

# National Reading Strategy and Programmes in the Netherlands

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## Introduction

Dutch libraries have a long history of national reading campaigns, programmes and activities, some of which are described below.

National literacy and reading promotion programmes have evolved into the National Reading Strategy *Tel mee met Taal* (<https://www.telmeemettaal.nl>), *Count on Skills*<sup>1</sup>. In this programme the Dutch government strongly supports prevention and curation of low literacy skills. Four ministries and several partners will continue this programme till the end of 2024. The website [www.bibliotheeknetwerk.nl](http://www.bibliotheeknetwerk.nl) shows what public libraries do in the context of literacy support for adults (<https://www.bibliotheeknetwerk.nl/basisvaardigheden-volwassenen>) and families at risk: <https://www.bibliotheeknetwerk.nl/gezinsaanpak>

### *Kinderboekenweek*

In 1954 the first Kinderboekenweek (children's bookweek) was organized by CPNB (Collective Propaganda for Dutch Books) in collaboration with libraries and bookstores. With a special theme each year, many activities are set up by libraries, schools, bookstores and cultural centres.

### *Nationale Voorleeswedstrijd*

The Dutch Reading Aloud Championship (<https://www.denationalevoorleeswedstrijd.nl/>) is organised by public libraries. Representatives from primary schools compete at municipal, province and national level. Over half of Dutch primary schools take part in this competition, which celebrated its 25th anniversary in 2018.

### *Nationale Voorleesdagen*

The National Reading Aloud Days (Nationale Voorleesdagen) have become a real tradition over the past 15 years in the Netherlands. The kick-off is organised in kindergartens and daycare centers throughout the country. During the National Reading Aloud Breakfast politicians, mayors, tv personalities, firemen and

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<sup>1</sup> <http://www.eli-net.eu/good-practice/examples-of-good-practice/detail/project/tel-mee-met-taal-or-count-on-skills>

others read aloud to the little ones. The book of choice usually is the Picture Book of the Year: a picture book chosen by librarians. During the Reading Aloud Days this book is for sale in a small size at a small price at every bookshop. The campaign also puts 9 other children's books in the spotlight. With more activities, an app, and a website with reading aloud tips and educational information for every age group, it is one of the most important reading promotion activities in the Netherlands.

Find out more at: <https://www.nationalevoorleesdagen.nl/> (Dutch)

### *Scoor een boek!*

This project involves a close collaboration between soccer/football clubs and schools: a healthy body and a healthy mind. Professional Dutch Football teams and clubs attract children to reading. <https://www.debibliotheekopschool.nl/onderwijs/scooreenboek.html>.

### *VoorleesExpress*

The VoorleesExpress (reading aloud express) <https://voorleesexpress.nl/> supports families by having volunteers read aloud to young children in families with low literacy skills.

For more examples for the age group:

0 - 6: <https://www.lezen.nl/nl/leeftijdsgroep/voor-en-vroegscholen>

6 - 12: <https://www.lezen.nl/nl/leeftijdsgroep/primair-onderwijs>

12-15: <https://www.lezen.nl/nl/leeftijdsgroep/voortgezet-onderwijs-onderbouw>

15-18: <https://www.lezen.nl/nl/leeftijdsgroep/voortgezet-onderwijs-bovenbouw>

The most important development in recent times, however, is the national Art of Reading programme, which started in 2008 and which combines strategy, policy and activities into one model.

**The Art of Reading, The National Dutch Reading Promotion Programme**  
**Adriaan Langendonk (The Reading Foundation/ The National library) and Kees Broekhof (Sardes)**

**ABSTRACT**

The Art of Reading (in Dutch – Kunst van Lezen) is a national reading promotion programme in the Netherlands targeting children and youngsters from birth to 18 years of age (focussing on 0-12). The Art of Reading consists of three components: BookStart (preschool), The Library in School (primary and secondary schools) and strategic reading promotion networks.

Below, we describe the programme's background, ambitions, and the central role of the public library in its development and execution. A separate section is devoted to the digital monitoring system that has been created to monitor the impact of the programme on pupils' reading behaviour and teachers' reading promotion behaviour.



**The Art of Reading and the Dutch Reading Foundation**

Recent years have seen a growing emphasis on a structural approach to reading promotion, inspired by such trends as the growing importance attached to the accountability of public institutions, the concern about the language performance of school-going children and adolescents and the rise of functional illiteracy in the population at large (Buisman e.a., 2013). Policymakers worry that these trends could thwart the government's ambition to ensure that the Netherlands remains among the leading knowledge economies in the world. Against this backdrop, the Ministry of Education, Culture and Science initiated the Art of Reading programme in 2008. The Art of Reading not only aims to promote a love of reading, but also to improve language performance and to reduce functional illiteracy. It constitutes a break with the past in the measurable aims it sets for libraries and schools, the links it forges between cultural and literacy policies and the view it takes of language/literacy development as a joint concern of schools and libraries. Thus, by linking national and local literacy goals to the structural work of libraries, The Art of Reading aligns with the vision of public libraries promoted by UNESCO (UIL, 2016).

