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Summer reading in Norway

a study of the gamified library-initiated reading campaign *Sommerles.no*

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1. Introduction

The Norwegian library-initiated summer reading program *Sommerles.no* (lit: Summer reading.no) successfully uses methods from gaming to stimulate primary school children to read more for pleasure during the summer vacation. One in five Norwegian primary school children enrolled in the program in 2018, representing one in four students in the municipalities that participated in the program. Students participating in the Norwegian *Sommerles.no* campaign in 2017 maintained their reading competence over the summer, whereas non-participants lost reading competence (Hareide, Lied & Hoås in review). This result is in line with previous research by Heyns (1978) and Kim (2004) who report that reading 4 – 6 books during the summer normally is enough to maintain the pre-summer reading competence level. Although any kind of reading will improve reading skills, free reading for pleasure is considered the most powerful tool in language education (Krashen, 1993).

This paper studies the 2018 version of *Sommerles.no* campaign, and will first establish the characteristics of the current participants; their age, gender, home-language, written Norwegian variety and how many pages they read in the 92 day long *Sommerles*-period. Secondly, we will present parents', teachers' and librarians' views and assessments of *Sommerles.no*. and their suggestions for how the campaign can be developed to stimulate even more children to read even more pages during the summer. Thirdly we will establish how schools or individual teachers and libraries cooperate to facilitate the students's participation in *Sommerles.no* today, and their recommendations for better cooperation and future development of the program. The focus of this paper will be on identifying factors that will strengthen or weaken the potential effect of the *Sommerles.no* reading campaign, on whether more cooperation between schools and libraries increases the participation in the campaign,

as well as which factors in campaign (rewards, marketing, focus on gamification) may be developed to further interest and participation.

2. Theoretical background

A large body of research from the US and some studies from Europe document that students lose reading competence over the summer. Already in 1978, Barbara Heyns' 2-year-long study of 3000 6th. and 7th. graders in Atlanta found that children who read more than six books over the summer vacation maintain their reading competence, whereas children who read less lose up to several months of competence development (Heyns, 1978). This study receives support from Kim (2004) who found that reading 4–5 books over the summer was needed to maintain the pre-summer reading competence. Cooper et al. (2003) reported from 39 studies in the US that "children's tests scores were at least one month lower when they returned to school in fall than scores were when students left in spring." According to Cooper et al. weak readers lose the most. Similar studies in Britain (Shinwell & Defeyter's, 2017) Germany (Meyer et al., 2015) and Norway (Hareide, Lied and Hoås (in review)) present similar results.

To avoid reading loss, both Heyns (1978) Cooper (2003), Shin & Krashen (2008) and Shinwell & Defeyter (2017) suggest summer schooling or summer reading programs. Scandinavia has no traditions for summer schooling, however, research by Fiore & Roman (2010) show that library-initiated reading campaigns may indeed have a similar effect to summer schooling. Fiore & Roman conducted a three-year study of 219 third grade students from 11 schools in eight US states, where the main criteria for participation was that the schools had to cooperate with a local public library that offered a summer reading program for at least six weeks during the summer. Fiore & Roman found that the third-graders that participated in the summer reading program at their local public library scored higher in reading tests at the beginning of 4th. grade, and did not lose reading competence in comparison with non-participating peers.

In the Norwegian environment, the voluntary library-initiated reading campaign *Sommerles.no* spans the entire summer vacation and now covers the entire country. Hareide, Lied and Hoås' (in review) study on the effect of participation in *Sommerles.no* on pre- and post-summer standardized reading and comprehension tests (Carlsten, 2016). The study invited participation from all the 3rd - to 6th - graders in one Norwegian municipality, Hareid, and 80,75% of the children in said municipality participated. Where the children that participated in *Sommerles.no* maintained their pre-summer test score, the non-participants lost reading competence. The obvious conclusion may therefore be that *Sommerles.no* attracts children that are already accomplished readers. However, an alternative explanation may also prove to be valid. The literature on summer reading loss suggests that the gap between high and low scores in reading tests mainly occurs due to summer setback (Cooper, 1996; Shinwell & Defeyter, 2017; Krashen & Shin, 2004; Shin & Krashen, 2008). Since the present study indicates that participants in *Sommerles.no* lose reading skills during the summer to a significantly lesser degree than the non-participants, the students that participate in *Sommerles.no* year after year would in principle maintain their pre-summer level, and therefore start from a position of summer advantage when school starts in August. Successive summers of maintaining reading skills, would therefore account for high spring Carlsten test results (Hareide, Lied and Hoås, in review).

2.1. About *Sommerles.no*

Sommerles.no was created by Vestfold County Library in cooperation with the public libraries in Vestfold county in 2012 as a communal reading campaign for all the libraries in said county. In accordance with Krashen (2004), the goal was to stimulate children to enjoy free reading purely for their own pleasure during the eight-week summer vacation. This approach is in line with previous research, which has consistently shown that pleasurable reading builds fluency and confidence, and children who enjoy reading a wide variety of materials are likely to score higher in reading achievement tests (Krashen, 2004).

In 2014 Project leader Pernilla Slotte Hjermann and her project group, in collaboration with the small development team, Snuti AS, chose to gamify *Sommerles*, in response to the growing number of children gamers. According to The Norwegian Media Authority (*Medietilsynet*), 96% of Norwegian boys and 63% of Norwegian girls between the ages of 9 to 18 play electronic games¹. Gamification is defined as “the process of applying game mechanics and game thinking to the real world to solve problems and engage users” (Felker, 2014), and *Sommerles.no* uses gaming approaches such as anonymous profiles using nicknames, letting the children earn “experience points” for every page they read, and reach higher “levels” based on the experience points. The children receive awards for reading any reading material, including some comic books², and they even receive experience points for reading aloud for siblings or younger friends. According to Felker (2014), the gaming concept may be especially important for students that are weaker readers or read less than the average, as it helps them stay entertained and entices them to come back to read more. (Felker, 2014).

The participants are rewarded with both virtual trophies as well as physical rewards to be collected from their local libraries, thereby creating opportunities for exploring the libraries, meeting librarians and discovering more reading materials. Although Krashen (2004) in principle does not encourage rewarding children for free reading, this strategy has proved fruitful for *Sommerles.no* as the number of participating children have increased sharply every year since its digitalization, and the participating libraries report a sharp increase in books loaned by children in summer³. The campaign has now spread across the entire country, and in 2018 encompassed all the 22 Norwegian counties. A total of 105 000 children participated, (up from 60 000 in 2017), representing one in five Norwegian children in the targeted age group, and one in four children in the participating municipalities. Significantly; boys constituted almost 45 % of the participants.

The percentage of participating boys is significant because acknowledged International research such as the Program for International Assessment (PISA) and the Progress in International Reading Literacy (PIRLS) both unveil significant variation in reading literacy among Norwegian students. The results show a large gap between the strongest and the weakest readers and between male and female students. The recent OECD report *The gender gap in educational outcomes in Norway* (Borgonovi et al., 2018), states that “Gender gaps in reading are very wide in Norway at the primary school level”, explaining this statement in the following manner:

[...] in 2016, 4th grade girls outperformed 4th grade boys by 18 points in the PIRLS reading assessment in Norway, a difference of about one fifth of a standard deviation. The gender gap is similar to the one estimated in the first two rounds of PIRLS in 2001 and 2006, while in

¹ <https://www.medietilsynet.no/barn-og-medier/dataspill/>

² Some restrictions regarding comic books of a commercial nature apply. P.c. project leader P. S. Hjermann

³ p.c.Hareid and Ulstein libraries and *Sommerles.no* official statistics.

2011 it was reduced to 14 points. [...] the scores of 4th grade boys and girls have been improving in Norway, but the distance between them has remained somewhat constant except in 2011 (Borgonovi et al., 2018, p. 19).

Both PIRLS and the results from ePIRLS⁴ (an international assessment of online reading for fourth graders), focus on free reading for pleasure and highlight the causal relationship between free reading for pleasure and results in standardized reading tests:

Det er en sterk sammenheng mellom fritidslesing og prestasjon på leseprøver (se tabell 5.7). Både i ePIRLS og PIRLS er det de elevene som leser mest på fritiden, som har best resultater. 9 prosent av norske elever leser mer enn en time om dagen, og denne gruppen oppnår hele 606 poeng i ePIRLS. Det er like mange gutter som jenter som oppgir at de leser så mye.

Elever som leser mindre enn 30 minutter daglig, får i snitt 555 poeng i ePIRLS, og dermed lavest skår blant de norske elevene. Det samme mønsteret ser vi for PIRLS. Fritidslesingen deles videre i to formål: å lese for moro skyld og å lese for å lære⁵».

Due to the focus of *Sommerles.no* on free, voluntary reading for pleasure, the campaign has no formal ties to the school system. Some teachers in are still known to actively stimulate their students' participation, by handing out information about the campaign in class, inviting a librarian into the classroom to talk about *Sommerles.no*, or by bringing their students to the library for information and/or for the formal kick off for the campaign. Some teachers even made the campaign an active part of the pre-summer wind down, whereas others did not. This issue will be treated in the discussion.

3. Materials and methods

3.1 Materials

The data used in this analysis originate from five different sources, presented in Table 1. The mandatory registration survey collected anonymous information about age, gender, the language spoken at home, and Norwegian written variety preferred (Nynorsk vs. Bokmål) which had to be filled in for the child's profile to be activated.

The voluntary parent survey/evaluation is a feature of the *Sommerles.no* program at the end of the program. This survey also presented questions about home-language, whether the children have read books in other languages than Norwegian, and whether they had received information about *Sommerles.no* from the children's schools. In addition, this survey also posed questions of a more evaluative nature, such as "Have you noticed any changes in your child's reading habits due to participation in *Sommerles.no*?" and "Have you noticed any development/improvement in your child's reading competence (speed and word recognition)?"

Table 1 Overview of data sources used in the analysis

Data source	Type	Respondents
Registration data/survey	Short mandatory questionnaire about the participant (filled out by user and parent) and pages and books registered by user.	105,319

⁴<http://pirls2016.org/epirls/about-epirls-2016/>

⁵https://lesesenteret.uis.no/getfile.php/13130726/Lesesenteret/B%C3%B8ker%20og%20hefter/pdf_utgaver/OverKneiken_PIRLS2011_web.pdf

Parent survey	Short voluntary questionnaire for parent at the end of <i>Sommerles.no</i> (11 questions)	2,788
Teacher survey	Questionnaire to teachers sent out via libraries.	227
Librarian survey	Questionnaire to all public libraries in Norway that participated in <i>Sommerles.no</i> in 2018, answered by head librarian	221
Study of all children in Hareid municipality Grades 3 - 6	Study of the correlation between participation in <i>Sommerles.no</i> and scores in standardized reading tests	151

The librarian survey is an online survey (questback) sent out from *Sommerles/Vestfold County Library* to all regional libraries, to be distributed to all libraries in Norway that participated in the 2018 version of *Sommerles.no*, 372 in all. 221 libraries from all Norwegian counties except Vest-Agder responded, which is a response rate of 60%. One person was asked to answer on behalf of all the staff in each library. The library staff was asked about the importance of *Sommerles.no* for stimulating children's free reading for pleasure and about the library's cooperation with schools. In five open questions the respondents were asked for suggestions for future improvements of *Sommerles.no*:

- Improving the cooperation between libraries and schools
- Attracting more children who speak other languages than Norwegian at home
- Reaching children who struggle with reading
- Further stimulate reading for pleasure

The teacher survey is an online survey (questback) sent out via the libraries. 227 teachers from 70 different communities in 14 out of the 18 Norwegian counties responded. This survey posed the same questions about the importance of *Sommerles.no* for stimulating children's free reading for pleasure and about the schools' cooperation with the libraries. In addition, the survey posed questions about the relevance of *Sommerles.no*, and suggestions for improvements in order to attract more participants.

