The Thing right now. Following content in Youtube is easy and that is what most of the users are doing. Making content in

there is much harder. At the moment, NUBB does not have the resources of making videos on Youtube, although the idea is bearing. NUBB should keep in mind that, when it does have enough resources, it should bring itself into Youtube too, eventually. In NUBB's own Youtube channel there could be, for example, book trailers and interviews. The audience is quite hard to reach in Youtube so the videos have to be high quality and inventive if NUBB would like to reach enough viewers.

There are tons of other places to be in. NUBB should try to stay with the trends even though they would differ little bit from country to country and different social media attracts different ages. At the moment it seems that Facebook is more used by the older generations. Instagram, Snapchat and WhatsApp are more used by the younger generations. The popularity of different social media changes quickly and there are new ones coming to the markets constantly. It is difficult to keep up with everything. NUBB should still try to concentrate on two to four main social media which it can update regularly, easy enough, and which would fit into NUBB's own image. Good places to be at the moment could be for example blog communities, Facebook, Instagram, Twitter and maybe Snapchat too.

NUBB should make social media marketing plan for itself. From the plan there should be found for example:

- What NUBB is trying to gain
- Who NUBB is trying to reach
- Which social media NUBB uses
- Who publishes where, what and when
- What kind of content should be published

At the moment, there are no clear instructions on how and when NUBB should operate in social media. Only the blogposts are planned and each of them are also made with the same template which is a good thing to hang on to, to keep the website coherent. Everyone on the project team can update content on the website, Facebook, Instagram and Twitter whenever they feel so and it should be encouraged, especially with Instagram, just to share young adult literature related pictures when possible. On Facebook and Twitter it would be good to publish at least when there are new blogposts or when the project team finds other interesting articles,

photos, videos, events etc. related to young adult literature from all the Nordic Countries. It would also be a good idea to try divide the responsibilities of different social media between the project team.

7.2.2 Visual materials

NUBB has good visual image. The logo is inventive, impressive and the colours are pleasant. In NUBB's Google Drive, the logo is already in different forms and the logo has been remodelled for different platforms. What NUBB is missing, is some print materials.

NUBB should make a common flyer, poster and business card base where every country could just change the texts in their own languages and add their own information but the visual look would be the same. If there is no-one on the project team who could design the print materials then NUBB should consult some graphic designer, for example the one who designed the logo, to help making those prints.

Printable materials could help in NUBB's promoting when everyone could spread out the flyers to people in different situations. Project team could hang out the posters with permission in libraries and other suitable places. But also, when making contact with other people, making cooperation partners etc., there would be business cards to hand out.

7.2.3 Outside the online world

When the printable materials are ready and even if they would not be, NUBB should start making its way outside the online world. At the moment, NUBB is mainly operating in online world, and occasionally, NUBB is represented in real life when the project team members remember to mention it.

NUBB should attend more events, happenings, festivals and conferences, get to know libraries, publishing houses and literature organisations. Start making more contacts. NUBB has been mentioned already in some of these places but unofficially. Project team members should visit these places as the representatives of

NUBB. It is also encouraged to represent NUBB when project team members enter these places as private persons if they see it as convenient thing to do at the moment.

While visiting these places the project team could also hand out flyers and business cards or ask if they could hang out some posters. NUBB could also attend in some events, happenings, festivals and conferences as exhibitor. Different kind of events are good places to make contacts, engage target groups and get visibility. There might be some participation fee involved when taking part as an exhibitor.

7.3 Cooperation

NUBB already has a good cooperation base with bloggers. NUBB has many bloggers as cooperation partners and some of the bloggers are eager to help out whenever they are contacted by the project team. New blogger contacts have also been mostly interested to be in cooperation with NUBB. With NUBB, bloggers can have more coverage for their blog and NUBB can get content on its website. NUBB should keep going on with the good cooperation with the bloggers and also try to get involved in the book blog communities.

At the moment, NUBB can offer nothing in return for the bloggers, only visibility on the website. Many bloggers have been glad even for this opportunity and they have not demanded some other recognitions. Despite of this NUBB should try to think ways on how they could thank the bloggers, especially the bloggers who have been very active in cooperation. The easiest, nicest and also most convenient acknowledgement could be a book gift, for example.

Book gifts could be from the publishers. Although, NUBB is non-commercial project, it should found out opportunities to make cooperation with publishers. NUBB is helping the publishers to promote the books but like any other book blogs, NUBB can’t concentrate on writing about only one or two publishing house’s books. NUBB can’t also publish material as advertisement, even though there would be money offered from it.

Through publishing houses NUBB could contact for example the translators. Cooperation with publishing houses and translators might help the good Nordic YA books to get translated into different Nordic languages. Someday, publishers and translators could find out from NUBB what is popular in different Nordic Countries and maybe find some interesting books to translate.

Through publishing houses NUBB could also contact the authors. Some authors are contactable from their own websites or on Facebook but some contacts need to be made through publishing houses or other literature agencies. It would be good addition for NUBB's website to get some interviews, reviews or other content from the authors.

Different literature organisations are also good cooperation parties. Their operation and goals are often quite the same as NUBB's. The cooperation could be anything. Organisations are running events, conferences etc. which NUBB could attend and help out. There are campaigns to be part in, projects, research etc. NUBB should keep the cooperation going with The Nordic Council of Ministers. It should also contact at least IBBY in all the Nordic Countries and The Norden Associations in each country. Different literature associations are good cooperation parties too. In Finland, Lastenkirjainstituutti and Suomen nuorisokirjailijat (Finnish Youth Literature Authors Association) could be a good addition as cooperation parties.