The Art of Reading is based on insights from research on the impact of reading on language development (Cunningham & Stanovich, 2001; Krashen, 2004) and the effect of school libraries on pupil outcomes (Lance, 1993), evaluation studies of the British Book Start programme (Wade & Moore, 2000) and research on the impact of storybook reading (Bus et al., 1995; Jordon et al, 2000). Since the start of the programme, further research has appeared on the effects of leisure time reading (Mol & Bus, 2011). BoekStart

(Bookstart) and de Bibliotheek op school (The Library in School) are researched as well (see below under the subheading Evidence).



Core elements of The Art of Reading, which are derived from this research base, are: the reading environment (materials as well as behaviors); the reading plan (a structured rationale, policy and action plan at school level); a monitoring system (the Library in School monitor); and professional support for schools by the local library. The Art of Reading is carried out by the national Reading Foundation (founded in 1988, to promote reading in Dutch and Frisian, particularly among the 0-20 age group) and KB - The National Library (Koninklijke Bibliotheek). The Art of Reading is funded by the Ministry of Education, Culture and Science. The programme promotes reading aloud, free voluntary reading and information literacy for children. See the appendix for more information about BookStart and The Library in School.

#### **Demographics and the public library in The Netherlands 2019**

17,500,000 inhabitants

355 municipalities

142 local library organizations

12 provinces with 8 Provincial supporting Library institutes

1 National Library (Koninklijke Bibliotheek) and 1 Library Association (VOB)

3.8 million Library members (63% youth)

#### **Count on skills action programme**

Approximately 1.9 million residents (of a total population of over 17 million) of the Netherlands between the ages of 16 and 65 have low literacy skills. They struggle to read, write and communicate in the Dutch language (Rekenkamer, 2016).

The Tel mee met Taal (Count on Skills) action programme (2016-2019, now extended to 2024) is a joint effort of the Dutch Ministry of Education, Culture and Science, the Ministry of Health, Welfare and Sport, The Ministry of Home Affairs and the Ministry of Social Affairs and Employment, intended to prevent the marginalisation of people with limited literacy and digital skills. Count on Skills focuses on three domains (family, employment and healthcare): See below for more information about the programme from libraries

for adults with low basic skills. See for more information: <http://ec.europa.eu/epale/en/resource-centre/content/count-skills-dutch-policy-paper-new-action-programme-prevent>.

In 2016, The Art of Reading was incorporated into the Count on Skills programme. By the end of 2020, the two programmes reaches about 920,000 children.

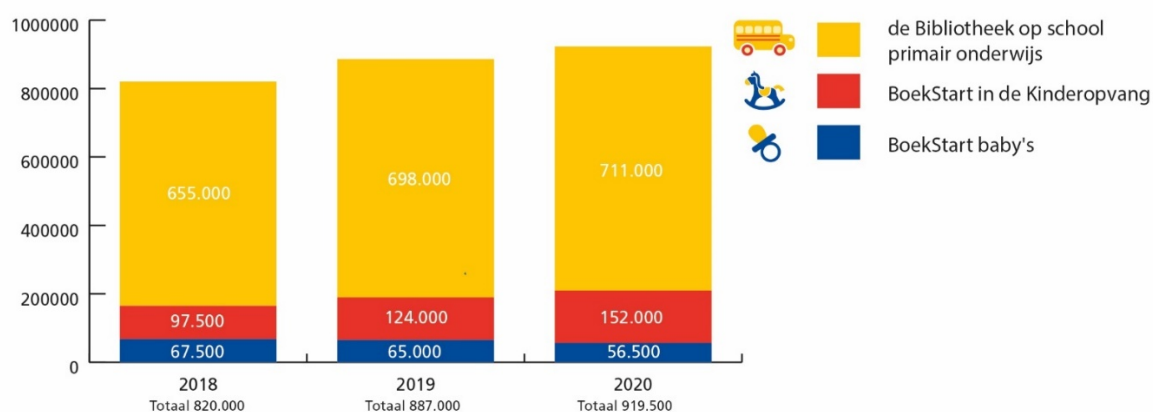


Figure 1: Total numbers of children (0-12) reached with reading promotion programmes from libraries

### BoekStart for babies

140 of 142 libraries gives a small Bookstart suitcase to parents of new borns (from 3 months old) if the baby will be a new member of the library. In the suitcase there are two books and information about reading aloud to baby's. In total about 35% of the Dutch babies collected this suitcase in 2020. Because of Covid 19, about 10.000 suitcases less then in earlier years.

### BoekStart in preschool institutions

85% of the libraries is carrying out this programme part. They reach 2,990 (37%) of 8.145 preschool institutions in their working area.

### The Library in School primary schools

90% of the libraries is carrying out this programme part. They reach 3,435 (53%) of 6,540 primary schools in their working area.