This study also builds on the previously mentioned Hareide, Lied & Hoås (in review) study, which one may remember studied the correlation between participation in *Sommerles.no* in 2017 and results in standardized reading tests. (The study found that students that participated in *Sommerles.no* in 2017 maintained their pre-summer reading competence, whereas the students that did not participate, lost reading competence.) The study concluded that participation in *Sommerles.no* has a weakly significant positive influence on the participants score in standardized reading tests).

Admittedly, our data sources have limitations. Both registered users at *Sommerles.no* and the answers from the parent survey most likely represent the most interested and best readers. In addition, there are reasons to believe that the teachers that participated in the teacher survey represent the most interested teachers, since we chose to distribute the survey via the libraries. This was a conscious decision, since Norwegian headmasters report that their schools are inundated in surveys on a daily basis, and it is our experience that surveys sent to Norwegian schools receive very little feedback. Consequently the information gained in this survey may therefore be skewed. Before presenting summary statistics of the key variables used in the analyses we therefore take a brief look at how representative our data is. We look at pages read, gender, language spoken at home and class grade.

3.2. Overview of the registration data and the parent survey

Table 2 provides an overview of key information from the registration survey and the parent survey compared to national register data from Statistics Norway. The different characteristics or variables are presented in the first row, national statistics from Statistics Norway in the next column, and characteristics of the registered users of *Sommerles.no* and the parent survey is provided in the last columns.

Table 2 Comparison of registration data and parent survey to Norwegian national data

Variable	Norway	Registration survey	Parent survey
Observations	511178	105319	2788
Pages read (median)	..	519	2750
Gender (1–8 grade)			
Girl	49%	57%	56%
Boy	51%	43%	44%
Written Norwegian variety			
Bokmål	88%	92%	91%
Nynorsk	12%	8%	9%
Spoken language			
Norwegian	82%	94%	92%
Not Norwegian	18%	6%	8%
School grade			
1	12%	5%	9%
2	12%	16%	25%
3	13%	19%	23%
4	13%	18%	18%
5	13%	17%	12%
6	12%	13%	7%
7	13%	9%	5%
8	12%	3%	1%

Sources: Data in the column 'Norway' are all collected using official statistics from Statistics Norway. Pupils in grade 1 to 8 in Norway are collected from table 05232 using data for 2018. Data for gender in grade 1 to 8 includes the population of children between 6 and 12 years from table 07459. Written language are 03743: Pupils in primary and lower secondary school, by the official form of Norwegian according to table 03743. Data for spoken language uses the number of immigrants and Norwegian born persons and assumes that this group uses another language at home than Norwegian. Data from table 05183.

First, we observe that of the 511 000 elementary school students in 1st to 8th grade in Norway, 105 301 participated in *Sommerles.no* 2018, equaling one in five of the total population. However, since not all municipalities participate in *Sommerles*, the participants represent one in four in the participating municipalities. Both written varieties, Nynorsk and Bokmål, are represented, however Nynorsk appears to be slightly underrepresented with 8% of the participants in *Sommerles* versus 12% of the population in Norway.

Only a small fraction of parents of the users answered the Parent survey; of the total 105 000 users, only 2788 of their parents replied. Of the participating parents, 66% of their children are students in 2nd to 4th grade. Judging by the number of pages read, the children of the parents that completed the survey had a far higher activity level in *Sommerles.no* than the typical user. This can be observed by comparing the number of pages read in column three and four, which is 519 for the median user but 2750 for the children of the parents that responded to the parent survey. Another difference between the groups is that 21% of the registered users did not register any pages read at all and

should perhaps not be regarded as a participant. The parents that responded to the survey therefore appears to belong to the most dedicated children.

In the case of gender, spoken/written language, and school grade, the participation in both *Sommerles.no* as a whole and the Parent survey are representative regarding gender and written language. For School grade, the percentage of students in grades 1 and 8 participating in *Sommerles.no* is much lower than the participation in the other grades in the population. This is to be expected, as the main target group of *Sommerles.no* is grades 3 to 6.

Although this study will not focus on reading skills, this is still an important factor as the amount of reading during the summer is most probably closely connected to reading skills. However, from the results from the evaluation in Hareid municipality, the tendency to participate in *Sommerles.no* was positively correlated with reading skills (Hareide, Lies & Hoås, in review) and it is therefore likely that this fact may carry over to the data used in this analysis.

3.3. Methodology

To explore the information collected in the five surveys, this study combines qualitative and quantitative methodology. The quantitative analysis uses descriptive statistics and tabulation in terms of important characteristics of the participants in *Sommerles.no* and persons surveyed. This analysis focuses on differences in participation between elementary school students with different language spoken at home, gender and pages read, as well as the analysis of quantitative data from the teacher and librarian study. The qualitative analysis focuses on open questions from the parent, the teacher and the librarian surveys regarding suggestions on how to improve collaboration between the school, the library and the parents. Answers to these questions are analyzed using Grounded theory method (Auerbach & Silverstein, 2004). The analysis starts by coding and categorizing repeating ideas that we regard as useful to improve collaboration. Next, the repeating ideas are aggregated to main themes of recommendations to increase participation.

4. Results and discussion

In this section we will present and discuss the results from the five different studies, and combine and contrast the results from the five different studies where possible.

4.1. The registration survey: Pages read by gender and home-language

Of the 105 319 children participating in *Sommerles.no* in 2018, 6753 report that they are multilingual and speak among them in total 52 different languages at home. 3989 also report that they read in other languages than Norwegian. The most frequently registered languages (see column 1) are English, Polish, Arabian, Swedish, German, Somalian, Spanish, Lithuanian, Russian, Kurdish, Tigrynia and Urdu, which roughly mirrors Statistics Norway's information on the origin of Norwegian immigrants⁶ being mainly European, Asian and African.

As reporting home language was not obligatory, the number of students with home-languages other than Norwegian may be underreported. Table 3 presents descriptive statistics of the number of pages

⁶ <https://www.ssb.no/innvandring-og-innvandrere/faktaside/innvandring>

read during the *Sommerles.no* 2018 period by gender and spoken home-language. The average number of pages read by the participants was 1169, which entails reading around 13 pages per day in the 92-day long *Sommerles.no* period from June 1st. to September 1st. The median – which represents the typical reading for a given students – is, however, much lower at 550 (5,9 pages a day).

Table 3 Pages read by gender and spoken home language. Source: Registration data

Variable	Number of participants	Mean	Median	Standard deviation	Min	Max
By gender						
Boy	45425	1143	527	1769	0	35463
Girl	59894	1188	567	1780	0	45229
School grade						
1	5788	679	330	972	0	12806
2	16744	710	325	1069	0	15973
3	19662	997	468	1484	0	25322
4	19436	1318	667	1897	0	31073
5	17670	1459	761	2050	0	35463
6	13845	1437	730	2054	0	30309
7	9045	1418	653	2151	0	45229
8	3129	1135	425	1846	0	20654
By spoken language						
Norwegian	98830	1156	549	1752	0	45229
Non-Norwegian	6489	1356	559	2094	0	22371
1 English	1603	1471	664	2271	0	22371
2 Polish	390	1020	503	1329	0	7541
3 Arabian	381	943	250	1543	0	10013
4 Swedish	286	1343	736	1901	0	12577
5 German	276	2009	1039	2679	0	20100
6 Somalian	266	1144	351	1945	0	13542
7 Spanish	236	1377	588	2154	0	14082
8 Lithuanian	223	1175	543	1806	0	14607
10 Russian	199	1532	676	2160	0	12645
11 Kurdish	198	1178	479	1853	0	10298
12 Tigrinya	163	1278	280	2233	0	13488
14 Urdu	136	1252	430	2145	0	13219
15 Danish	126	1967	1055	2668	0	15233
16 French	121	1739	1070	2026	0	12081
17 Albanian	101	832	149	1832	0	12040
:	:	:	:	:	:	:
38 Sami	23	2148	754	2882	0	10634
Total	105319	1169	550	1775	0	45229

One of the main reasons for this difference is that nearly 21% (21940) of the registered users did not register any pages read at all. The table shows that girls read slightly more than the boys; where the median girl read 567 pages, the median boy read 527.

We focus on the median when presenting differences between the groups. The reason is that the distribution of pages read is highly skewed. Most of the readers (75%) have read less than 3000 pages, but a few have read a lot more; the highest number of pages read reported is 45229. These few observations will to a large degree affect the mean values, making the mean a poor representation of the 'typical' reader.

The table also shows the summary statistics in reading by different spoken home-languages (the languages with at least one hundred observations). Here we see that some groups of children who speak other languages than Norwegian at home (French, German, Danish, Swedish, Russian and Spanish) read significantly more pages in average compared to children whose home language is Norwegian (a difference of around 20 percent).

The table also includes the Sami language, although it is only on the 38th most frequently registered language. From the table we see that only 23 participants had registered Sami as their home language. This is surprisingly few participants, considering that The Norwegian Directorate of Education and training (Utdanningsdirektoratet (Udir)) has registered 702 students from 1st to 8th grade who receive their education in sami⁷. This equals a participation rate of only 3 percent, which is substantially lower than the overall participation rate of 20 percent, and sami children are therefore either strongly underreported or strongly underrepresented. Looking at the median at 754, we see that those that do participate read substantially more pages than participants whose spoken home language is Norwegian (549).

