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School Libraries and Information Literacy in the Netherlands

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Abstract

This paper describes surveys which were held in 1995, 2001 and 2006 in school libraries in The Netherlands. Emphasis is placed on the role which school libraries play in assisting pupils in secondary schools to become information literate. After an introduction I shall present some outcomes of these three surveys, shall make a recommendation and I will gladly answer any questions which may arise.

Introduction

School libraries have a long tradition within the educational system in the Netherlands. From a few books in a corner of a classroom to a fully equipped department, some form of library has been present in schools for a long time. School libraries themselves use different names such as *School mediatheek*, to indicate that they have a collection which contains a variety of information, media and information channels. In this paper, the writer will use the traditional word *library*.

In 1993 a new educational system for secondary education was introduced which consisted of two phases: basic secondary education (Basisvorming) and a second phase in which the school is organised according to the concept of 'Home of Study' (a place where studying takes place). This concept emphasizes learning instead of teaching and encourages students to take an active, independent approach to learning. In this concept, the teacher's role has shifted from being an instructor to becoming a coach and facilitator. The school library is supposed to play a central role in this concept.

1995 Survey

From 1993 to 1996, a Steering Committee for the Profile for the Second Stage of Secondary Education (Stuurgroep Profiel Tweede Fase Voortgezet Onderwijs) advised the Assistant Secretary of State for Education, Culture and Science, with regard to the reorganisation of the second stage of secondary education. In order to update both the infrastructure and the collection of the school library, schools were given extra money, which they could spend as they wished for rebuilding the library and/or for buying library materials. Secondary schools were required to draw up a School Work Plan ('Schoolwerkplan'), incorporating into one document the old staff establishment plan, annual report, in-service training plan, and school work plan. The Ministry gave directives for describing arrangements for the school library in this school plan

To assist schools in updating their school libraries and in preparing them for the tasks envisaged in the new educational structure, the Steering Committee initiated a survey into the position of school libraries in secondary schools. A research study was designed in which the problem was formulated as follows: 'What is the position of school libraries in schools for secondary education in the Netherlands?' The research used the input-output model, as this model can be used for an analysis of distinct elements that constitute the system (input) in relation to the products of the system (output). Data were gathered via printed questionnaires and interviews. The survey was carried out in 1995. 809 questionnaires distributed, 523 schools responded (an overall response of 65%). The results were reported in different publications, including *School Libraries Worldwide* (Boekhorst & Van Veen 2001).

That survey was 'push' oriented. We wanted to know about the present situation at that time and what factors were important for a good functioning school library. We tried to find whether or not a 'decisive' factor could be defined. We defined 9 factors that influence the use of the school library.

1. the school Board
2. the management of the school
3. the teachers
4. the budget allocated to the school library
5. the School Work Plan
6. the library committee
7. the library staff

8. the technical infrastructure
9. the collection.

Later, in a follow-up study for her Master's thesis, Hoeksema investigated the relative importance of the factors indicated in the original study. She found that the place of the school library within the school building was considered to be another factor which is relevant to the success of the library.

Statistical computations about the 'average school library' did not match any of the schools the participated in the survey. The diversity is very great. Using the principle of Ockham's razor, we found that the person known as "the librarian" was the decisive factor for the functioning of the school library.

We concluded, according Ockham's razor, that most probably the person known as "the school librarian" was the most important factor in making the school library a successful one, within the given context. Details can be found in the annex.

2001 Survey

In 2001, five years after the initial research, Boekhorst distributed a limited questionnaire (unpublished) to people who were present at a meeting of the LWSVO (Dutch Association of School Librarians in Secondary Education). These people were requested to indicate the relative importance of certain factors with regard to the performance of the school library. In this questionnaire the factor, the 'place of the library', was included for the first time. The questionnaire was completed and returned by 61 persons. In this survey the management of the school was considered the most important factor in the functioning of the school library.