### The Library in School secondary schools

This program part is much smaller, the focus is on reading promotion for children from 0 till 12 years of age. 53% of the libraries is carrying out this programme part. They reach 255 (24%) of 1,050 secondary schools in their working area.

### Families at risk

A special action line within the Art of Reading aims to prevent low literacy in families at risk. In short, the joint efforts of four national ministries reinforce the role of public libraries as a major force for promoting literacy development by creating a lifelong reading environment of literacy services and resources for babies, children, young people and adults (UIL, 2016).

### The Ongoing Reading Line

The Reading Foundation has developed the Ongoing Reading Line 0-18 years (Dormolen et al., 2005, updated version Van Montfoort et al. 2020), in which it has set out its vision with regard to reading promotion as a continuous stimulus for this age group. The Ongoing Reading Line is also intended to ensure that children do not experience difficulties when transferring from preschool to primary school or from primary to secondary school (figure 2).

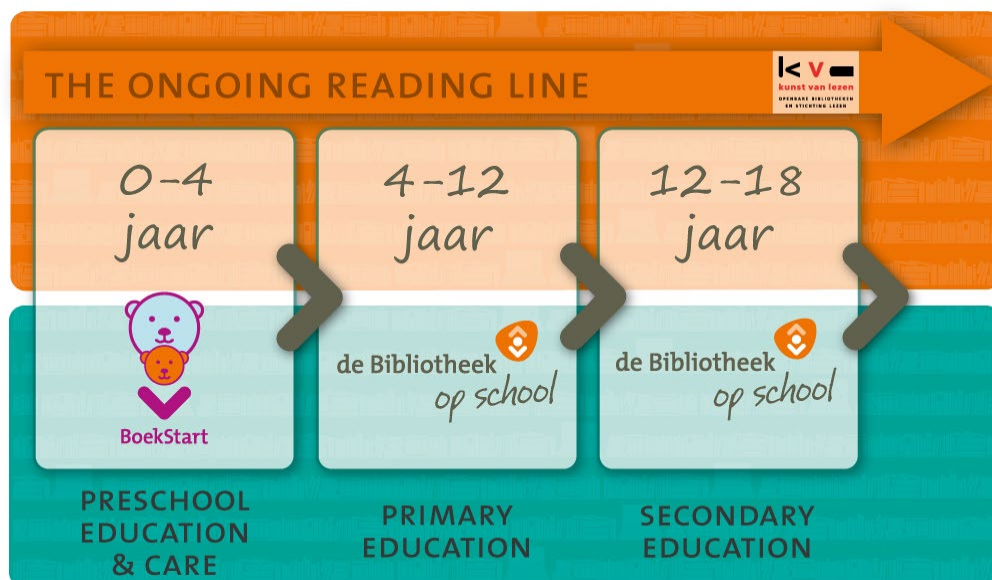


Figure 2: The ongoing reading line

### The pillars of the Art of Reading

The Art of Reading has defined four interconnected 'pillars' to support successful reading promotion. In Dutch the four initial letters of the pillars constitute the word LEES (READ):

- Leesomgeving (the reading environment, including the quality of the collection)
- Expertise
- Evidentie (evidence)
- Samenwerking (collaboration)

### **Reading environment**

The proximity of books is a major determining factor of reading behaviour (Evans e.a. 2010; Nielen & Bus, 2015). The reading environment also comprises time and space for reading (Chambers, 1991). Within the reading environment, libraries are viewed as resources which support the literacy development of people of all ages – babies, children and parents – and all levels of literacy (UIL, 2016).

### **Expertise**

The importance of a professional librarian in the school library has been evidenced by a range of research studies (e.g. 'school libraries impact studies' on [www.lrs.org](http://www.lrs.org)). The Art of Reading has initiated the development of training courses and workshops in order to professionalise library staff, childcare professionals and teachers and has hosted conferences to call attention to the importance of fostering structural approaches in reading promotion.

### **Evidence**

Authorities increasingly call for proof of the effects of reading promotion. Two PhD research studies of the effects of BookStart<sup>2</sup> and The Library at School<sup>3</sup> were initiated. The Art of Reading has also commissioned the development of digital monitoring instruments to provide insight into the development of the reading motivation and behaviour of the target groups. Brochures, fact sheets and research surveys have been published, such as *Meer lezen, beter in taal* ('Better in language by reading more', K. Broekhof, 2017). Practical brochures published by the Reading Foundation under the name of *Kwestie van Lezen* ('Reading Matters') are widely used by libraries.

### **Collaboration (strategic)**

Libraries work together with various local partners. By setting up a strategic literacy/reading promotion network, centred around the library, and involving politicians, stakeholders from day-care centres, healthcare organisations, cultural organisations and educational institutions, the programmes are more solidly embedded in local policy and easier to finance (see figure 3).

