

Es fängt mit Lesen an.



November 2019 - 2026

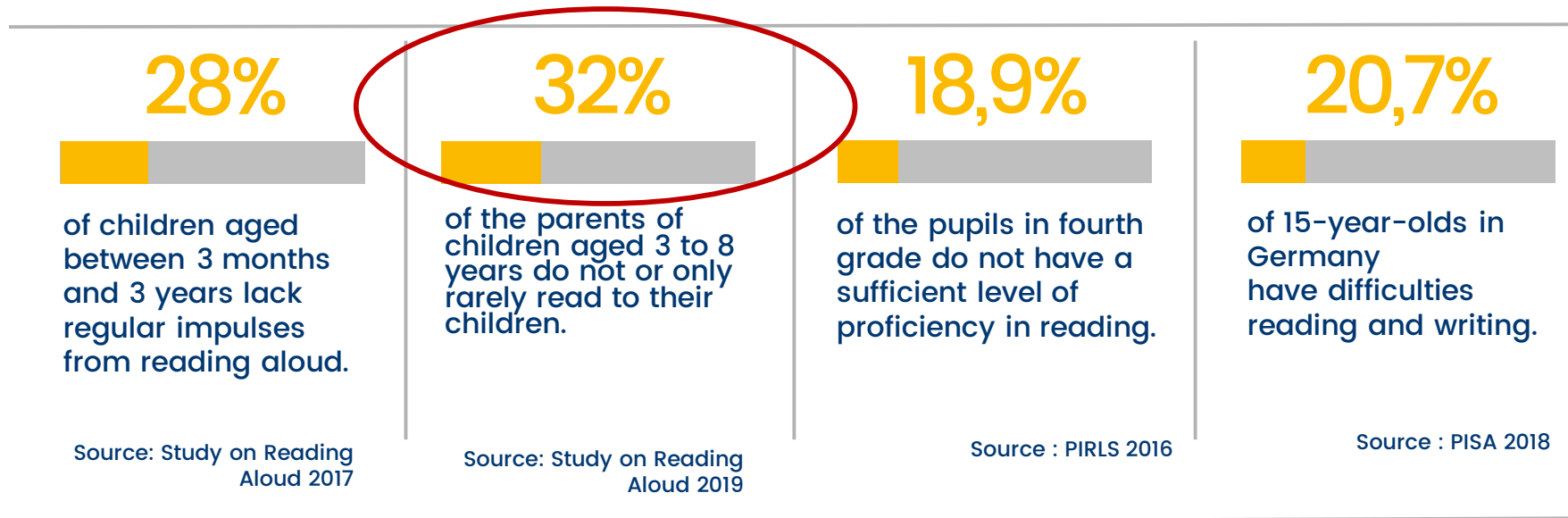
A early literacy program - by order of the  
German Federal Ministry of Education and Research



# 6,2 Mio.

of the 18- to 64-year-old German-speaking adults in Germany cannot read and write properly.

Source: LEO 2018 – Leben mit geringer Literalität



This is why we are committed to early language and reading promotion nationwide:





## Our vision: All people can read

## Our Mission

Reading competence is the basis for education and a self-determined life.  
We are raising awareness of this in society.