When asked to indicate fields where improvements or deterioration were found, compared to five years before, the biggest change for the better was found in the 'technical infrastructure' (53 times), 'collection' (43 times) and the 'collaboration with teachers' (41 times). Where changes for the worse were mentioned, these included the functioning of the 'library committee' (11 times) and the inclusion of the school library in the School Work Plan (7 times). Further details can be found in the annex.

In 2001, with regard to the content of the 'library instruction' given in the library, most attention was centred on 'information resources' (12x very much and 35x much), managing ICT (9x very much and 34x much) and 'formulating query' (3x very much and 40x much)

2005 Survey

In 2005, ten years after the original survey and update in 2001, a survey entitled "The School Library and Information Literacy in Secondary Education" (De mediatheek en informatievaardigheden in het voortgezet onderwijs) was carried out. This new survey made it possible to investigate the present situation and developments. This time the survey was carried out as a internet survey. The survey contained 60 questions and was completed by 277 respondents. Although it is difficult to estimate how representative the outcomes are, discussions with school librarians at several meetings gave the impression that the outcomes describe the present situation fairly well.

The 2005 survey had three objectives:

1. What are the qualifications of the School librarian?
2. What is the role of the School library in secondary education?
3. How does information literacy instruction take place in secondary education?

In this presentation I will give some of the results on item 1 and 3. All the data can be found in the annex. Extra information can be requested via e-mail.

Qualifications of the School Librarian

70% of all respondents were female, 18% were male and 13% didn't answer this question. The age of the respondents varies from 27 to 64 year with a Mean = 48,75 and a Mode = 48. The number of years of experience which the respondents have in working in a school library varies from 0 to 40 years Mean= 9 years the Mode=5. With regard to the general education of the librarian, 53% finished higher professional education and 13 % finished a University education.

With regard to professional library qualifications, 48% had completed a library study at a higher professional school and 17% completed a (short) courses at the GO (a private organisation with a strong relationship to the library field). A further 17% did some training elsewhere and 25% had no qualifications in this field at all.

91 % of the respondents considered themselves to be information literate.

30 % have at some time or other worked with a web-based school librarian network.

48 % have at some time or other worked with an ELO (Electronic Learning Environment).

22% have at some time or other worked with a Content Management System.

Library Instruction

At 48% of the schools, some kind of library instruction was given. The frequency of this instruction was: once a year - 39% once a year, twice a year - 24%. 3% of the respondents indicated that library instruction was given each year. 30% of the respondents gave another answer, but these were not specified.

With regard to the duration of the library instruction: 19% indicated that this was less than one hour. The majority of 40% indicated that it was one hour. 10% said that it was two hours.

In the 2005 survey, we asked more specific questions about the content of the library instruction, as follows:

- Location of books and other materials in the library was mentioned by 95% of the respondents
- Explanation of library rules was also mentioned by 95% of the respondents.
- How to search for information in the library catalogue was mentioned by 86% of the respondents.
- How to search for information on the internet was mentioned by 75% of the respondents.
- How to formulate an information query or question was mentioned by 50% of the respondents.
- How to use certain technical ICT skills was mentioned by 47% of the respondents.
- How to evaluate the quality of information was mentioned by 40% of the respondents
- How to use the information which has been found and how to write down references was mentioned by 24% of the respondents.

- The steps which should be taken when making a search of the literature was mentioned by 23% of the respondents.
- Finally, the evaluation of the information search was mentioned by 16% of the respondents

We can see that the ‘traditional tasks’ of the school librarian, giving access to information and helping to find information, are still the most important items in the instruction

Questions Asked

In order to gain a better insight into the kind of questions which pupils ask the librarian, we used six questions based on the model of the information searching process and asked the respondents to put them into order according to the frequency that the question occurred. A Lickert scale was used in which 1 stands for very frequent and 6 for very seldom. The outcomes are as follows:

- To help pupils to understand the assignment score 4 = 22%
- To help pupils to formulate an information query or question score 2 = 23%
- To help pupils to find/locate information score 2 = 35%
- To help pupils with reading/understanding found information score 4 = 26%
- To help pupils to process and use the information which they have found for their assignment score 5 = 29%
- To help pupils to critically evaluate their own paper score 6 = 46%.