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<sup>2</sup> Van den Berg/Bus: Beneficial effects of BookStart in temperamentally highly reactive infants: <http://www.sciencedirect.com/science/article/pii/S1041608014001873>

<sup>3</sup> Nielen/Bus: Enriched School Libraries: A Boost to Academic Achievement: [journals.sagepub.com/doi/pdf/10.1177/2332858415619417](http://journals.sagepub.com/doi/pdf/10.1177/2332858415619417)

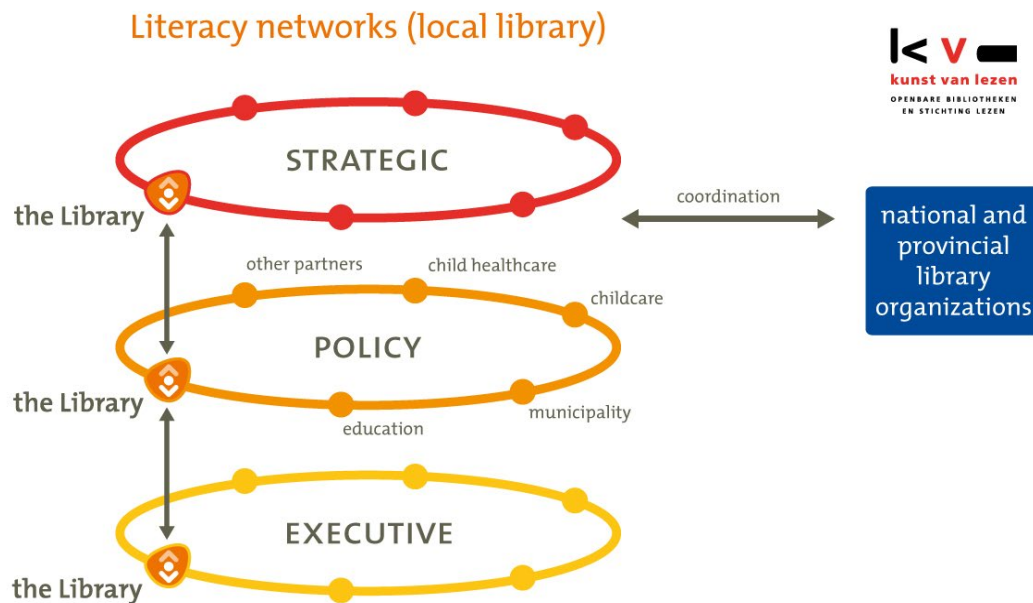


Figure 3: Literacy networks

### **The Library at School Monitor**

The Library at school Monitor is a digital internet instrument to collect annually data on pupil reading behaviour, teacher reading promotion behaviour, school reading promotion policies and school libraries (run in collaboration with public library staff). Libraries and schools can use these data to evaluate the results of their cooperative work and to make decisions about steps to take in order to enhance the effectiveness of their collaboration.

#### ***The Library at School monitor – primary education***

Eight rounds of data collection between 2012-2020

Participants in the 2019-2020 monitor:

- 125,000 primary school pupils (age 9-12)
- 17,000 primary school teachers
- 1,500 reading consultants (public library staff)

#### ***The Library at School monitor – secondary education***

Six rounds of data collection between 2014-2020.

Participants in the 2019-2020 monitor included:

- 11,000 secondary school pupils
- 650 secondary school teachers
- 50 public library staff.



The monitor collects information on the following topics:

**Pupils**

- reading motivation
- reading frequency
- visits to public and school libraries
- home reading culture
- perception of school library
- information skills

**Teachers**

- reading promotion behaviour in the classroom
- information skills
- information teaching skills
- perception of the school library

**Library staff**

- the school library (e.g., collection, opening hours, staffing)
- school reading promotion policy
- school media education policy
- pupils' book borrowing rates
- library services offered to schools

**Data collection and feedback**

The library collects the data once per year, through digital questionnaires administered to pupils, teachers and library staff. A specialized agency prepares concise standardized reports for each school in the monitor, showing key data set off against national averages (see figure 4). Libraries can also create tailored reports, geared to a school's specific priorities. The reading consultant from the local library presents the results to the teachers.