Looking in detail at the pages read for these groups, it seems apparent that students with a European language background generally register a higher number of pages read than their non-European counterparts. Students from Western-European countries have on average read more than 500 pages during the *Sommerles.no* period, and students speaking French (1070 pages), Danish (1055 pages), German (1039 pages) at home have the highest median of pages read. The exception to this pattern is Albanian with a median of only 149. In comparison, the highest median registered reading pages by speakers of non-European languages are by students speaking Kurdish (479), Urdu (430), Somali (351), Tigrinya (280) and Arabic (250) at home. Possible explanations of this difference could be linked to the relative similarity or difference between these students' home languages and Norwegian. Western European languages have relative similarities (large overlaps for instance in vocabulary borrowed from Latin and Greek) whereas Albanian constitutes a branch of the Indo-European language family all by itself and is not closely related to any other language in Europe⁸. Arabian, Tigrinya⁹ and Somali all belong to the Afro-Asiatic language family¹⁰, where Arabian and Tigrinya belong to the Semitic branch, and do not use the Latin alphabet, whereas Somali belongs to the Cushitic branch. Although Somali uses the Latin alphabet, it is closely related to Arabic.

Other explanations could be related to socio-economic factors, such as migrant or refugee status. In the case of Somali, we must take into account official UN information stating that after more than two

⁷ <https://gsi.udir.no/app/#!/view/units/collectionset/1/collection/80/unit/1/>

⁸ <https://www.britannica.com/topic/Albanian-language>

⁹ <https://www.ucl.ac.uk/atlas/tigrinya/language.html>

¹⁰ <https://www.britannica.com/topic/Afro-Asiatic-languages>

decades of conflict, Somalia has one of the lowest enrolment rates for primary school children in the world. Only 30 percent of children are in school and only 40 percent of these are girls¹¹. The situation is slightly better in Eritrea where Tigrinya is one of the main languages, with a child enrollment rate of 55% in 2016¹². Arabic-speakers constitute today the largest group of refugees world-wide, with Syria and Palestine as the largest contributors of Arabic-speaking refugees¹³. The UN reports that

Currently the number of children and adolescents born outside Europe (including recently arrived refugee and migrant children) who leave school early is nearly twice as high compared to native-born children. Migrant children also have lower learning outcomes when they are not given adequate support. For example, around 3 in 4 native-born students attain proficiency in science, reading and math but only 3 in 5 students with a migrant background do¹⁴.

The UN is now calling on European countries to “increase resources and practical support for their school systems to ensure all refugee, asylum-seeking and migrant children can access and stay in quality education.”¹⁵

Other possible explanations may be related to the access to reading material in the language spoken at home. Libraries may order books in 70 languages from *Det flerspråklige bibliotek*¹⁶ (lit: The multilingual library), however this information must be available to book readers in a language they understand for them to be able to communicate the need to the local library. In addition, very few books exist for instance in Somali, and Verdensbiblioteket.no¹⁷, a library of international texts library users can order and pick up in their local library, only lists 41.

4.2. The parents' survey

The questionnaire parents were asked to fill in as an evaluation of *Sommerles.no*, clearly shows that the parents that chose to respond to the survey are very satisfied with the program. Of the 2788 respondents, 95% give the *Sommerles.no* the evaluation grade four out of five or five out of five. 74% report that their children read more as a consequence of their participation, and 77% report that their children visit the library more.

Table 4: Results from the parents' survey

Number	Question
I	I hvilken grad har Sommerles ført til at barnet ditt synes lesing er gøyere enn før?
37	1 I veldig liten grad
57	2
367	3
754	4
782	5 I høy grad
1997	
II	Hvilke elementer ved Sommerles stimulerer lesegleden til barnet ditt? (flere kryss er mulig)

¹¹ <https://www.unicef.org/somalia/education.html>

¹² http://data.un.org/CountryProfile.aspx/_Images/CountryProfile.aspx?crName=Eritrea

¹³ <https://www.flyktninghjelpen.no/global/statistikk/statistikk/#static-refugees-from-country-per-worldzone>

¹⁴ <https://www.unhcr.org/news/press/2019/9/5d774dbb4/unhcr-unicef-iom-urge-european-states-boost-education-refugee-migrant-children.html>

¹⁵ <https://www.unhcr.org/news/press/2019/9/5d774dbb4/unhcr-unicef-iom-urge-european-states-boost-education-refugee-migrant-children.html>

¹⁶ dfb.no

¹⁷ verdensbiblioteket.no

848	Sommerlesfortellingen
1067	De digitale troféene
1649	Premiene som hentes på biblioteket
1593	Å få poeng eller å gå opp i level
619	Sommerlesspillet eller å løse oppgavene
415	Barnet kan følge med på hva vennene leser
181	Annet
III	Opplever du at barnet ditt har blitt en bedre leser ved å være med på Sommerles? (flere kryss er mulig)
734	Ja, hun/han har lært flere nye ord
1107	Ja, hun/han leser raskere enn før
393	Nei, jeg kan ikke se noen merkbare endringer
260	Vet ikke
IV	Har lesevanene til barnet ditt forandret seg som en følge av Sommerles?
1472	Ja, barnet leser mer
11	Barnet leser mindre
514	Nei, ingen eller veldig små forandringer
V	Har skolen aktivt engasjert seg i at barna skal bli med på Sommerles? (Du kan sette flere kryss)
438	Nei
999	Ja, skoleansatte har delt ut skriftlig informasjon i klasserommet
741	Ja, skoleansatte har snakket positivt om <i>Sommerles</i> og har aktivt oppmuntret elevene til å delta
541	Ja, skolen har informert foreldrene og oppmuntret til deltakelse i <i>Sommerles</i>
473	Ja, skolen har tatt med klassen på folkebiblioteket eller har hatt besøk av bibliotekar
VI	Hvordan har det lokale biblioteket motivert ditt barn gjennom deltakelse i Sommerles? (Du kan sette flere kryss)
725	Biblioteket kommer med gode lesetips til barna
800	Biblioteket har vært flinke til å skape engasjement rundt <i>Sommerles</i> og lesing
829	Ikke stort, vi bare låner bøker og henter premier der
154	Vet ikke
VII	Har deltakelse i Sommerleskampanjen ført til at barnet ditt har besøkt biblioteket oftere?
1540	Ja
383	Nei
74	Vet ikke
VIII	Snakker barnet ditt andre språk enn norsk hjemme?
1609	Nei
9	Ja, eit samisk eller kvensk språk
2	Ja, romani
50	Ja, andre nordiske språk
125	Ja, engelsk
12	Ja, arabisk
5	Ja, tigrinja
7	Ja, polsk
6	Ja, urdu
172	Ja, et annet språk
IX	Har barnet ditt i løpet av Sommerleskampanjen lest en eller flere bøker på andre språk enn norsk?
215	Ja, barnet har lest en bok/bøker på morsmålet sitt, eller på språk vi snakker hjemme
551	Ja, barnet har lest en bok/bøker på et språk som ikke er morsmål/språk vi snakker hjemme (f.eks. et fremmedspråk lært på skolen)
1196	Nei
35	Vet ikke
X	Har du ideer til hvordan Sommerles kan nå ut til enda flere barn? Du kan sette flere kryss.
874	Foreldre bør få mer informasjon fra skolen om Sommerles
754	Læreren kan snakke med barna om Sommerles
792	Læreren kan legge til rette for at en bibliotekar kan komme inn i klassen og informere om Sommerles
902	Læreren kan ta med seg klassen på biblioteket (om mulig)
1115	Skolen kan starte opp Sommerles i skoletida, like før sommerferien
560	Sommerles bør fortsette å være frivillig, og ikke knyttet til skolen
1065	Sommerles kan være mer synlig i media
101	Annet
XII	Hva er totalopplevelsen deres av Sommerles 2018?
2	1 Veldig dårlig
7	2
96	3
551	4

When asked about which elements of *Sommerles.no* believed to stimulate their children's joy of reading, 59% of the parents replied "the rewards the children collect at the library", 57% replied "receiving points and levelling up" and 38% "the digital trophies". In the following sections we will combine the data from the registration with data from the parents' study.

4.3. Combining data from the registration and the parents study: Reading improvement by gender, language and pages read

As one may remember from the theory section, or previous study found that the children that participated in *Sommerles.no* maintained their reading competence over the summer, whereas non-participating students lost reading competence as measured in standardized tests (Hareide, Lied & Hoås, in review). In this study, we wish to examine whether parents observe any changes in reading competence in their children as a result of participating in *Sommerles.no*. The best measure of changes in reading capabilities in our current data are the parents' answer to whether their children have become better readers due to their participation in *Sommerles.no*. Hence, we use the parents' answers as the measure of the impact of *Sommerles.no*.

Table 5 displays answers from the parents' survey to questions about their children's reading improvement. The table also provides a split between gender and spoken language. For the whole sample, the parent's survey shows that a clear majority reported a positive view of *Sommerles.no*. Almost 80% of the parents observed a positive change in reading competence during the summer. 24% reported improvement in both word comprehension and reading speed. 13% reported only increase in word comprehension, while 33 pct. reported improved reading speed.

Table 5 Reading improvement by gender and spoken language. Source: Registration data and Parent survey

Variable	Learned more words and read faster	Learned more words	Reads faster	No noticeable effect	Do not know
Gender					
Boy	23%	16%	31%	19%	11%
Girl	25%	11%	34%	17%	12%
Spoken language					
Norwegian	23%	13%	34%	18%	12%
Non Norwegian	34%	13%	26%	18%	10%
Total	24%	13%	33%	18%	11%

Table 5 displays summary statistics of reading of pages by the answer to the question concerning reading improvement (question 3 in the parent survey). The different rows split the data into groups that correspond to the different quantiles of the distribution of pages read. The first row, for example, displays answers for the group of pupils that read between 1 and 104 pages.

Caution should be taken when interpreting these numbers. Firstly, these are survey answers from a secondary source. It is difficult to assess whether parents are capable of assessing both the reading skill before the summer and the counterfactual skill after the summer had their child not participated in *Sommerles.no* – in principle, they have to know both of these skills to correctly answer the question.

Secondly, the reading improvement might be affected by the intensity that they have used *Sommerles.no*. The first problem we cannot assess using the data available. However, the answers from the parents are broadly consistent with the answers from the teacher survey. In the teacher survey, 22% say that participants in *Sommerles.no* develop reading skills faster and 36% answered that they have noted differences between the two groups, but some children develop skills faster than others. 21 percent answered that they observed no change in reading skills, compared to 18 percent in the parent survey. The largest difference between the surveys is a higher proportion of answers in the do not know category in the teacher survey.

The second problem can be investigated by looking at differences in reading improvement with respect to the number of pages read during the summer. The answers from the Parent survey indicates a positive association between pages read and reading skills, presented in Table 5, but the tendency is very weak.

Table 6. Reading pages by reading improvement. Source: Registration data and Parent survey

	Learned more words and read faster	Learned more words	Reads faster	No noticeable effect	Do not know
1–104 pages	27 %	16 %	30 %	18 %	9 %
105–249 pages	25 %	12 %	36 %	17 %	11 %
250–545 pages	28 %	11 %	33 %	16 %	11 %
546–17650 pages	28 %	15 %	29 %	16 %	12 %

Students that both were reported to be reading faster and learning more words is highest for those that read more than the mean value of 249 pages. For the values “has learned more new words” “reads faster” separately, the evidence is mixed. The share of parents answering ‘No noticeable effect’ seems to decline (from 18 to 16%) as the number of pages increases. The share of parents answering ‘Do not know’ increases, however, slightly in the pages read. Excluding this category when calculating the percentages gives, however, the same tendency.