The questions which pupils asked the librarian most frequently were:

- How to formulate an information query or question, and
- How to find/locate information.

The question which pupils asked the librarian less frequently was:

- How to critically evaluate their own paper. In the annex you can see that there were a lot of “No” answers to this question.

The next item in the questionnaire was about the importance which librarians think that

teachers ascribe to information literacy in the learning process for pupils. Here a Lickert scale was also used.

1 = 'Very unimportant'

2= 'Unimportant'

3= 'Neutral'

4= 'Important'

5= 'Very important'.

Nine propositions or questions were used, based on the ALA norms for information literacy.

Pupils are taught to acquire information efficiently and effectively	Important 39%
Pupils are taught to evaluate information critically and competently	Important 38%
Pupils are taught to use information correctly and creatively	Neutral Important 41%
Pupils are taught to search independently for information on subjects of personal interest	Important 40%
Pupils are taught to independently evaluate literature and other sources of information	Important 42%
Pupils are taught to search for the best information and to develop knowledge independently	Important 46%
Pupils are taught to contribute positively to the learning community and to recognise the importance of information for a democratic society	Neutral 36%
Pupils are taught to contribute positively to the learning community and practice ethical behaviour in relation to information (plagiarism) and information technology (hacking)	Neutral 34%
The pupils are taught to contribute positively to the learning community and to be an active member of society by collecting, enriching and sharing information	Neutral 40%

Involvement in general education.

14% of the respondents is not involved in the general educational process. 56% is involved in an informal way: consultation in the corridors and during informal meeting in the school cafeteria. 29% of the respondents is involved in a structural way. We checked if there are differences for five groups of subjects.

The outcomes for the language departments, such as Dutch, English, German etc. are 39%, 10%, 8%, 42% respectively.

The outcomes for the science subjects, such as Mathematics, Physics and Chemistry, are 67%, 17%, 8% and 9% respectively.

The outcomes for social studies, such as Geography, Biology, History and Economics are 42%, 13%, 13% and 31% respectively.

The outcomes for cultural & artistic subjects such as Drawing, Art, History of Art, Music, Drama and Dance are 48%, 16%, 7% and 28% respectively.

Finally, the outcomes for subjects which are specifically oriented towards a (technical) trade or profession are 80%, 7%, 3%, and 9% respectively.

In the general educational process, the school librarian is mostly involved with the language departments, and is less involved with the science department and with the subjects which are specifically oriented towards a (technical) trade or profession.

This spring I was involved in several meetings with school librarians, who were discussing how to implement information literacy instruction into the general curriculum. Altogether I spoke to about 60 school librarians. School librarians are very interested in integrating information literacy skills into the curriculum and have initiated various activities in order to accomplish this purpose. They encounter an attitude of resistance by teachers and a disinterest from the school management. During the next International School Library Day, an written implementation plan, which has already been prepared, will be presented to the school management at various schools.

Summary

Most schools have a school library with sufficient equipment and facilities. Not all school librarians are professionally trained for the job. The activities of the school librarian are changing more and more. Priority is being placed on instruction for pupils in information literacy skills; the lending of books has become less important. However school librarians are not involved in the general educational program. Their best contact are with the language department.

Recommendation

Over the years we have mapped the position of the school librarian and the school library itself. This was done from a push viewpoint. A next logical step would be to start an investigation from the pull side. Questions such as: "What is the school library used for, by whom, for what kind of information" should be investigated. Such knowledge is very important for gearing of the school library to the real needs of teachers and pupils. In the Alexandria declaration, governments are asked to recognise lifelong learning and information literacy as key elements for the development of generic capabilities which must be required for the accreditation of all education and training programs. Therefore the integration of information literacy skills into the school curriculum must be recorded in the School Work Plan. It must not only be recorded, but must become a living element within the school. School librarians are very well equipped to play an important role in this integration.