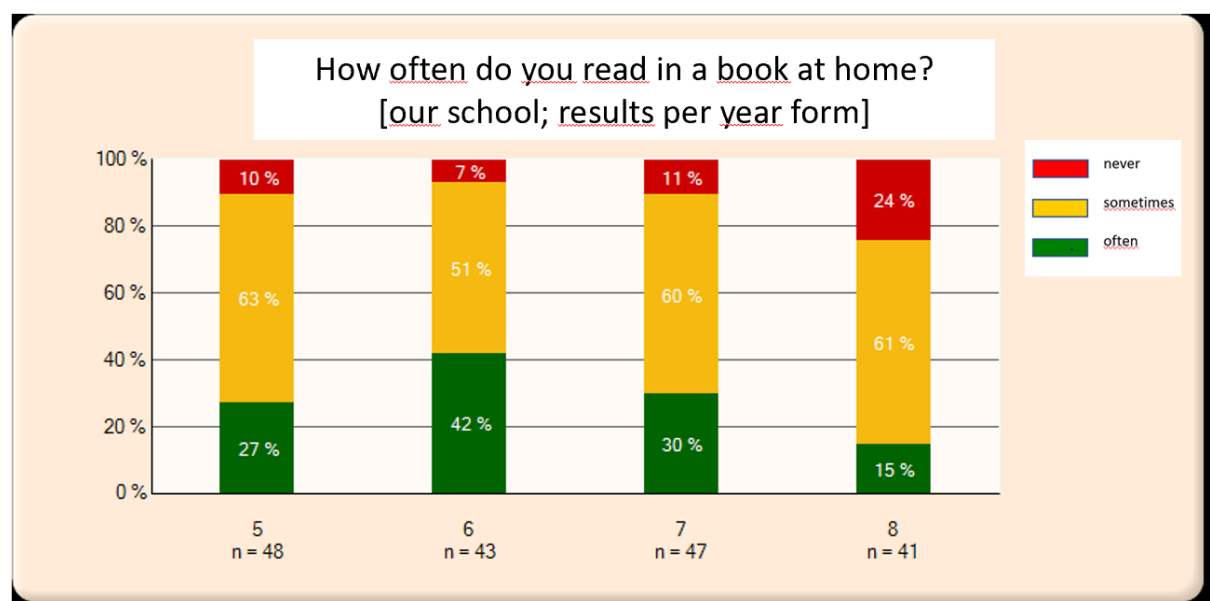
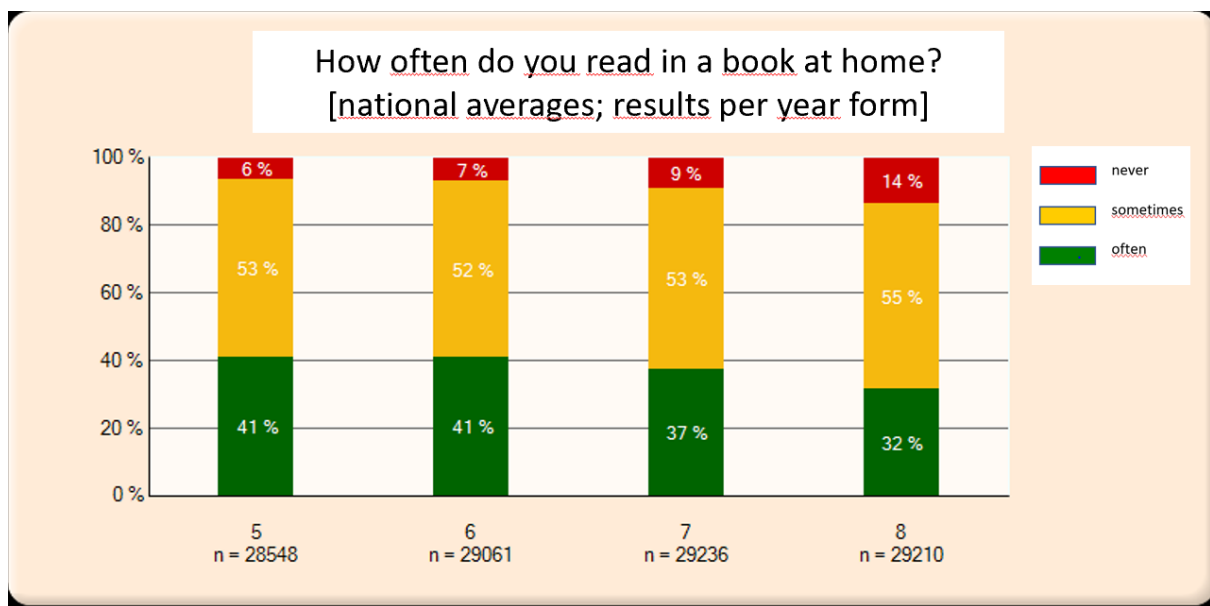


Figure 4: A page from the standard report for school X: leisure time reading frequencies per form, national averages (top) and for school X ('our school').

#### Data output levels

Data in the monitor can be viewed at six levels:

1. national level
2. provincial level
3. municipal level
4. library region level (does not always coincide with municipal borders)
5. school level
6. classroom level (also by gender).

### **The BookStart monitor in preschool institutions**

Let us finally have a brief look at the monitor used in preschool agencies, i.e. preschool playgroups and daycare centres. The data are collected through digital questionnaires administered to three groups of respondents: staff working in preschool playgroups and daycare, reading aloud coordinators (employed by the preschool agency) and BookStart coordinators (the librarian involved from the public library).