There could be cooperation with different literature websites too. For example, in Finland, Suomi lukee website has quite the same concept as NUBB has. There could be some cooperation opportunities for both. The website is maintained by the Finnish book blog community so it would be a good place to make contacts. There is also new YA book blog community in Finland called The YA Diaries.

Libraries are also good cooperation parties. Some librarians are already using NUBB as a tool in their work and NUBB could get visibility, with posters etc. in the libraries where all the possible readers might already be. NUBB could also make some events or book talk in association with the libraries.

There might be even more cooperation possibilities. Every country has many different associations which could be useful cooperation partners for NUBB. It is difficult to know about all of them, especially outside your own country. That is why every

project team member should find out possible cooperation opportunities for NUBB in their own country. NUBB cannot cooperate with everyone but it should try to co-operate at least with the most relevant parties in each country.

7.4 Funding

Even though NUBB is non-profit project it still has some annual costs which it has to take care of, for example website expenses. At the moment NUBB can manage with the funding from The Nordic Council of Ministers but extra money would not be bad thing either. With extra money NUBB could improve promoting and support the project team, helping with the travel expenses, for example. NUBB could also put money for entrance fees and participation fees, buy small hand outs with NUBB's logo on them, buy prizes etc. with the extra money.

In culture sector, most of the projects, associations and organisations are running with help of scholarships and project funding. Every project team member should find out about their countries' different scholarships and project funding possibilities. In Finland, there is, for example, Arts Promotion Centre from where culture associations and projects can apply for scholarship for different needs. Also bigger projects, like NUBB as a whole, could get funding for example, in Finland, from Alfred Kordelin Foundation. Scholarships and project funding are not reliable places to get funding, though. Everyone can apply for them but it is not certain you will get scholarship or funding and most of the time you will not get the amount you asked but maybe half of it.

There are also other ways to get funding. For example, different prize draws are one way to get funding. When making a prize draw though, different laws in each country must be taken in consideration. In Finland, you have to have permission to arrange general prize draw. There are also some instructions on what you can give away as a prize and how much its worth should be, and that also depends on how many lottery tickets are going to be sold. Also, with fund-raiser, you need permission in Finland but with fund-raising you can only give back some small recognition to the donors like stickers with logo on it. Depending on what kind of gifts you are giving away and how much they cost, there are some instructions on how to act. If NUBB

would held prize draw on its blog though, and there would be no lottery tickets involved, it is easier to arrange the prize draw. You do not necessarily have to have permission for it then and if there is less enough money involved there are no tax payments either. But then again, you would not get any money out of it either. These things apply to Finland but might differ in other Nordic Countries.

8 CONCLUSION

Interviews were success. Every project team member had good ideas on how the project should be developed. The ideas for future development and overviews of the present conditions of the project were mutual with the whole project team interviewed. The interviews also responded to the interviewer's ideas of development ideas and supported the interviewer's impression about the project.

The interview structure could have been better planned and should have been tested before the real interviews. It was still very useful structure and helped to include the main themes and subthemes into the conversations with the interviewees. The conversations were interesting and both the interviewer and interviewees seemed to understand each other well, despite English not being the first language for anyone. There were few difficulties with the Skype video call because of the bad Internet connections or disturbances on microphones but they were only minor problems and did not prevent getting the information needed.

Goals for the thesis came true. With the theoretical examination and interviews, the proposal for development plan was made to support the making of the official development plan later. The thesis could also be partly used as a guidebook for future project team members if it is seen helpful. Also the research problems were solved when finding out on how the similar operators were working and what ways there are to encourage people to read. From the theoretical examination NUBB could also draw ideas and influences in its own operation.

The proposal for development plan and the theoretical examination can be taken into action as it is if it is seen as useful for the project. Although, this thesis was mostly concentrating on Finland's viewpoint and some things might not apply to other Nordic Countries. This thesis can still provide a base for the official development plan but it should be done in cooperation with all project team members or assemble a certain team for the job.

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APPENDICES

APPENDIX 1. Interview structure

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NUBB INTERVIEW

1. Introduction
    a. Tell me little bit about yourself
        i. Where are you from
        ii. How old are you
        iii. What is your occupation / what do you study

2. NUBB
    a. What is NUBB
        i. How we are encouraging young adults to read
    b. How did you get involved in this project
    c. What is your role in this project?
    d. Have you met others involved in NUBB
        i. How we manage to stay in touch with each other
        ii. Should we have meetings and how often
            1. Once per month in Skype
            2. Annually face to face in different countries

3. Promoting
    a. Have you already been promoting NUBB somehow in your or other countries
    b. (How) are you promoting NUBB right now
        i. Face to face
        ii. Masses
        iii. Social network
            1. Was it successful
    c. Where we should concentrate in promoting at the moment / How we should promote NUBB now or in the future
    d. What kind of cooperation NUBB has with other parties already
    e. What kind of partners we should have, other than bloggers
    f. How to get partners
    g. What we could offer them

4. Funding
    a. Where NUBB could get some funding

5. Future
    a. What are NUBB's goals
    b. Should there be strategy
    c. What does NUBB's future look like
    d. Any suggestion on how NUBB should improve its operation

6. Anything else that I might have forgotten?