If there are any questions now I will gladly try to answer them. If you want to comment later you can contact me at this e-mail address.

References

Boekhorst, A. K., & Veen, M. J. P. (2001). School libraries in the Netherlands. *School Libraries Worldwide*, 7(1), 82-102.

Author Notes

Prof.dr Albert K. Boekhorst is working at the Universiteit van Amsterdam (Netherlands), University of Pretoria (South Africa) and Tallinn University (Estonia). He studied sociology, became an Information scientist and completed his doctoral theses on information literacy. He teaches on 'the Informatisation of society'; 'Information and Knowledge Management' and 'the Information Chain'. His research concentrates on access to information (Information Literacy; Information Rich - Information Poor; Role and function of school libraries). He serves on various national and international professional committees, among which the Editorial Board of Education for Information. He coordinated several Tempus projects (European Union) for Romania and Lithuania. In 1994 he was appointed Honorary Professor at the Kharkiv State Institute for Culture, Ukraine.

Drs. Maarten van Veen studied Information science at the Universiteit van Amsterdam. There he worked several years as assistant to Albert Boekhorst. After that he worked at the Open Universiteit Nederland, and developed several courses for the Informatics department. At July 1, 2006 he joined the Koninklijke Militaire Academie as an assistant professor. He is working on a thesis on information literacy.

Helen Boelens is the Chief Librarian, Kalsbeek College, Woerden, the Netherlands. She is also a PhD research student at the School of Lifelong Learning and Education, Middlesex University in London. She is a founding member of the European Network for School Libraries and Information Literacy (ENSIL), a member of the LWSVO (Landelijke Werkgroep Schoolmediathecarissen Voortgezet Onderwijs) and a member of the NVB (Nederlandse Vereniging voor Beroepsbeoefenaren in de Bibliotheek-, Informatie- en Kennissector).

Annex

1995 Survey

	<i>Very Unimportant</i>	<i>Unimportant</i>	<i>Unimportant nor Important</i>	<i>Important</i>	<i>Very Important</i>	<i>Total</i>
	N	N	N	N	N	N
School Board	3	9	26	17	4	59
School Management			2	19	44	65
Teachers		1	1	31	33	66
Budget			3	30	32	65
School Work Plan	1	1	17	34	9	62
Library Committee	4	5	14	27	11	61
Library Staff	2	2	3	19	28	54
Technical Infrastructure			1	33	27	61
Collection				35	29	64
Cooperating Partners		5	18	31	8	62
Place of Library		3	10	32	16	61

Relative importance for functioning school library

	<i>None</i>	<i>Little</i>	<i>Much</i>	<i>Very much</i>	<i>Total</i>
	N	N	N	N	N
Recognizing information need	3	18	31	5	57
Formulating query	1	13	40	3	57
Information resources		10	35	12	57
Managing ICT	1	12	34	9	56
Processing information	4	25	20	8	57
Evaluating information	8	32	16	1	57

Content Library Instruction 2001

2001 survey

	<i>Worse</i>	<i>Constant</i>	<i>Improved</i>	<i>Total</i>
	N	N	N	N
School Board		42	6	48
School Management	2	22	35	59
Teachers	3	15	41	59
Budget	5	30	24	59
School Work Plan	7	35	7	49
Library Committee	11	23	14	48
Library Staff	3	22	26	51
Technical infrastructure	1	4	53	58
Collection	3	11	43	57
Cooperating partners	2	24	26	52

Improvements and worsening for school library

2005 Survey

<i>1. Sex: Male/Female</i>		
	<i>N</i>	<i>%</i>
Female	193	80
Male	49	20
Total	242	

<i>2. What is your highest academic qualification?</i>		
	<i>N</i>	<i>%</i>
Primary school education	38	13
Vocational school education	24	9
Secondary school education	26	9
Higher professional (technical) education	147	53
University education	36	13
Other	6	2
Total		