4.4. Reading improvement by parents’ observations of schools’ encouragements

Table 6 presents summary statistics of reading improvement with respect to the activities conducted by schools to encourage participation in *Sommerles.no* (question 5 in the parent survey). 50% of the parents noticed that schools have shared written information about *Sommerles.no*, and 36% of the parents state that school employees have orally encouraged students to participate in *Sommerles.no*. About 28% of the parents in the survey confirmed that they themselves have been asked by schools to encourage their children to take part in the reading campaign. Comparatively, only 23% of the parents respond that schools have brought their children’s classes to visit libraries or that their children’s classes have had visits from librarians. Approximately 21% of the parents did not notice any of those activities in their children’s schools.

Table 7. Reading improvements by the school’s encouragement activities. Source: Parent survey

Reading improvements

School encouragement	Learned more words and read faster	Learned more words	Reads faster	No noticeable effect	Do not know	Sum	Share of total
Share written information	380 (27%)	188 (13%)	474 (34%)	233 (17%)	131 (9%)	1406 (100%)	50%
Oral encouraging	272 (27%)	141 (14%)	328 (32%)	169 (17%)	107 (11%)	1017 (100%)	36%
Inform parents	214 (28%)	103 (13%)	252 (33%)	111 (14%)	92 (12%)	772 (100%)	28%
Class visits library	185 (28%)	78 (12%)	206 (31%)	120 (18%)	65 (10%)	654 (100%)	23%

Note: Percentages in parenthesis is the share within the horizontal category (type of encouragement)

The answers from the Parent survey displays a positive association between reading-skill improvements and the schools' activities to promote student's participation in *Sommerles.no*. Of the group of parents who answered that the schools shared written information about *Sommerles.no*, 74% also say that their children have read either quicker or have learnt more words than before, and of these, 27% stated that their children read both quicker and learnt more words. A similar proportion of improvements appears in association with oral encouragement. About 73% of the parents who have responded "Yes" to this activity, also think their children have experienced improvement either in reading speed or word learning, whereas 27% of them have noticed improvements both in reading speed and word learning. Among the parents who have been contacted by schools, 74% of the respondents have thought that *Sommerles.no* have caused their children to read quicker or more words than before, and 28% of their children have seen improvements both in reading speed and vocabulary. Among the parents who have confirmed classes' visits to libraries or having visits from librarians, 71% of them answer that their children read faster or have learnt more words than before their participation in *Sommerles.no*. According to the parents, therefore, the schools' promotion of *Sommerles.no* is highly effective.

4.5. Parents' view of reading improvements by collaboration with libraries

Table 8 lists summary statistics of the parents' answer to the question "How has your local library motivated your child to participate in *Sommerles.no*?" compared to the answer to "In your experience, has your child become a better reader by participating in *Sommerles.no*?" Of the 2788 parents participating in the survey, more than one-third (36%) answered that the libraries have shared useful tips for reading material with the participants in *Sommerles.no*. Approximately 40% of the parents agreed that their local libraries have done a good job in encouraging students both to read and to attend the *Sommerles.no*-campaign, whereas almost the same proportion, (41%) of the parents, answered that "The library hasn't done much, we just borrow books and collect prizes there." In contrast, around 8% of the parents have answered "I don't not know".

Table 8. Reading improvements by library activities. Source: Parent survey

Library's activity	Reading improvements					Sum	Share of total
	Learned more words and read faster	Learned more words	Reads faster	No noticeable effect	Do not know		

Good reading tips to students	302 (30%)	130 (13%)	324 (32%)	144 (14%)	103 (10%)	1003 (100%)	36%
Encourage participation	320 (28%)	142 (13%)	379 (34%)	176 (16%)	108 (10%)	1125 (100%)	40%
Only loan books & collect prizes	264 (23%)	146 (13%)	375 (32%)	234 (20%)	137 (12%)	1156 (100%)	41%
Do not know	33 (15%)	31 (14%)	66 (30%)	48 (22%)	44 (20%)	222 (100%)	8%

Note: Percentages in parenthesis is the share within the horizontal category (type of library's activity)

When studying the proportions within each group, it seems that reading skills appears to be associated with active involvement from the library. Of the parents who answered that libraries have shared useful tips to students in *Sommerles.no*, 75% of their children have been noticed to have improved their reading skills in association with *Sommerles.no*, and 30% of their children read both faster and more words than before. Similarly, of the parents who accept/say that local libraries have done a successful job in encouraging their children's participation in *Sommerles.no*, 75% agree that their children have improved their reading skills (either reading speed or improved vocabulary), whereas 28% see improvement in both in reading speed augmented vocabulary. Comparatively 68% of the parents who responded that they use the library only to loan books and pick up prizes, reported an increase in their children's reading skills.

4.6. Parents view of how *Sommerles.no* can attract more participants (parents survey)

The parents were asked for their opinions on how the attendance of *Sommerles.no* may be increased. As can be observed from table 7, the most frequent answers were that "the schools could start the children up in *Sommerles.no* before the summer vacation (55%)". The *Sommerles.no* campaign starts June 1st, every year, three weeks before the summer vacation starts, and therefore allows for the schools - and the parents - to start the students on the campaign before the summer vacation. Judging by the parents' response, this fact may not be well known. The second and third most frequent responses were that "*Sommerles.no* should be featured more in the media (54%)" and "Parents should get more information" (43%). An idea would therefore be to feature the information about starting *Sommerles.no* while still in school to the parents via the media and via the schools.

Table 9. Frequencies of suggestions about how *Sommerles.no* can attract more students, from parents' survey

Idea	Frequency (of respondents)	Percent
Parents should get more information	1190	43%
Teacher talks to the students	1061	38%
Librarian visits schools to provide information	1110	40%
Teacher brings the class to library	1307	47%
Schools could start <i>Sommerles.no</i> before the summer vacation.	1545	55%

<i>Sommerles.no</i> should be voluntary, not connected to school	809	29%
<i>Sommerles.no</i> featured more in media	1498	54%

Other frequent answers were: “the teacher should bring the class to the library” (47%) and “a librarian visits the school” (40%). Although *Sommerles.no* focuses on reading for pleasure, less than 30% of the parents think the program should be totally voluntarily and not connected to the schools. The cooperation between schools and libraries will be discussed in further detail later in this paper.

4.7. The teacher survey

A total of 227 teachers from 70 different municipalities in 14 out of the 18 Norwegian regions participated in the survey. The grand majority of the respondents report being the main teacher of a class from 2nd to 7th grade, whereas only few 1st grade teachers responded. The response is spread equally between the grades between 2nd and 6th, but dips somewhat for 7th grade. This distribution is similar to the distribution of all participants in *Sommerles.no*. The teachers were asked six questions about their students’ participation in *Sommerles.no* in 2018, for their evaluation of the program and suggestions for the future development of *Sommerles.no*.

Table 10. Overview of answers from the teacher’s survey

Have you encouraged participation in *Sommerles.no*? Multiple answers possible

32,3%	Have handed out information, nothing more
72,1%	We spent time motivating the children before the start of <i>Sommerles.no</i>
34,1%	Librarians visited to inform about <i>Sommerles.no</i>
18,1%	My class visited the library and received information
3,1%	No, we haven’t done anything

How many of the children in your class attended *Sommerles.no* this year?

15,9%	Almost all
28,6%	More than half
29,1%	Less than half
16,7%	Just a few
9,7%	I don’t know

Can you notice any difference in the joy of reading/motivation for reading in the children that participated in *Sommerles.no* vs. the children that did not participate?

60,4%	The children who participated in <i>Sommerles.no</i> are more motivated for reading
0,0%	The children who participated in <i>Sommerles.no</i> are less motivated for reading
26%	I notice little or no difference

13,7% I don't know

On a scale from 1 to 5 where 1 is not useful and 5 very useful, how useful do you think *Sommerles.no* is for your students?

5: 40,5%

4: 35,7%

3: 21,1%

2: 1,8%

1: 0,9%

Who do you think benefit from *Sommerles.no* in your class? Multiple answers possible

86,6% Children who already love reading

59,9% Strong readers

45,4% Children who need to be stimulated to read more

42,7% Girls

36,6% Boys

29,1% Students that like the gamification approach

25,5% Multilingual students

8,4% I don't know

3,5% Others (most answers related to parents)

Are there any groups of students *Sommerles.no* should focus on reaching next year?

54,4% Students that struggle with reading

30,4% Boys

8,8% Multilinguals

4,6% Other

1,8% Girls

97,3% of the teachers in this study find *Sommerles.no* to be useful (answering 3 to 5 on the usefulness scale) for their students, whereas 76,2% of the teachers give *Sommerles.no* a 4 or 5 on the usefulness scale. Only 2,7% report *Sommerles.no* to be less than average useful. Caution should be taken when interpreting these results. The fact that only 3,1% of the teachers responding to this survey answer no to question 1 "Have you encouraged participation in *Sommerles.no*" strongly indicates that the teachers answering this survey represent the most interested teachers.

When teachers provide information about their own experiences with *Sommerles.no*, however, they constitute a reliable source of information. 60,4% of the teachers found that children who participated in *Sommerles.no* are more motivated for reading than the children that did not participate. When asked "Who do you think benefit from *Sommerles.no* in your class?" the teachers range "Children who need to be stimulated to read more" (45,4%) third after "Children who already love reading" (86,6%) and "Strong readers" (59,9%). When asked "Are there any groups of students *Sommerles.no* should

focus on reaching next year?” the answer “students that struggle with reading (weak readers)” (54,4%) is by far the most frequent. These are important signals from the teachers.

The link between motivation and weak readers is important. Several studies have attested that motivation is of primordial importance for children and young adults’ reading competence, the results they achieve as well as how much they read (Guthrie & Wigfield, 2000; Tracey & Morrow, 2006; Malloy, Marinak & Gambrell, 2010; Lundetræ & Gabrielsen, 2013). Although the international reading survey Progress in International Reading Literacy (PIRLS) report that Norway has fewer weak fourth grade readers in 2016 than in 2006, many Norwegian school children still struggle with reading (Mullis et al., 2017).