### **The BookStart monitor for preschool institutions**

Five rounds of data collection between 2015-2020

Participants in the 2019-2020 BookStart monitor:

- early childhood workers: 2,700
- reading aloud coordinators (preschool staff): 700
- BookStart coordinators (librarians): 66

### **Information in the BookStart monitor**

The questionnaires in the BookStart monitor elicit the following types of information:

#### **Early childhood workers**

- group characteristics
- reading aloud practice (e.g. frequency, organisation, method)
- observed children's behaviour with books
- contacts with parents

#### **Reading aloud coordinator**

- agency's policies regarding BookStart (e.g. staff hours, inservice training, policy plan)
- reading aloud environment (e.g. presence of a reading corner)
- book collection

#### **BookStart coordinator (librarian)**

- library's policies regarding BookStart (e.g. staffing, funding)
- cooperation with other local organisations
- inservice training provision for early childhood staff working with BookStart

### **Use of the BookStart monitor data**

The outcomes of the BookStart monitor are available to the local library and, through the library, to the preschool agencies with which the library works. This information can be used in the same way as the

data collected in primary schools and secondary schools. This type of usage was explained in the previous sections and requires no repetition here.

The monitor data can also be used to gain a picture of practice and policy in the sectors concerned at the national level, to evaluate and reconsider its policies at the national level. The data are also used by the national coordinator to decide which parts of the programme require specific attention or even additional investments. For example, one of the outcomes of the monitor was that over half of preschool staff never make use of digital storybooks, even though research has repeatedly shown the benefits of digital storybooks (e.g. Mayer et al., 2005; Smeets & Bus, 2012; Verhallen et al., 2004). The monitor findings prompted the national coordinator to set up an 'acceleration project' in which ten preschool agencies were given special support to boost the use of digital storybooks. The project was successfully implemented in 2018-2019; the results were disseminated through a national conference and through the online toolboxes for librarians.

### **The monitor as a multi-purpose instrument**

Above we have described how the Library at School monitor and the BookStart monitor can be used as a powerful multi-purpose instrument for optimising the collaboration between libraries, schools and preschool agencies, providing libraries and their partners with rich data on children, early childhood professionals, teachers, schools and school libraries. It can be used as a working instrument, for making practical decisions about school-library cooperation at the everyday work level; as a policy instrument, for collecting baseline data, formulating policies, evaluating policies and accounting to local authorities; and as a research instrument, for conducting analyses to inform national project management and the scholarly community. At the local level, decisions taken on the basis of monitor data can be followed up by choosing materials, projects, activities and services which can be found in the variegated toolboxes for librarians that are part of the BookStart and Library at School programmes. Local public libraries also use monitor data to participate in dialogues with local governments about strategies to combat functional illiteracy – a role that is considered important as part of national literacy efforts (UIL, 2016). Many of the possibilities the monitor offers for informing policy and practice at the national and provincial levels have yet to be explored.

### **Note**

The concept of the Library at School Monitor was developed by Sardes Educational Services, Utrecht, and Thomas van Dalen consulting, Amsterdam, commissioned by The Art of Reading programme. The technical infrastructure was developed by DESAN Research Solutions, Amsterdam.

## Websites in Dutch:

[www.lezen.nl](http://www.lezen.nl) / [www.boekstartpro.nl](http://www.boekstartpro.nl) / <https://pro.debibliotheekopschool.nl/>

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### **Basic skills and (digital) inclusion, support for vulnerable groups.**

Maaïke Toonen, KB National Library Netherlands

Among the 17 million inhabitants of the Netherlands 2,1 million have low digital skills (Eurostat, 2015). 1,9 million people have problems with reading and writing (ARK, 2016) and 1,2 million people never used the internet (CBS, 2016).

This became urgent when the Dutch government decided to have only digital services and therefore closed physical counters. This development has been going on for the last ten years. The government has been too optimistic about the information and digital skills of Dutch citizens. Many citizens need support, but the responsibility for this group is fragmented and people are staying behind. They cannot fully participate in today's technological society and face all kinds of problems, such as debts, health problems, isolation etcetera.

The National Digitalization Strategy of the Ministry of Economic Affairs focusses on digital inclusion. The Reading and Writing Foundation and the National Library help municipalities in this area so public libraries can organise special services for people with low literacy and low digital skills; low basic skills.

The national Program "Library and basic skills" :

- helps libraries to evolve to non-formal learning centres and support centres digitization
- expands to the domains work and income, health and finances and legal affairs
- monitors educational programs
- organises staff training
- purchases educational programs
- cooperates with important stakeholders
- assures quality by certification
- helps with communication and marketing

Plans for 2019-2021:

Cooperation with eight government bodies with two main goals:

1. To upscale the current use of digital and language skills courses -> library as non-formal educational centre
2. To establish information points in the libraries

2019:

- All public libraries provide digital and language courses (raise the number of participants from 40,000 to 80,000)
- 15 libraries start with the information spots

2020:

- All public libraries provide digital and language courses (increase the number of participants again)
- Another 60 libraries start with information spots

2021:

- All public libraries provide digital and language courses (increase the number of participants again)
- Another 70 libraries start with information spots

All this will be done to support at least 1 million citizens in 5 years' time by expanding the role of the public library.