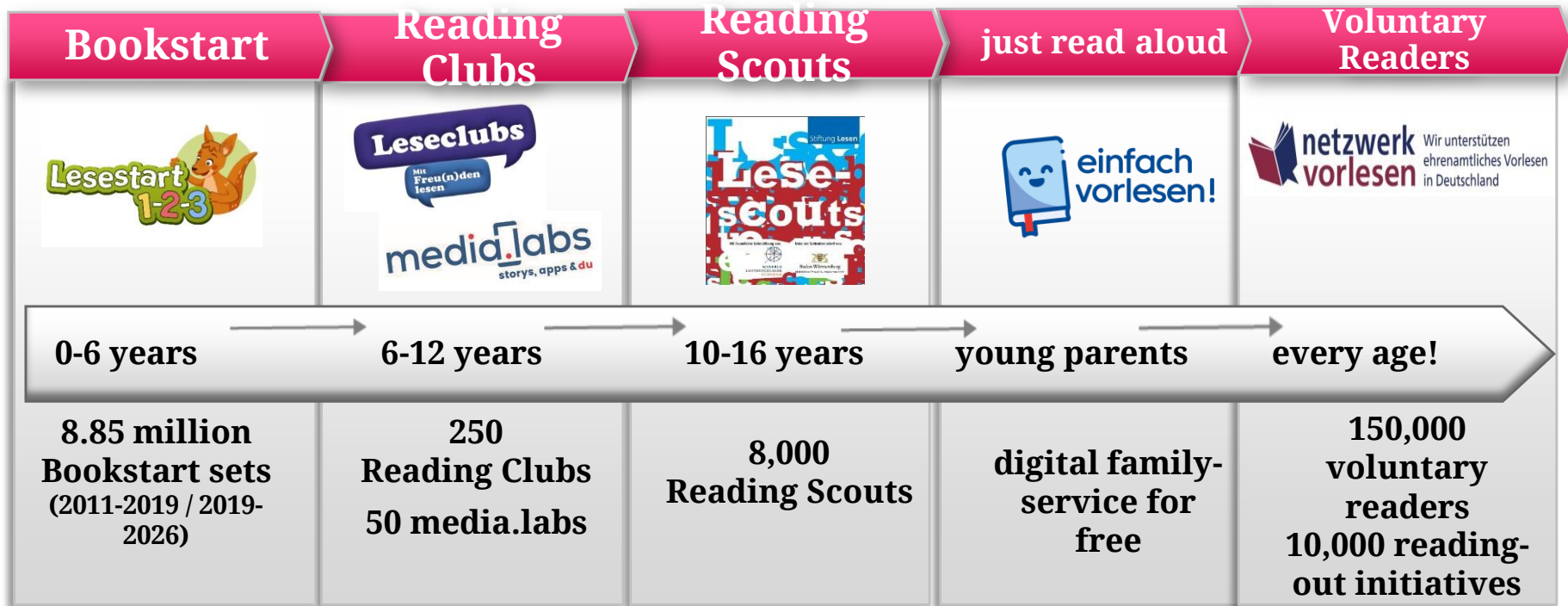
In promoting reading, we focus primarily on children, adolescent and their families who live in an educationally disadvantaged environment.

We accompany them from birth onward in their everyday lives with reading and reading aloud programs to give them better educational opportunities.

Together with our partners, we inspire, motivate and support people in promoting reading and making reading fun.