In both the 4th and 5th grades more students than before are characterized as strong readers. 34% of the 4th grade students and 58% of the 5th grade students were characterized as having a high or advanced level in PIRLS 2016. By comparison, in PIRLS 2011 the percentages were 25% for 4th grade and 52% for 5th. The proportion of 4th graders characterized as weak readers have been significantly reduced, from 24% to 20%. The percentage of weak readers in the 5th grade is however stable, at 9% in both surveys (Gabrielsen et al. 2017)

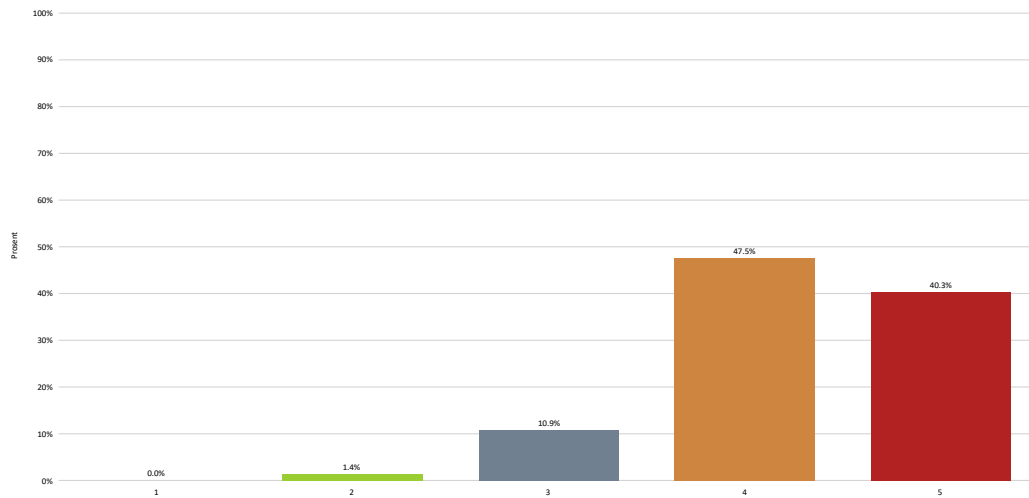
The PIRLS – results also demonstrate that weak readers read less during their leisure time than do strong readers, and they read less for fun and pleasure, which according to Shin & Krashen (1973) is the most important mode of reading for developing reading skills. Lundetræ & Gabrielsen (2013) observe a strong connection between reading skills and motivation. This observation echoes Bandura (1997), who establishes a strong connection between a person’s belief in their abilities to succeed (self-efficacy) and motivation. The individuals’ expectations influence their choices, efforts and endurance (Hattie, 2009; Pajares & Scunk, 2001; Skaalvik & Skaalvik, 2005), and motivation can be construed as a force that influences whether children read during the summer or not. In this respect, *Sommerles.no* has an important role to play.

Another important factor pointed out by Lundetræ & Gabrielsen (2013) is that whether the children experience joy of reading and positive reading experiences is connected to their parents attitudes towards reading. In their study parents of weak readers reported that they only read when they had to, to a much larger degree than parents of strong readers. Possibly some of the parents of weak readers may also be weak readers, and may therefore avoid reading related situations. For these children it is especially important to be introduced to the joy of reading through for instance *Sommerles.no*.

4.8. The librarian study

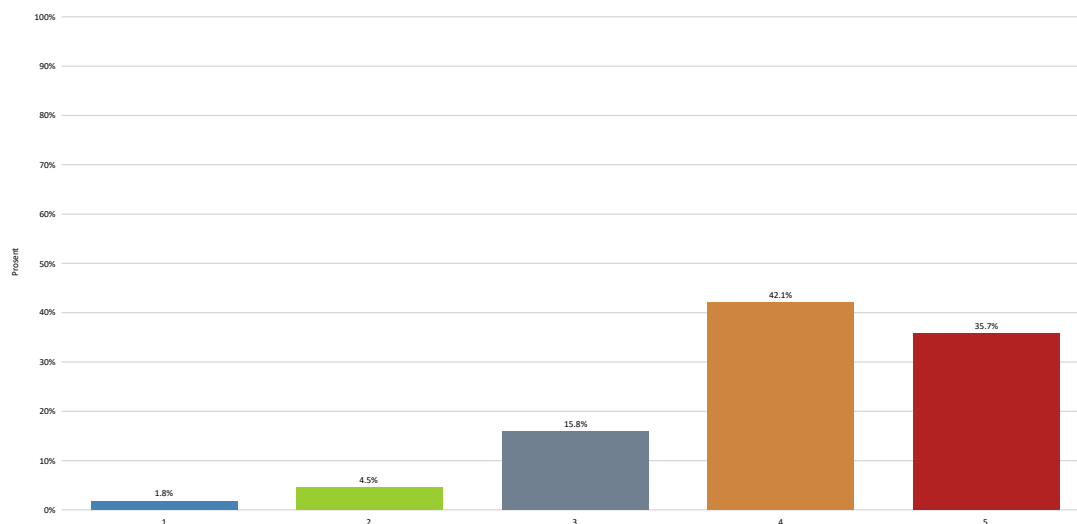
The 221 libraries that responded to our study, represent all Norwegian counties except Vest-Agder, and constitute a response rate of 60% of the 372 libraries that participated in *Sommerles.no* in 2018. The response from the librarians is overwhelmingly positive. When asked how much they felt *Sommerles.no* contributes to stimulating children’s interest in reading and reading competence, 87,8% answered 4 and 5 on a scale from 1 to 5 where 1 is “very little” and 5 is “very much”. Only 1,4% of the librarians gave scores below 3 (average) resulting in 98,6% answering from 3 to 5.

Table 11. Librarians study: On a scale from 1 to 5, where 1 is “very little” and 5 “very much”, how much do you think *Sommerles.no* contributes to stimulating children’s interest in reading and reading competence?



When asked how well they felt the *Sommerles.no* campaign functioned at their library this summer (2018), 93,6% of the librarians answered in the range from “average” to “very well” (3 to 5), whereas 77,8% answered “well” to “very well”(4 and 5).

Table 12. Librarians study: On a scale from 1 to 5 where 1 is “badly” and 5 is “very well”, how well do you think *Sommerles.no* has functioned at your library this summer?



The librarians were also asked a series of open questions on how *Sommerles.no* can be improved to stimulate children’s joy of reading in general, to better reach weak readers and children who speak other languages than Norwegian at home. These answers will be analyzed using Grounded theory method (Auerbach & Silverstein, 2004) and are presented in the following chapters.

4.9 Factors in *Sommerles.no* that can be developed to stimulate interest and participation in the program (librarian’s study)

Table 13 depicts the results from the open question «Do you have any suggestion on how *Sommerles.no* can further stimulate children’s reading for pleasure? (*Har dere forslag til hvordan Sommerles.no i enda større grad kan stimulere til leseglede hos barn?*)

Table 13. Recommendations from library employees on how *Sommerles.no* can be improved

Topic	Libraries and schools should collaborate more	Schools should make more efforts to promote <i>Sommerles.no</i>	Parents should be better informed about <i>Sommerles</i>
Main idea 1	Library employees should visit schools more often (e.g. transport support) to provide better information about <i>Sommerles.no</i>	Teachers should receive better information and spread knowledge to students to encourage participation in <i>Sommerles.no</i>	It is important for parents to get information about <i>Sommerles</i> before the beginning of June via parent meeting in School.
Main idea 2	Teachers, principals and school librarians should be more involved and better informed, and cooperate more/better.	Schools should arrange more class visits (need transport) to the libraries, and order more information booklets from the libraries	Parents should be informed about the importance of maintaining their children’s reading level during summer.
Main idea 3	Libraries should effectively train and support students in how to register and log in to <i>Sommerles.no</i> (Problematic due to GDPR-regulations)	Schools can collect previous authorization from the parents in order to help everyone in the class start <i>Sommerles.no</i>	
Topic	Better recourse availability to <i>Sommerles</i>.	Better marketing of <i>Sommerles.no</i>	
Main idea 1	Easier and more concise way to register and use <i>Sommerles</i> , and learn statistics of performance.	Information to schools and libraries about the campaign as early as possible (April/May)	
Main idea 2	Easier use in school library/combo library, easier access to various reading materials	Involve popular children’s authors: important for encouragement	
Main idea 3		Make participating in <i>Sommerles.no</i> more interesting and enjoyable	

Librarians have experienced that the competition-element in *Sommerles.no* may become an emotional burden for children who struggle with reading, and recommend motivating their parents as early as possible for their children’s participation in *Sommerles.no*. More direct marketing is needed to parents, to clearly demonstrate why it is beneficial for their children to participate in the *Sommerles.no* reading campaign during their summer holiday. Libraries or schools may arrange meetings to explain the importance of participation in *Sommerles.no* both to maintain their children’s reading competence and for its’ further development. Hopefully by doing so, the parents will be better suited to focus more on encouraging their children to participate in *Sommerles.no.*, and help their children find the most suitable level and and interesting reading material books to engage their children.

The librarians also recommend that *Sommerles.no* could provide a larger variation of rewards and make it easier for children to win the rewards for children to become more interested in *Sommerles.no*, for example lowering levels for reaching the lowest reward points could directly encourage their involvement. First and foremost, *Sommerles.no* must not become obligatory homework after school, but must remain a summer leisure and pleasure activity.

The librarians strongly suggest more cooperation between the schools and the libraries. As teachers have daily contact with their students, it would be highly beneficial if teachers engage more directly in the promotion of *Sommerles.no*. The librarians suggest that they should visit schools more often (if resources are provided), and a cooperation between teachers who know the individual children's reading level, and librarians, who are experts on available reading material, is beneficial in order to stimulate the children's reading enthusiasm throughout the summer. For example, librarians can demonstrate reading materials in class, preferably tell a little about the books, so students can acquire more knowledge of book types and contents before the summer season. Before the visit from the librarian, the schools could already have collected authorizations from the parents for participation in *Sommerles.no*, and the librarians could help sign the children up there and then.

Librarians also suggest involving authors of popular children's books to stimulate and encourage children to read.

The registration process for *Sommerles.no* presents a lot of text, and can in itself be enough to scare weak readers away. Some students gave feedback that they gave up attendance due to technical problems. According to the response from the librarians, the *Sommerles.no* website should also improve the search features, make it easier to enter time/ pages on audio books, and to find links to audio books and cartoon series.