#### **Note on contributors**

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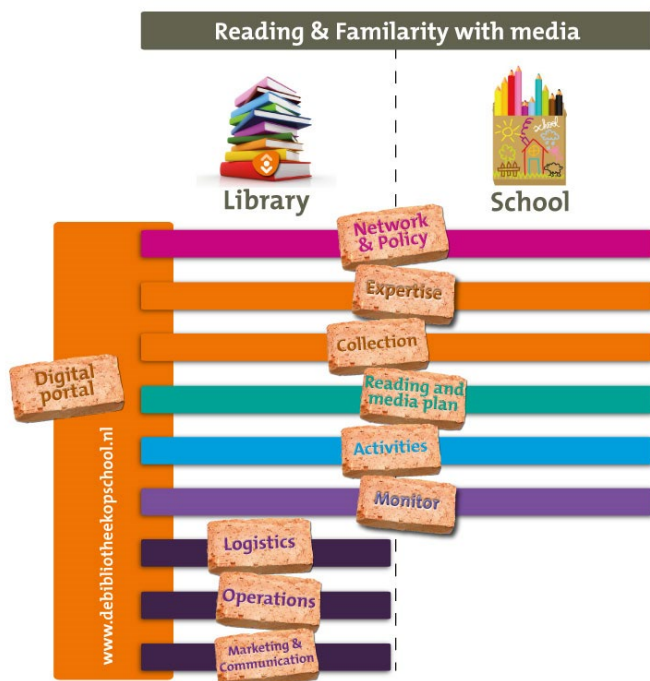
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**Ingrid Bon** is senior consultant/project manager at Rijnbrink, Hunneperkade 70 7418 BT Deventer. [Ingrid.bon@rijnbrink.nl](mailto:Ingrid.bon@rijnbrink.nl) The Netherlands. She has been active in IFLA as chair and secretary of the Section Library Services for Children and Young Adults, as Governing Board member and as Manager development Programmes. The IFLA Toolkit for developing national literacy and reading strategies ([https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/literacy\\_strategies\\_toolkit\\_final.pdf](https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/literacy_strategies_toolkit_final.pdf)) was edited by her.

## Appendix: Information about BookStart and The Library in School

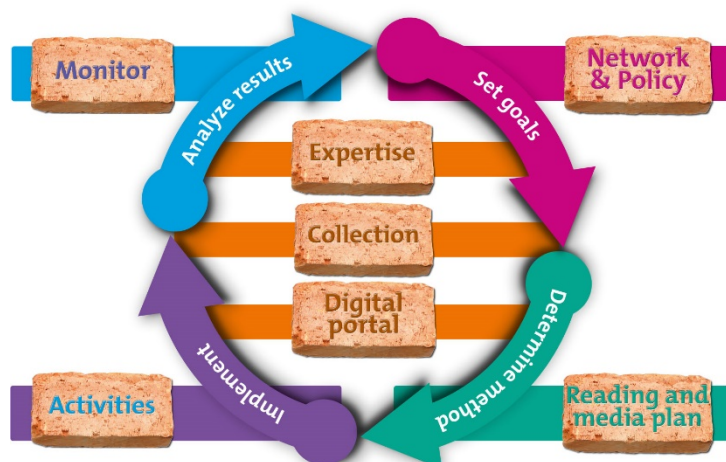
### The building blocks of the programmes

The BookStart and The Library in School programmes comprise ten interconnected building blocks:



Seven of the building blocks (Digital portal, Network & Policy, Expertise, Collection, Reading and media plan, Activities and Monitor) are the joint responsibility of the school or preschool agency and the library. The remaining three blocks are the responsibility of the library alone: Logistics, Operations and Marketing & Communication. The school or preschool closes a contract with the library. Against an agreed fee per child (which may differ per municipality), the school or preschool acquires a library, trained staff, two to four hours professional support by a reading consultant from the library, a collection of three to five books per pupil, activities etc.

When the building blocks are arranged in a PCDA (Plan, Do, Check, Act) cycle, the following picture emerges:





### **BookStart in The Netherlands**

Inspired by the British BookStart programme (Wade & Moore, 2000, 2003), the Dutch BookStart promotes early reading, storytelling and singing nursery rhymes to very young children. It also enables parents and children to experience the pleasure of reading books together. It gives young children a better start in primary school and strengthens the bond between parents and children.

Scientific research into the effects of the Dutch BookStart programme (Van den Berg & Bus, 2015) has shown that:

- participating parents are more likely to start reading to their children at an early age
- children's language skills improve if parents start reading to their babies before the age of eight months
- the effects of BookStart are even stronger in the longer term
- overactive babies benefit most from the programme
- participating parents visit the library more often and are more familiar with baby books.

About 56,500 parents (one out of three new parents per age bracket) took up the invitation in 2020 to go to the library, register their baby, and collect a small suitcase containing two baby books and information on reading. Out of all of the 142 library organisations, 140 (98,6%) carry out BookStart for babies.