# Our Strategy: Releasing pulses to encourage reading – some projects



# How is reading aloud possible in everyday life?

DIE ZEIT

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DB DEUTSCHE BAHN  
STIFTUNG

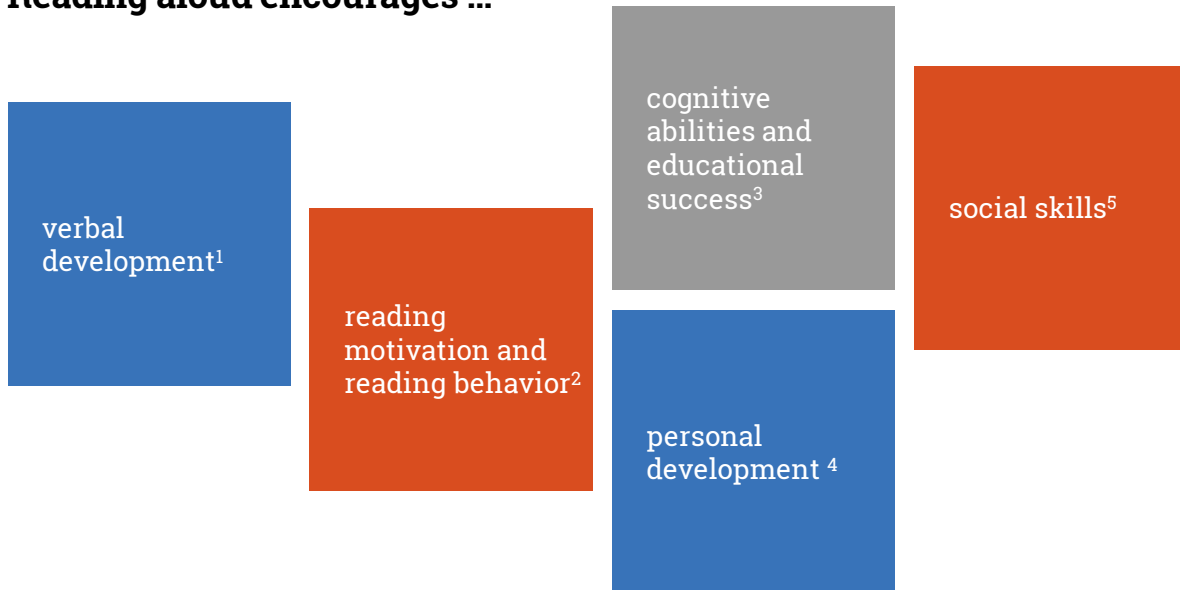


Reading aloud study 2020  
A survey of parents who do not or rarely read aloud

27.10.2020

# 7 reasons why parents should read aloud regularly

## Reading aloud encourages ...



**Children enjoy reading aloud:** Almost all children enjoy having their parents read to them.<sup>6</sup>

Reading aloud unfolds its potential best when parents read aloud **on a daily basis if possible** - and when they start as early as possible.<sup>7</sup>

Sources (selection):<sup>1</sup> Niklas et al. 2016, Vorlesestudie 2018; <sup>2</sup> Vorlesestudien 2011/2018; <sup>3</sup> Kalb und Ours 2014; <sup>4</sup> Anand und Roope 2016, Vorlesestudie 2015; <sup>5</sup> Duursma et al. 2008, Vorlesestudie 2015/2016; <sup>6</sup> Vorlesestudie 2016; <sup>7</sup> Duursma et al. 2008, Niklas et al. 2016.

# Reading aloud study 2020 – How is reading aloud possible in everyday life? A survey of parents who do not or rarely read aloud

## Why don't parents read aloud?

3. Don't parents **want** to read aloud?

3.

Reading study 2020 examines **three options**

1.

1. Do parents **have** nothing to read aloud?

- Actually, there are relatively few children's books in households.
- However, only few parents miss something, even if they speak a different language of origin.
- For most the purchase is subjectively no problem.

2.

2. Can't parents make reading aloud possible?

# Why don't parents read aloud?

3. Don't parents **want** to read aloud?

- In fact, parents often feel unable to read to their children because they **do not have the time or energy** to do so.
- Parents are confronted with a task that **overwhelms** them. Reading aloud does not fit into their stressful everyday life.

3.

Reading study 2020 examines **three options**

2.

2. Can't parents make reading aloud possible?

1.

1. Do parents **have nothing** to read aloud?

- Many parents do not see themselves in the **role and responsibility** of reading aloud. They are not aware that they are especially important as parents.
- For a small group of parents, their **own reading skills** are a handicap.



# Why don't parents read aloud?

## Don't parents **want** to read aloud?

- In fact, many parents do not want to read aloud, mainly because they do not enjoy it and do not find it important.
- There are also doubts as to whether reading aloud is suitable for their children. They consider them too young, too old or too restless – and point out that the children themselves do not want it.

3.

Reading study 2020 examines **three options**

1.

Do parents **have** nothing to read aloud?

2.

Can't parents make reading aloud possible?