Table 14. The teacher's recommendations on how to encourage more student attendance and achieve better operation and performance of *Sommerles.no*

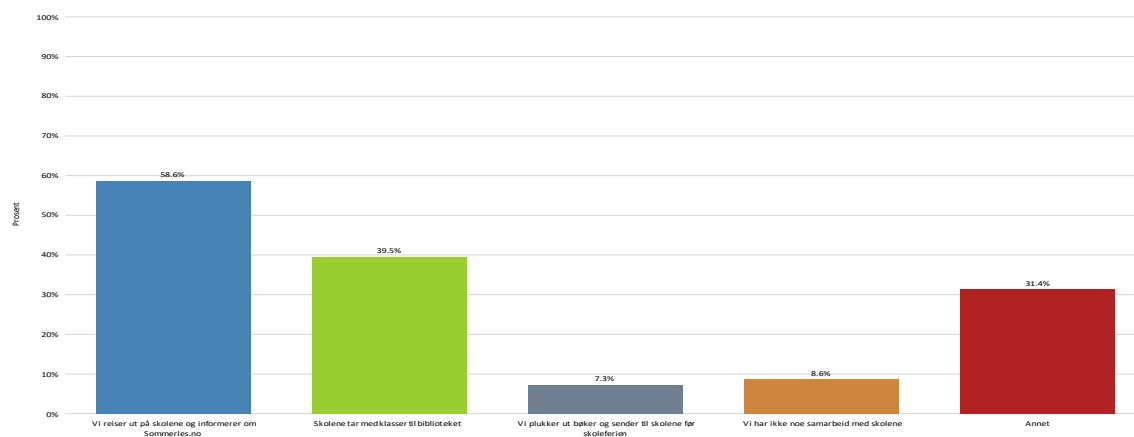
Topic	Parents must be better informed and must be more involved	<i>Sommerles</i> must be enjoyable – reading for pleasure	Library should have more collaboration with schools and classes, and give support to students and parents.
Main idea 1	Arrange meetings with parents to better motivate weak readers .	Rewards should be more widely available as it is an exciting means to stimulate participation.	Library employees can visit schools and classes more often, to inform about <i>Sommerles</i> as early as possible.
Main idea 2	Parents can be informed better on how to and help find suitable books for the children to enjoy reading in summer	Other measures, like the gaming aspect, make <i>Sommerles</i> a more leisure activity than obligatory school homework.	The libraries can arrange meetings for parents to provide more knowledge about the program.
Main idea 3	Information about the program should be provided in more		Classes and students can visit the libraries more often.

	languages to cater to immigrant families.		
Topic	More availability, useful information and more easily access to reading materials	Teacher must engage more	Better arrangement and operation of the program
Main idea 1	Various types of reading materials, like audiobooks, books, should be available in different languages	Teacher as a direct connection between students, parents and library should play a key role in motivating students to read more.	Information about the <i>Sommerles</i> campaign should be available as early as possible
Main idea 2	Books with interesting topics and characters.		Easier to register in <i>Sommerles.no</i> and it should be easier to use.
Main idea 3	Visit from authors can be interesting and helpful in encouraging students to choose the book.		The reading result and performance should be easier to search in the <i>Sommerles.no</i> program

4.10. Collaboration between the libraries and schools

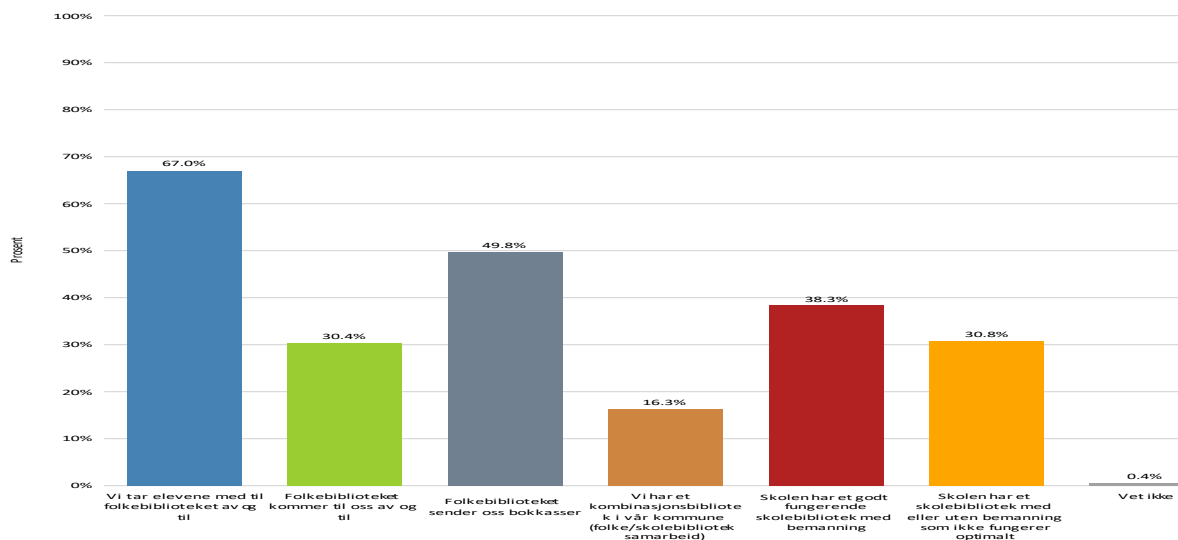
The librarians were also asked about how the library collaborates with schools. 58,6% say that the librarians visit schools to inform about *Sommerles.no*, whereas 39,5% state that the schools bring classes to the library.

Table 15. The librarians' view of cooperation with schools



Interestingly enough, the answers from the teachers to the same questions show the opposite result: 67% of the teachers say they bring students to the library, and only 30,4% stated that the librarians visit the schools.

Table 16. Teacher's study: How do you cooperate with the library today?



Both the teachers and librarians were asked whether the reading campaign has influenced the cooperation between the schools and the libraries. 48% of the teachers state that *Sommerles.no* has not influenced their relationship to the library, 10,3% say the cooperation has improved, but only just before the start of the yearly *Sommerles.no* reading campaign. 24,1% cooperate more with the libraries all year as a result of the *Sommerles.no* cooperation, and 17,4% do not know.

The librarians were asked both about improvement in their cooperation with the schools both with regards to quality and frequency. As can be noted from table 13, the librarians report no great differences in quality and quantity: approximately 15% have noted better or more cooperation, approximately 70% noted no difference, but state that they cooperated well already, whereas around 16% have noted no increase or improvement in the communication.

Table 17. Librarians study: Has *Sommerles.no* caused better / more cooperation with the schools?

	Better cooperation	More cooperation
Better/more cooperation	11,4 %	15,1%
More or less like before, but we cooperated well before	74,1%	67,9%
No, the cooperation has not improved/increased	15,9%	17,0%

Both the librarians and the teachers were asked open questions about how the collaboration between libraries and schools can be further developed, and the responses are analyzed in the following chapters.

4.11. The teacher's suggestions for better collaboration with the libraries and for improving *Sommerles.no*

The teacher survey revealed that teachers generally want closer collaboration between libraries, schools, classes and parents. They hope libraries can give more support to students and parents. For example, many teachers hope that the libraries can arrange more visits to schools and classes, have

more face-to-face contact with students and introduce interesting reading materials, in order to stimulate the students' interest in attending the *Sommerles.no* campaign. In addition, teachers suggest that libraries can arrange meetings with parents if needed, to provide more information and knowledge about how to use the *Sommerles.no* campaign, as well as the registration process. An idea here would be for the schools to invite the library to a parent – teacher conference in the spring semester, so parents can get first-hand information about *Sommerles*.

The teachers also suggest that schools should get more support, for instance for transport to facilitate student visits to the libraries, so students can become more familiar with the library, and hopefully return alone or with their families.

Some teachers also highlighted the importance of *Sommerles.no*'s focus on enjoyment and pleasure, as well as the gaming element. A recurring comment is that *Sommerles.no* should remain a leisure activity rather than an additional school or homework activity to make the activity exciting for everyone. The teachers report that the rewards or prizes should be more tempting in order to entice more students to participate. In addition, the rewards should be more widely available for most of the attendants. Although the rewards may be interesting for most of the children, some teachers think that the current system requires a too long reading trajectory before the child receives rewards, and therefore recommend lowering the point levels for receiving prizes in order for children whose reading skills or focus is weaker to experience the success of mastery and receiving prizes.

Many of the teachers answered that they hope *Sommerles.no* can provide more types of books, both in Norwegian, English and other languages for different age groups. Some teachers suggest that students can start a trial a little earlier in June, and visit libraries to find appropriate books with the help of their parents. These answers clearly demonstrate a need for information specifically directed at teachers, as *Sommerles.no* does start June 1st, and any book can be registered in *Sommerles*, whether the books themselves are provided by libraries, bookstores, parents and grandparents' bookshelves etc. Furthermore, teachers also stated that face-to-face meetings with authors of children's books could be both fun and inspirational for students. This measure is also recommended by the librarians, and is often used by the libraries for the *Sommerles.no* kickoff. These answers clearly signal that *Sommerles.no*'s information has not quite reached the teachers, and reveals a potential for better or better targeted communication with the teachers.

4.12. Librarian's ideas for better collaboration with schools, and some ideas and suggestions about *Sommerles.no*

The librarian survey also provided insightful suggestions for how schools and libraries could collaborate better on the *Sommerles.no* campaign. Like the teachers, most librarians consider that visiting schools and all of their classes is an effective and necessary way to inform about *Sommerles.no*, however these activities require that the necessary resources (time, funding, etc.) are made available. They also suggest organized meetings with teachers, so teachers may spread the updated information about *Sommerles.no* to schools and classes. Some librarians suggest that each school may appoint a "school-library contact", who will receive firsthand information about *Sommerles.no* and be responsible for communicating it to the other teachers. At the same time, it is important for the librarian and library leader to be involved in the *Sommerles*-activities in the schools. Through better communication between library- and school leaders and principals, a forum for discussing both challenges and ideas for the improvement of both the local and national *Sommerles.no* campaign may be established. In addition to functioning as a guide to the library, showing the students around and explaining the cataloging system, librarians may also perform an important role in showing and helping students to

find adequate books and registering them in *Sommerles.no*. This latest idea is in line with Fiore & Roman, who advocate the librarian as dedicated reading coaches for children

Both librarians and teachers want more and better cooperation between the schools, the libraries and the parents. Both groups want the librarians to visit the schools more often, and for school classes to visit the libraries, and for parents to be more involved in *Sommerles.no*. Both groups note that resources must be allocated for schools to visit the library and the libraries to visit the schools. Interestingly enough, these are also the most frequent suggestions from the parents study.

4.13. Analysis of the importance of collaboration between school/library and participation according to teacher survey

Table 18 shows an overview of the measures (multiple choice) teachers have used to encourage participation in the *Sommerles.no* campaign and the participation situation in their class.