<i>3. What are your professional library qualifications?</i>		
	<i>N</i>	<i>%</i>
GO	40	17
BDA	90	37
BDI/IDM	27	11
Other	41	17
None	61	25
Total	241	

<i>4. Is retraining paid for by the school?</i>		
	<i>N</i>	<i>%</i>
Yes	204	90
No	22	10
Total	226	

<i>5. Do you consider yourself to be an information literate person?</i>		
	<i>N</i>	<i>%</i>
Yes	218	91
No	22	9
Total	240	

<i>6. Have you ever worked with a web-based school librarian network?</i>		
	<i>N</i>	<i>%</i>
Yes	72	30
No	165	70
Total	237	

<i>7. Have you ever worked with a an Electronic Learning Environment (ELO)</i>		
	<i>N</i>	<i>%</i>
Yes	116	48
No	125	52
Total	241	

<i>8. Have you ever worked with a Content Management System (CMS)</i>		
	<i>N</i>	<i>%</i>
Yes	53	22
No	185	78
Total	238	

Library Instruction

<i>9. Do you give library instruction to pupils at your school?</i>		
	<i>N</i>	<i>%</i>
Yes	215	48
No	24	52
Total	240	

<i>10. Has the school published a handbook for pupils which contains guidelines about how to write a paper and how to search for information?</i>		
	<i>N</i>	<i>%</i>
Yes	94	40
No	94	40
Don't know	47	20
Total	236	

<i>11. Has the school published a document which contain agreements and guidelines for teachers with regard to an assessment of mark for information skills?</i>		
	<i>N</i>	<i>%</i>
Yes	32	13
No	143	61
Don't know	61	26
Total	236	

<i>12. Do pupils take part in a specific project for the development and assessment of information literacy skills, e.g. by writing a paper or making a website or documentary?</i>		
	<i>N</i>	<i>%</i>
Yes	136	57
No	78	33
Don't know	24	10
Total	238	

<i>13. Do different faculty groups co-operate on (interdisciplinary) projects which require pupils to complete an (individual) assignment and make use of information resources?</i>		
	<i>N</i>	<i>%</i>
Yes	177	75
No	46	19
Don't know	14	6
Total	237	

<i>14. Is there an explicit 'syllabus' for information literacy instruction?</i>		
	<i>N</i>	<i>%</i>
Yes	52	22
No	133	56
Don't know	53	22
Total	238	

<i>15. Which subjects are included in school library instruction?</i>		
	<i>N</i>	<i>%</i>
Location of books and other materials in the library	200	95
Explanation of library rules	200	95
How to formulate an information query or question	104	50
How to search for information in the library catalogue	181	86
How to search for information on the internet	159	75

How to use certain technical ICT skills	100	47
How to evaluate the quality of information	84	40
How to use the information which has been found and how to write down references	51	24
Which steps should be taken when making a search of the literature	49	23
Evaluation of the information search	34	16
Total	211	

16. How often is library instruction given?

	<i>N</i>	<i>%</i>
Once during the whole school career	108	39
Twice during the whole school career	66	24
Each (school) year	9	3
Other	30	11
Total	277	

17. How much time does the library instruction take?

	<i>N</i>	<i>%</i>
Less than one hour	53	19
One hour	111	40
Two hours	29	10
More than two hours	7	7
Total	277	

18. Is library instruction given to (new) teachers?

	<i>N</i>	<i>%</i>
No	210	76
Yes	67	25
Total	277	

Frequency of Instruction or Help Given to Pupils

19. To help pupils to understand the assignment.

	<i>N</i>	<i>%</i>
No answer	56	20
Most frequent	24	9
	34	12
	60	22
	39	14
	36	13
Less frequent	27	10
Total	277	

20. To help pupils to formulate an information query or question

	<i>N</i>	<i>%</i>
No answer	55	20
Most frequent	65	23
	54	19
	27	10
	31	11
	21	18
Less frequent	23	8