# Book gifts increase the chance that parents will read aloud at least once a week

## Parents who received a book present



■ Once a week ■ Less than once a week ■ Never

Basis: Antworten aller Befragten, die schon einmal ein Buchgeschenk bekommen haben (n=157) | Angaben in %

## Frequency with which parents read aloud

## Parents who have not received a book present



■ Once a week ■ Less than once a week ■ Never

Basis: Antworten aller Befragten, die noch nie ein Buchgeschenk bekommen haben (n=356) | Angaben in %

„Do you remember receiving any of the following items for your child as a gift or sent to you in a store, restaurant, government office, doctor's office or other public place? | A book" | "I will now name a few activities. Please use this list to tell me how often you did this with your child [name of child] before the Corona crisis: Reading to your child or looking at picture books and telling stories.

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## Project Background:

- The model for the German “Lesestart“ concept is based on the successful British model “Bookstart“ (since 1992).
- In 2006: Launch of “Lesestart“, as a pilot project in the Free State of Saxony.
- In 2007: The Free and Hanseatic City of Hamburg was the second federal state to launch the project “Buchstart – Kinder lieben Bücher“.
- From 2008-2010: The first national “Lesestart“ initiative in cooperation with the print/paper industry, publishers and charities organizations (800,000 sets distributed) took place.
- Across the country numerous local initiatives have launched their own projects under the “Lesestart“ umbrella.
- 17 November 2011: Start of the first national initiative “Getting Started – Three Reading Milestones“.

- **21 November 2019: Start of the new nationwide program “Lesestart 1-2-3” – our early literacy program - by order of the German Federal Ministry of Education and Research**



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# The predecessor program 2011-2019



Phase 1

Set 1 for one-year old children  
Pediatrician's office

3 x 400,000 Sets 1



Phase 2

Set 2 for three-year old children  
Library

3 x 400,000 Sets 2



Phase 3

Set 3 for schoolstarter  
Elementary school

3 x 800,000 Sets 3



More than 4.5 Mio Bookstart-Sets for families with children up to 6



# Evaluation Recommendations

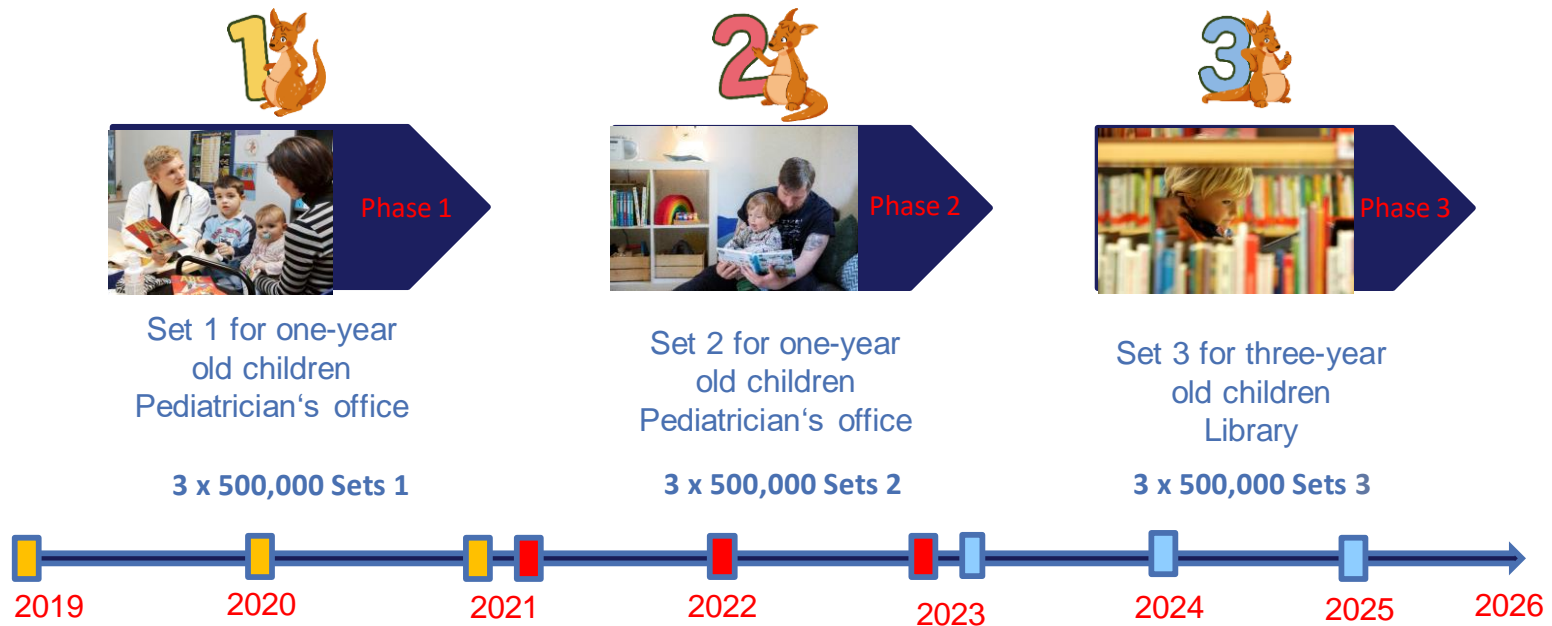
- Modified continuation of the previous Lesestart program.
- In addition to the "reading aloud impulses", which are estimated to have reached around 1.8 million families and have brought about at least temporary changes in attitudes and behavior, the program has succeeded in making the topic of "reading aloud for small children" more visible and prominent.
- In a follow-up program, the program phases should be arranged more closely together. → **In this way, the effectiveness of the program could be increased through focused and closely sequenced reading impulses.**