Table 18. Participation by measure of encouragement. Source: Teachers survey

Encouraging measure	More than half	Less than half	do not know	sum	share of total
Share brochure	19 (26%)	40 (55%)	14 (19%)	73 (100%)	32%
Active encouragement	84 (52%)	71 (44%)	8 (5%)	163 (100%)	72%
Visits from the library	45 (58%)	30 (39%)	2 (3%)	77 (100%)	34%
Bring classes to the library	26 (63%)	12 (29%)	3 (7%)	41 (100%)	18%
No activity	1 (14%)	5 (71%)	1 (14%)	7 (100%)	3%

Note: Percentages in parenthesis is the share within the horizontal category (type of encouraging measure)

The teacher survey reveals that visits and contact between the library and the school have a positive association with participation. Table 5 demonstrates that the measure teachers have used most often to promote the program is to actively encourage students to participate before the summer, and almost 72% of the teachers have used this measure. A little more than half of the responding teachers in this category (52%) answered that more than half of the students in their classes have participated in the *Sommerles.no* program, while in 44% of the classes in this category, less than half of the students have participated *Sommerles.no*. The second and third most often used promotion measures are visits from library employees to the school to inform about the *Sommerles.no* program, and the school handing out information (brochures) to the students. About 34% and 32% of the teachers in the survey have used those two measures. The most successful measure was “visit from library employees”. 58% of the teachers who has visits from the library, more than half of the students participated in *Sommerles.no*. In contrast, of the classes that received brochures about *Sommerles.no* only 26% of the teachers in the survey report that at least half of the students in their class have taken part in the *Sommerles.no* program. Comparatively, about 18% of the teachers have answered that their classes have visited libraries to get information about the program, and among this category, about 63% of teachers have answered that more than half of the students in their classes have attended

Sommerles.no. In total only 3% of the teachers say that no promoting activities have been taken in their school to encourage students to participate the *Sommerles.no* campaign.

A potential problem with this analysis is that the librarians and or teachers with the strongest interest in the *Sommerles.no* campaign may also be the ones who actually visit the school and the library. In this respect the contact is a result of the underlying motivation of the teacher and/or librarian. Unfortunately our data does not enable us to investigate this problem further.

Table 19. Cooperation between library and school in the *Sommerles* program and how *Sommerles* stimulates students' reading interest and skill. Source: Librarian survey

Library's Activity	<i>Sommerles</i> stimulates reading skills			
	high	Low	Sum	Share of total
Librarian visits school	121 (94%)	8 (6%)	129 (100%)	58%
Class visits to library	81 (93%)	6 (7%)	87 (100%)	39%
Send books to school	14 (88%)	2 (13%)	16 (100%)	7%
No cooperation	13 (68%)	6 (32%)	19 (100%)	9%
	(14%)	(71%)	(14%)	(100%)

Note: Percentages in parenthesis is the share within the horizontal category (type of library's activity)

As one may remember, 221 library employees have answered questions regarding cooperation between libraries and schools to promote the *Sommerles.no* program. Table 19 shows the contingency occurrence between cooperation activities and the level of which the *Sommerles.no* program has stimulated students reading interest and skills evaluated by library employees. From the table, we can see that the most effective cooperation activity is that library employees visit schools and provide information about *Sommerles.no*. Of the 129 library employees that have selected this measure, almost 94% have estimated that students' reading interest and skills are stimulated significantly. The next important cooperation activity answered by library employees is that schools bring classes to libraries. Of 87 library employees who have chosen this measure, nearly 93% have seen a positive clear effect resulting in more interest in reading and better reading skills in the students. About 7% (16) of the employees surveyed indicate that they have picked out books and sent to schools, with 88% of them that have noticed a positive trend in stimulating students' reading interest and skills. We also noted that around 9% of the library employees included in his study cited that there has been no cooperation activities between their libraries and schools.

4.14. Librarians opinions on how *Sommerles.no* can reach more elementary school students and parents whose home language is not Norwegian

Table 20 presents ideas from the library study on how *Sommerles.no* can reach more of the elementary school children who speak other languages than Norwegian at home, as well as how *Sommerles.no* can reach these student's parents. In addition to books in both Norwegian written standards (Bokmål and Nynorsk) and the Sami language (in communities where Sami is spoken), libraries ought to have a repository of books in English and the most frequently spoken foreign

languages spoken in that community (other than Scandinavian languages), such as Somali, Polish, Arabic, Tigrinya, etc.

Table 20. How can *Sommerles.no* reach more elementary school students and their parents who speak other languages than Norwegian at home?

Topic	Better access to reading materials in main foreign languages	The <i>Sommerles.no</i> website should be easier to use for students with immigrant background.	Parents in the minority families plays a major role in stimulating their kids attendance in <i>Sommerles</i>.
Main idea 1	More books available for children to choose in <i>Sommerles</i> database	The webpages should have the possibility to choose among other main minority languages: Sami, English, Somali, Polsk, Arabic, Thai, Tigrinja, etc.	Information letters in different languages that can be distributed to parents at the start of <i>Sommerles.no</i>
Main idea 2	More recommendations of books in foreign languages from the program	The registration and user interface should be easier to use, especially the procedures for email confirmation, password setting, etc.	If required, parents can have own meetings with library to get training and support.
Main idea 3	First and foremost, at least, the books in the official languages of the country should be on the lists	The potential is LARGE. The trick is to reach their parents and make them aware of the importance of <i>Sommerles.no</i>	Parents and children can get help from others, like the refugee services (Flyktningstjenesten).
Topic	Schools and teachers make efforts to spread information and help immigrant families	Libraries make better efforts to support students with multilingual needs	
Main idea 1	Teachers should provide students with training in the <i>Sommerles.no</i> program and follow them up before the holiday	Libraries as a depot of materials can do an initial job of borrowing children's and youth books in main foreign languages from the government.	
Main idea 2	Schools must receive multilingual material well in advance so that interpreters and specialist teachers can convey the materials for home use.	Students with multilingual needs should visit the library more frequently, to learn more about <i>Sommerles</i> and about how they can easily make a profile there.	
Main idea 3	teachers must motivate and help with registration		

Librarians also hope that the *Sommerles.no* website could be easier to use, especially for students whose home language is not Norwegian. The website should facilitate the possibility of choosing among other main minority languages, and provide an easier registration process and be practical in use, including the procedures for email confirmation, password setting, book searching and selecting, overview of reading achievement, etc. Although GDPR-regulations require all the information to be displayed in the registration process, some websites have a “read more”/“read less” solution, where

the minimal information is shown when choosing the read less mode. If the GDPR-system allows, a similar solution could possibly work for *Sommerles.no* campaign

Librarians feel that it is important for immigrant parents to maintain close contact with the school and the library. Schools must receive material aimed at multilingual students well ahead of time so that interpreters and specialist teachers can convey the material to the parents and students. Teachers have to motivate the students and provide the students with training in how to use the *Sommerles.no* website and follow them up until the holiday. Information letters in different languages should be available for distribution to parents in the libraries well ahead of the start of *Sommerles.no*. If required, parents can have private meetings with their local library to get support.

Libraries can order in books in the main foreign languages for the adequate age groups from depots such as *det flerspråklige bibliotek*, *Verdensbiblioteket.no* and other sources before the start of *Sommerles.no*. Also it would be helpful if multilingual students are encouraged to visit the libraries more frequently, to learn more about *Sommerles.no* and about how they can easily register and create a profile.

5. Conclusions

In this study we have combined a series of data sources that shed light on the characteristics of the participants in *Sommerles.no*, the cooperation between schools and libraries, suggestions to how the said cooperation may be improved, and suggestions for increasing the number of participants in the *Sommerles.no* campaign. Across all data sources our informants (parents, teachers, librarians and the children themselves) report great satisfaction with the *Sommerles.no* program, and our previous study from Hareid community, clearly shows that participants maintain their reading competence.

We have first established the characteristics of the current participants; their age, gender, home-language, written Norwegian variety and how many pages they read in the 92 day long *Sommerles*-period. Secondly, we have presented parents', teachers' and librarians' views and assessments of *Sommerles.no.*, and their suggestions for how the campaign can be developed to stimulate even more children to read more during the summer. Thirdly we have established how schools or individual teachers and libraries cooperate to facilitate the students' participation in *Sommerles.no* today, and their recommendations for better cooperation and future development of the program. The focus of this paper has been on identifying factors that strengthen or weaken the potential effect of the *Sommerles.no* reading campaign, and whether more cooperation between schools and libraries appears to influence the participation positively, as well as which factors in campaign (rewards, marketing, focus on gamification) may be developed to further interest and participation in the campaign.

In 2018, *Sommerles.no* expanded to cover all counties and most of the municipalities in Norway, and one in five children in the target group participated. In the participating municipalities, one in four children participated. *Sommerles.no* therefore has a growth potential in the general population.

This study has evidenced that *Sommerles.no* also has an especially large growth potential in three targeted groups that are underrepresented in *Sommerles.no* today: weak readers, speakers and writers of national minority languages (sami, kvensk/finnish, romanes, romani, jewish) and children who speak Non-European ethnic minority languages at home. Although both the last two groups speak other languages than Norwegian at home, and both groups are underrepresented in *Sommerles.no*, the groups have different status. National minority languages are protected by Report No. 15 on

national minorities¹⁸, and we will therefore treat them separately. In this study we have only studied the presumed largest group of national minority languages, Sami, and have found that Sami students are strongly underreported or underrepresented (only 3% of the students that receive their primary education in Sami participated in 2018). The Sami students that did participate, however, did read substantially more than their Norwegian speaking counterparts, with a registered median pages read of 754. Here we recommend more research on factors that hinder or stimulate the participation of children speaking national minority languages, in order to target these groups specifically.

In the case of children who speak Non-European minority languages at home, the language with the most registered participants were Arabic (381), followed by Somali (266), Kurdish (198), Tigrinya (198) and Urdu (136). In this group, the median number of pages read is significantly lower than the Norwegian average. Here the goal must be to both recruit more children, and stimulate them to read significantly more. For this group especially, a system that allows them to reach higher levels faster may be beneficial.

However, in order to reach both national minority groups and other children who speak other languages than Norwegian at home, targeted information in their home-language primarily aimed at their parents is necessary. Both the teacher study and the librarian study recommend this focus. We recommend creating a short text containing general information about *Sommerles.no* which stays stable over the years, to be translated into as many languages as possible and posted for instance to the website “om *Sommerles.no*” (About *Sommerles.no*). In this text important issues such as procedures for registering children, what the data will be used for, the benefits of participating in *Sommerles.no* must be conveyed in brief, clear and precise sentences to facilitate translation and avoid translation and interpretation errors.

In addition we suggest creating a simple and short text each spring containing information due to change over time (number of participants, languages, the *Sommerles.no* story etc.) for translation into targeted languages.

Teachers also strongly recommend that *Sommerles.no* focus on weak readers. Given the low median of the children who speak non-European languages in our survey, many of the children from this group will also fall into the “weak readers” category. Both the teacher study and the librarian study stress the importance of involving parents. Previously librarians and teachers sometimes assisted the children in signing up for the campaign if assistance was required. However, due to the new GDPR-conventions, only parents (foresatte) can sign children up for *Sommerles.no*. As a result, reaching the parents with targeted information is paramount. In the Norwegian system, the most efficient way of reaching the parents is through the teachers, who should ideally maintain a regular two-way information flow with the parents (parent - teacher conferences etc.). Here our study suggests that *Sommerles.no* may be the subject of a spring parent – teacher conference, that librarians may be invited to such conferences to provide information on *Sommerles.no* (remember to bring translated information or interpreters if applicable). Teachers or librarians can then ask parents for their written permission for their children’s participation in *Sommerles*, in order for teachers or librarians to help signing the children up once *Sommerles.no* starts again June 1st.