Total	277	
<i>21. To help pupils to find/locate information</i>		
	<i>N</i>	<i>%</i>
No answer	52	19
Most frequent	97	35
	48	17
	25	9
	14	5
	18	7
Less frequent	22	8
Total	277	
<i>To help pupils to read/understand the information which they have found</i>		
	<i>N</i>	<i>%</i>
No answer	52	20
Most frequent	97	4
	48	11
	25	23
	14	26
	18	10
Less frequent	22	5
Total	277	
<i>22. To help pupils to process and use the information which they have found for their assignment</i>		
	<i>N</i>	<i>%</i>
No answer	56	20
Most frequent	12	4
	31	11
	64	23
	71	26
	27	19
Less frequent	15	5
Total	277	
<i>23. To help pupils to critically evaluate their own paper</i>		
	<i>N</i>	<i>%</i>
Most frequent	61	22
	28	10
	6	2
	8	3
	15	5
	31	11
Less frequent	127	46
Total	277	
<i>24. Pupils are taught to acquire information efficiently and effectively</i>		
	<i>N</i>	<i>%</i>
Very unimportant	3	1
Unimportant	27	12
Neutral	78	36
Important	86	39
Very important	24	26
Total	277	
<i>25. Pupils are taught to evaluate information critically and competently</i>		
	<i>N</i>	<i>%</i>
Very unimportant	5	2

Unimportant	32	15
Neutral	73	34
Important	83	38
Very important	24	11
Total	277	

26. Pupils are taught to use information correctly and creatively

	<i>N</i>	<i>%</i>
Very unimportant	4	2
Unimportant	18	8
Neutral	88	41
Important	87	41
Very important	20	9
Total	277	

27. Pupils are taught to search independently for information on subjects of personal interest

	<i>N</i>	<i>%</i>
Very unimportant	8	4
Unimportant	32	15
Neutral	75	35
Important	86	40
Very important	16	7
Total	277	

28. Pupils are taught to independently evaluate literature and other sources of information

	<i>N</i>	<i>%</i>
Very unimportant	2	1
Unimportant	30	14
Neutral	74	34
Important	91	42
Very important	19	9
Total	277	

29. Pupils are taught to search for the best information and to develop knowledge independently

	<i>N</i>	<i>%</i>
Very unimportant	2	1
Unimportant	21	9
Neutral	65	30
Important	100	46
Very important	28	13
Total	277	

30. Pupils are taught to contribute positively to the learning community and to recognise the importance of information for a democratic society

	<i>N</i>	<i>%</i>
Very unimportant	18	8
Unimportant	51	24
Neutral	76	36
Important	56	26
Very important	12	6
Total	277	

31. Pupils are taught to contribute positively to the learning community and practice ethical behaviour in relation to information (plagiarism) and information technology (hacking)

	<i>N</i>	<i>%</i>
Very unimportant	14	6
Unimportant	48	22
Neutral	73	34

Important	66	30
Very important	16	7
Total	277	

32. *The pupils are taught to contribute positively to the learning community and to be a active member of society by collecting, enriching and sharing information*

	N	%
Very unimportant	10	5
Unimportant	43	19
Neutral	86	40
Important	65	30
Very important	13	6
Total	277	

33. *Are you informed in advance that teachers are going to give certain assignments to pupils?*

	N	%
Yes	75	35
No	140	65
Total	215	

34. *Do you play an active role by coaching pupils who are working on an assignment?*

	N	%
Yes	109	51
No	106	49
Total	215	

35. *Are you involved in assessing de assignments handed in by the pupils?*

	N	%
Yes	8	4
No	207	96
Total	215	

36. *Are pupils required to keep a logbook of the activities which they undertake while the assignment is being carried out?*

	N	%
Yes	138	66
No	72	34
Total	210	

37. *Are you involved in teaching activities which require pupils to create a (multi media) website, video or audio product?*

	N	%
Yes	33	15
No	182	85
Total	215	

38. *Do you keep a register of each assignment given by an individual teacher for a certain class?*