# The new Program: Lesestart 1-2-3 2019-2026



... is a program of the German Federal Ministry of Education and Research and the Reading Foundation for more educational justice right from the outset.



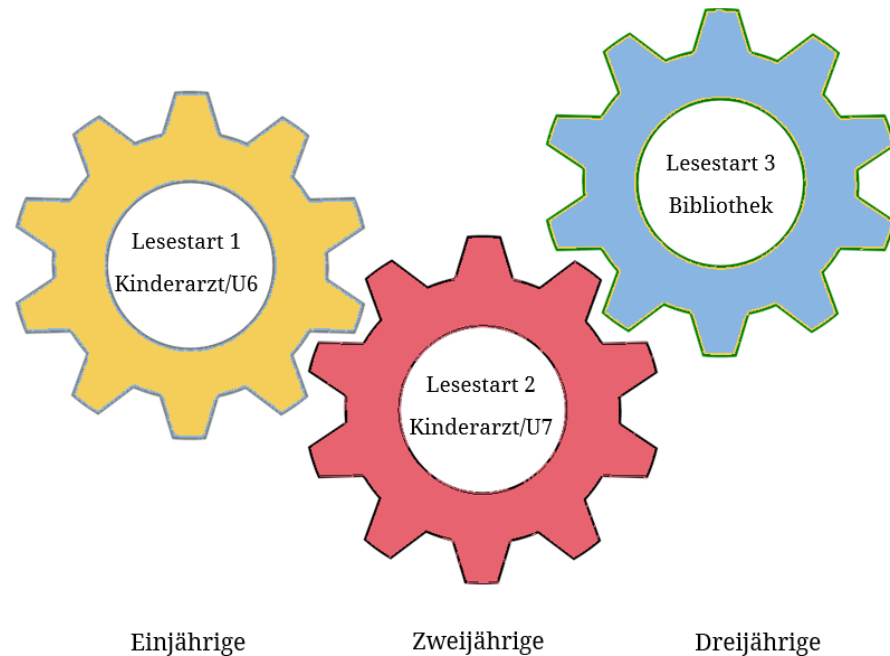
More than 4.5 Mio Bookstart-Sets for families with young children up to 3

More information: [www.lesestart.de](http://www.lesestart.de)



## Early close knit impulses for families with children at the age of ...

- one year at the U6 health examination
- two years at the U7 health examination
- three years in libraries