Lundetræ & Gabrielsen’s (2013) research on weak readers highlight a hereditary aspect; that parents of children who are weak readers often do not read for enjoyment and avoid reading if possible. Here libraries and *Sommerles.no* can help raise awareness in the parents and help the parents find positive ways of helping their children to read for pleasure, - or to listen to audiobooks etc. This strategy is

¹⁸ (Report No. 15 (2000-2001) to the Storting on National Minorities in Norway). The report deals with policy in respect of Jews, Kven, Roma/Gypsies, the Romani people/Travellers and Skogfinn. The report discusses ways of ensuring equal conditions for participation in society and the preservation of language, culture and cultural identity, and describes official plans for further work in this field.

recommended by Fiore & Roman, who highlight both the need for cooperation, and the importance of the librarians role as reading coaches :

Since one of the primary reasons for offering summer reading programs is to benefit children's education, and therefore communities as a whole, library staffers need to team up with teachers and school librarians to identify nonreaders and under-performing students, reach out to them and draw them into the library. These partnerships will get easier once the education community understands that public libraries can play a significant role in closing the achievement gap by helping children maintain and gain reading skills (Fiore & Roman 2010:4).

Another important result from our study related to *Sommerles.no*'s visibility in the media. Although *Sommerles.no* has been strongly featured in the local press nationwide, both parents, teachers and librarians also recommend more press coverage in regional and national media in order to raise awareness among both parents and teachers. To raise awareness among teachers, in line with Fiore & Roman, we wrote a short and suggestive article in the teacher's magazine "Bedre Skole" (2-2019) on the importance of summer reading, and Silje Ims Lied and Lidun Hareide were interviewed in a series of regional newspapers and on regional and on regional and national television. We suggest that more resources be allocated to media coverage in the future.

Both the librarians' study, the teachers' study and the parents' signal a wish for more and better cooperation between the schools, the libraries and the parents. All three groups want the libraries to visit the schools more often, and for school classes to visit the libraries, and for parents to be more involved in *Sommerles.no*. However, both teachers and librarians frequently note that resources must be allocated for schools to visit the library and the libraries to visit the schools. These studies point to the need of raising the awareness of policymakers of the need for funding for these activities. Here we would like to cite Heyns (1978) classical study on Summer Learning and the Effects of Schooling:

The single summer activity that is most strongly and consistently related to summer learning is reading. Whether measured by the number of books read, by the time spent reading, or by the regularity of library usage, reading during the summer systematically increases the vocabulary test scores of children. Although related to differences in parental status, summer reading has a substantial effect on achievement that is largely independent of family background. Although unstructured activities such as reading do not ordinarily lend themselves to policy intervention, I will argue that at least one institution, the public library, directly influences children's reading. Educational policies that increase access to books, perhaps through increased library services, stand to have an important impact on achievement, particularly for less advantaged children. (Heyns, B. 1978)

To conclude: reading is too important to be left to children alone. Parents, librarians, teachers and policymakers must team up to help children discover and maintain the joy of free reading. Children who read for the joy of it become stronger readers, and children who read during the summer, maintain their reading competence. While teachers are on summer vacation, the librarians are at work to guide children to positive reading experiences. (Fiore & Roman 2010). Positive is the key word; the library must not become a school-like environment, it must continue to be a free zone for children whether they struggle at school or not. Therefore, although cooperation with schools is exceedingly important, *Sommerles.no* must maintain its school-independent status.

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8. Appendix

Table 1 Number of registrations and survey answer by spoken language

Language	<i>Sommerles</i>		Parent survey	
	Obs.	Percent	Obs.	Percent
Norsk	98830	93.84	2557	91.71
Engelsk	1603	1.52	52	1.87
Tysk	276	0.26	28	1.00
Dansk	126	0.12	17	0.61
Annet	608	0.58	16	0.57
Svensk	286	0.27	16	0.57
Spansk	236	0.22	15	0.54
Litauisk	223	0.21	13	0.47
Russisk	199	0.19	13	0.47
Arabisk	381	0.36	6	0.22
Kurdisk	198	0.19	6	0.22
Tigrina	163	0.15	5	0.18
Fransk	121	0.11	4	0.14
Kinesisk	67	0.06	4	0.14
Nederlandsk	79	0.08	4	0.14
Polsk	390	0.37	4	0.14
Finsk	32	0.03	3	0.11
Italiensk	43	0.04	3	0.11
Portugisisk	64	0.06	3	0.11
Dari	31	0.03	2	0.07
Islandsk	58	0.06	2	0.07
Rumensk	47	0.04	2	0.07
Serbisk	51	0.05	2	0.07
Tyrkisk	67	0.06	2	0.07
Vietnamesisk	68	0.06	2	0.07
Albansk	101	0.10	1	0.04
Farsi	33	0.03	1	0.04
Filippinsk	33	0.03	1	0.04
Latvisk	40	0.04	1	0.04
Samisk	26	0.02	1	0.04
Tamilsk	75	0.07	1	0.04
Urdu	136	0.13	1	0.04
Amharisk (etiopisk språk)	39	0.04	0	0.00
Bosnisk	51	0.05	0	0.00
Burmesisk	25	0.02	0	0.00
Estisk	26	0.02	0	0.00
Persisk	51	0.05	0	0.00
Punjabi	28	0.03	0	0.00
Romensk	22	0.02	0	0.00
Somalisk	266	0.25	0	0.00
Thai	70	0.07	0	0.00

Tsjetsjensk	26	0.02	0	0.00
Ungarsk	24	0.02	0	0.00
Total	105319	100.00	2788	100.00

Table 2. Logistic regression of 'Leseglede' (Joy of reading) in association with *Sommerles.no* on 'stimulating elements', from parents survey.

Dependent variable: the extent of gladness that *Sommerles.no* has led Children to think reading is more fun than before(High/Low)

Stimulating elements	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	0.0945	0.13203	0.716	0.474168
<i>Sommerles.no</i> introduction	0.39948	0.10285	3.884	0.000103***
Digital trophies	0.26062	0.09632	2.706	0.006816**
Prizes collected at libraries	0.39435	0.11514	3.425	0.000615***
Getting points/up in level	0.63058	0.10809	5.834	5.42e-09***
Summer game/Solve tasks	8888	0.11202	1.569	0.116553

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.'

Getting points and getting up in level, the *Sommerles.no* story and prizes collected at the library are the most important measures for their children. The results are statistically significant.

Table 6. Logistic regression of 'Child become better reader in association with *Sommerles.no* on 'involvement activities for *Sommerles* by school and library', from parents survey.

1. Dependent variable: Children have learned more words (Yes/No)

Involvement activity	Estimate	Std. Error	z value	Pr(> z)
(Intercept)	-0.84691	0.07161	-11.827	< 2e-16***
School share written information	0.21881	0.07904	2.768	0.005632**
Teacher speak/encourage	0.17944	0.0874	2.053	0.040061*
Good tips from library	0.30118	0.08435	3.571	0.000356***

Library around <i>Sommerles</i>	engage	0.15333	0.08298	1.848	0.064615.
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2. Dependent variable: Children have read faster than before (Yes/No)

Involvement activity	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	-0.0792	0.06795	-1.166	0.24381	
School share written information	0.26992	0.07735	3.49	0.000484***	
Teacher speak/encourage	0.15154	0.08705	1.741	0.081721.	
Good tips from library	0.24363	0.08399	2.901	0.003725**	
Library around <i>Sommerles</i>	engage	0.26307	0.08192	3.211	0.001322**

3. Dependent variable: Children have read more than before (Yes/No)

Involvement activity	Estimate	Std. Error	z value	Pr(> z)	
(Intercept)	0.73243	0.07462	9.816	< 2e-16***	
School share written information	0.24575	0.08763	2.804	0.00504**	
Teacher speak/encourage	0.01687	0.09833	0.172	0.86381	
Good tips from library	0.38077	0.09775	3.896	9.8e-05***	
Library around <i>Sommerles</i>	engage	0.20429	0.09362	2.182	0.02911*

*Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.'*

9. Some practical recommendations:

1. Two groups are strongly underrepresented in *Sommerles.no*: The Norwegian regional minority languages Sami, Kven/Finnish, Romani and Romanes²¹ who all are protected under Report No. 15 on national minorities²². Also children who speak ethnic minority languages at home are underrepresented.

²¹ <https://www.regjeringen.no/no/dokumenter/European-charter-for-regional-or-minority-languages/id420162/#1.%20Introductory%20remarks>

²² (Report No. 15 (2000-2001) to the Storting on National Minorities in Norway). The report deals with policy in respect of Jews, Kven, Roma/Gypsies, the Romani people/Travellers and Skogfinn. The report discusses ways of ensuring equal conditions for participation in society and the preservation of language, culture and cultural identity, and describes official plans for further work in this field.

2. The information about *Sommerles.no* should be available in all major minority-languages represented in Norway. We suggest making a two-sided electronic flyer, where one page contains general information about *Sommerles.no*, which can remain relatively stable over the years. This page should be translated into as many languages as possible, and be coded so numbers can easily be updated if necessary. The other page should contain updated information, for instance on the topic of the current campaign. This page will need to be re-translated when updated.
3. The information above should also be presented as sound-files in several languages, for the benefit of analphabets, weak readers, sight-impaired persons etc.
4. Apply to Sametinget for funding for translating important information and the *Sommerles.no* yearly story into the Sami languages <https://www.sametinget.no/Tilskudd-og-stipend/Tilskudd-til-samiske-spraakprosjekter>
5. Cooperate with Samisk lesesenter, Samisk Høgskule and Lulesamisk senter, Sørsamisk senter og Markasamisk senter on translation of vital information into the Sami languages.
6. Apply for funding for translating information about *Sommerles.no* into the main non-western European languages represented in Norway. Kompetanse Norge or Nasjonbiblioteket may fund projects like these.
7. Cooperate with Nasjonalt senter for flerkulturell opplæring (NAFO)
8. Information about *Sommerles.no* should be obligatory in schools, although participation must remain voluntary. This is a matter for regional and local policymakers.
9. Cooperate even more extensively with readers foundations, *Foreningen Les og Leser søker bok* especially focusing on weak readers and readers who speak other languages than Norwegian at home.
10. UDIR: has funds for stimulating reading.
11. The Sami Parliament's (Sametinget's) library is Norway's largest collection of books and information both in Sami and about the Sami cultures, and books can be borrowed from all over the country <https://www.sametinget.no/Bibliotek>
12. Consider linking up with platforms that show text and play soundfiles at the same time, such as salaby.no and [storytel](http://storytel.no) for the aid of weak readers.
13. Cooperate more with det Flerspråklige bibliotek (The multilingual library).
14. Make gaining points and reaching higher levels easier for students with non-european background.
15. Cooperate with LeseKroken.no, which provides Norwegian fairy tales translated into a number of languages.