	N	%
Yes	64	30
No	150	70
Total	214	

39. *Do you make a note topics of assignments and adjust your collection profile accordingly?*

	N	%
Yes	154	72
No	60	28
Total	215	

<i>40. What pupils search for information in foreign languages (several responses)</i>		
	<i>N</i>	<i>%</i>
None	41	19
Technical level	40	19
Lower school	71	70
Upper school	149	70
Total	211	

<i>41. Have you developed information for pupils which explains how they can find, use and evaluate information?</i>		
	<i>N</i>	<i>%</i>
Yes	114	54
No	98	46
Total	212	

<i>42. Does the school library have its own website?</i>		
	<i>N</i>	<i>%</i>
Yes	71	34
No	141	66
Total	212	

<i>43. Can pupils access the school library and its resources from outside the school?</i>		
	<i>N</i>	<i>%</i>
Yes	30	14
No	180	86
Total	210	

<i>44. Have (formal) talks, discussions, or workshops taken place regarding the skills which a teacher can expect an information literate pupil to have? Has the school library personnel taken part in these discussions?</i>		
	<i>N</i>	<i>%</i>
Yes	59	28
No	150	72
Total	209	

<i>45. Do any formal school policy documents mention the importance of information literacy instruction for pupils?</i>		
	<i>N</i>	<i>%</i>
Yes	78	37
No	64	30
Don't know	68	33
Total	210	

<i>46. How are you involved in policy discussions regarding the school's attitude to education?</i>		
	<i>N</i>	<i>%</i>
No	31	15
Informal (in the corridors and/or canteen)	118	56
Formal (structural)	62	30
Total	211	

<i>47. How often do you have discussions with the following departments? Languages (Dutch, English, German etc.)</i>		
	<i>N</i>	<i>%</i>
0 times a year	107	39
Once a year	28	10
Twice a year	23	8
More than twice a year	116	42

Total	277	
<i>48. How often do you have discussions with the following departments? Science subjects (Mathematics, Physics, Chemistry)</i>		
	<i>N</i>	<i>%</i>
0 times a year	185	67
Once a year	48	17
Twice a year	17	6
More than twice a year	24	9
Total	277	
<i>49. How often do you have discussions with the following departments? Social studies, Geography, Biology, History, Economics</i>		
	<i>N</i>	<i>%</i>
0 times a year	116	42
Once a year	35	13
Twice a year	37	13
More than twice a year	86	31
Total	277	
<i>50. Cultural & artistic subjects (Drawing, Art, History of Art, Music, Drama, Dance)</i>		
	<i>N</i>	<i>%</i>
0 times a year	133	48
Once a year	43	16
Twice a year	20	7
More than twice a year	78	28
Total	277	
<i>51. Subjects which are specifically oriented towards a (technical) trade or profession</i>		
	<i>N</i>	<i>%</i>
0 times a year	222	80
Once a year	18	7
Twice a year	8	3
More than twice a year	26	9
Total	277	
<i>52. During the preparation of an assignment, before it is given to the pupils, is co-operation and collaboration between the school library and teachers more or less compulsory?</i>		
	<i>N</i>	<i>%</i>
Yes	20	9
No	190	91
Total	210	
<i>53. Are you satisfied with the collaboration between the school library and the teaching staff?</i>		
	<i>N</i>	<i>%</i>
Yes	65	32
No	141	68
Total	206	
<i>54. Do pupils use the following websites? (several responses possible)</i>		
	<i>N</i>	<i>%</i>
Werkstukstraatje (Kennisnet)	47	25
Davindi (Kennisnet)	138	72
Google	192	100
TILT	9	5
Webdetective	23	12
Zoekenvindenkiezen	19	10

Werkenaan werkstukken	62	32
Schoolbieb.nl	35	18
Total	192	

<i>55. Are pupils sent to the library if they are being punished and have to stay late after school?</i>		
	<i>N</i>	<i>%</i>
Yes	66	34
No	129	66
Total	195	