**Accompanying measures** : Inclusion of social actors from outreach work, family midwives, family centers, health authorities, etc. as network partners





# The offer for parents, partner and supporters

## the Set:

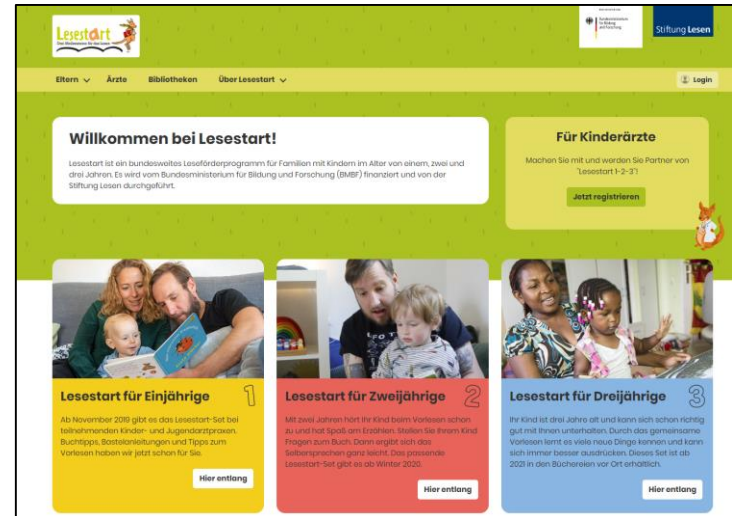
Information in different languages



a book

the bag

www.lesestart.de



Follow us 😊



# Lesestart 1-2-3

## Accompanying material: posters / postcards / info cards



# Early Reading Promotion is Teamwork:

## Four steps for success

Start as  
early as  
possible

consecutive

Focus on  
target group  
exactly

Involving as  
many actors  
as possible

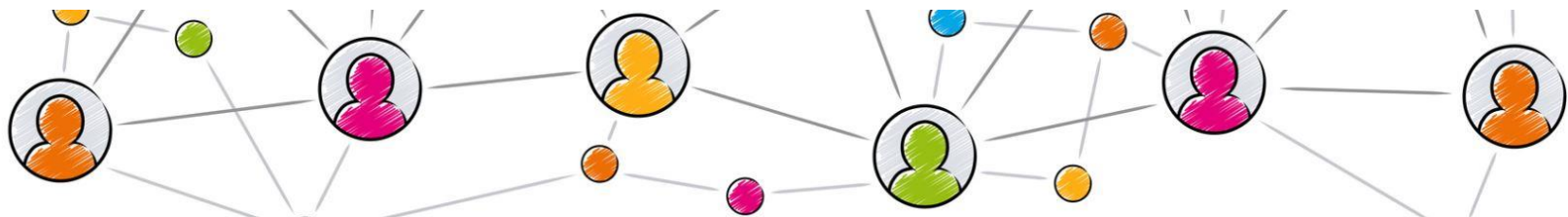


# Network expansion with regional model projects starting initially in five countries

Regional model projects are being tested,

- which networks can be used to raise awareness in families with small children to early language and reading promotion.
- how the topic of early language and reading promotion can be sustainably anchored in local offers of family work.
- whether the implementation of local Lesestart networks has an impact on new and existing cooperation between libraries and social actors

Networks in regional model projects with social care people, libraries, nurses, etc.



## Explanatory video for supporters and social actors

Digital formats, such as short animated explanatory videos, are used to provide program partners with information about **Lesestart 1-2-3** and suggestions for addressing families in a targeted manner.

Lesestart program partners include :

- Employees in pediatric and youth medical practices,
- Library staff
- and specialists in social work.



Video for supporters and social actors:

<https://youtu.be/r13XFEP8GJE>



*“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.”*

Kofi Annan, former United Nations Secretary-General





[www.lesestart.de](http://www.lesestart.de)

Thank you very much for your attention.