**BookStart in daycare centres** also focuses on toddlers in playgrounds and other institutions. By the end of 2020, 121 library organisations (85%) were participating together with 2,990 (37%) of daycare centres in their working area.

Quality in the implementation of BookStart is determined by six elements:

- an attractive reading spot, created together with the library
- a high quality collection of books for babies and toddlers (including ebooks)
- increased expertise of staff through training
- active parental involvement, resulting in more frequent storybook reading at home and familiarity with the opportunities offered by the library
- reading aloud as a daily routine through the establishment of a Reading Plan which outlines the agency's policy
- cooperation with local partners in a reading promotion network (local municipality, healthcare, library and daycare centres).



### **The Library at School**

The impact of reading on language development has been extensively investigated (Clark & Rumbold, 2006; Mol & Bus, 2011). Research studies consistently show that frequent reading correlates with positive developments in various domains of language development, such as vocabulary, reading comprehension, decoding skills, spelling, grammatical knowledge and writing skills (Krashen, 2004; Mol & Bus 2001; Kortlever & Lemmens, 2012). This evidence constitutes the scientific rationale behind the Dutch 'Library at School' programme.

Launched in 2009, The Library at School is a national programme aiming to promote reading and to professionalise the approach to reading promotion in primary and secondary schools, by improving cooperation between schools and public libraries and by creating high quality libraries in schools. Libraries and schools work closely together to improve the language skills and media literacy of children aged 4-18 years<sup>4</sup>. They do so by fostering a love of reading (in the case of young children, a love of being read to), both at school and at home, as lasting effects on children's language development require a joint effort by parents and schools. Of all 142 library organisations, 128 (90%) participate in this programme for primary schools, involving over 3,400 primary schools. This means over 53% of the 6,540 Dutch primary schools in their working area. 74 (52%) of the 142 organizations are carrying out the programme in secondary schools. They reach 255 (24%) of 1,050 secondary schools in their working area.

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<sup>4</sup> Primary schools in the Netherlands serve children from 4 to 12 years old.



#### *A note on school libraries in the Netherlands*

School libraries in the Netherlands are generally not run by teacher-librarians, as in many other countries. They may be run by a librarian from the public library, by volunteers (parents), by pupils or by a school librarian (whose professional background is not necessarily school library work or teaching). Libraries of schools participating in the Library at School programme are on average open for 10 hours per week.

#### **The Library at School in primary schools**

As part of the The Library at School programme, the primary school and library sign a contract for several years in which they agree to work together on:

- developing a joint policy in relation to reading at school, in the library and at home
- providing an up-to-date and attractive collection, to enrich reading education
- providing books and other materials that can be taken home
- displaying books with their covers fully visible on movable bookshelves
- providing a reading consultant attached to the library to assist the school's reading coordinator (a teacher)
- setting annual targets based on monitored results
- specifying all the reading promotion activities in an annual reading and media plan
- providing a digital portal to: facilitate searching and registering materials; stimulate reading; keep track of children's borrowing history; and help finding reliable information.

A research study on the results and effect of The Library at School has shown that the results in terms of promoting the development of reading skills are positive. All pupils in schools that participate in The Library at School attain higher language scores than pupils in schools that do not participate. The

strongest positive effects are found among girls: not only do their language skills improve, but their motivation to read during their leisure time as well (Nielen & Bus, 2015).

### **The Library at School in secondary schools**

The Library at School has also been introduced in secondary schools. Just as in the primary education sector, the programme involves strategic long-term cooperation between schools and libraries, with the aim to improve the quality of education in the domain of reading promotion. More specifically, the aim is to improve the achievement of secondary school pupils in the domains of:

- reading skill
- language skill
- media/information literacy

Also, just as in the primary education version of The Library at School, participating secondary schools are required to establish, together with the library, a strategic reading and media plan that specifies the steps that are needed to create an optimum reading and media environment in the school. In short, cooperation between libraries and secondary schools involves:

- structural cooperation between the school, the library and the local government
- aimed at improving pupils' reading, language, information and media skills
- structural focus on reading and media literacy (included in lesson schedule)
- tailored collection of books and other materials
- library membership for all pupils and teachers
- materials can be used at school and at home
- at least half of the collection is physically present in school for borrowing; the remaining part is either physically present or can be reserved through the e-books portal of Bibliotheek.nl
- results are monitored
- annually adjusted reading and media plan including goals and activities derived from monitored outcomes
- close cooperation between a trained reading coordinator (school teacher), librarian (school staff member) and reading consultant (from the public library)
- close cooperation between a trained media coach or school librarian and public library staff

### **The Library in school for institutions for vocational education and for Colleges of Education for teachers in primary schools**

The last couple of years The Reading Foundation has developed the Library in school for the above mentioned institutions, also carried out by local and provincial libraries. These are growing activities.

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