

An exploratory investigation into the status of reading promotion projects in South Africa

BY
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Abstract

An exploratory investigation into the status of reading promotion projects in South Africa.

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M.I.S. Information Science, dissertation

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This dissertation reports on an exploratory study investigating the landscape of reading promotion projects in South Africa. The study identifies, categorises and describes reading promotion projects. Reading promotion projects are important in that they promote access to reading and improve reading comprehension.

The literature review deals with reading, reading promotion and the approaches to reading promotion used by reading promotion projects worldwide. These projects use different methods in the promotion of reading. The two main approaches to reading promotion identified are the reader-centred and book-centred. Methods used to promote reading include mobile libraries, reading campaigns and reading clubs.

This study discusses reading promotion projects in South Africa using the content analysis method. Documents concerning reading promotion projects in the country were identified and analysed, using content analysis. The findings indicate that reading promotion projects exist in South Africa. Seventy seven reading promotion projects were identified and analysed. Findings reveal that most projects were managed by local or international non-governmental organisations. The beneficiaries are mostly school going children. These projects use a variety of methods to promote reading with the most common methods being mobile libraries and book donations. The study concludes that the picture of reading promotion in South Africa is bleak. There is little government support, haphazard funding, projects are unevenly distributed, and there is no research in the field. Unless there is support for reading promotion from the highest level of government in South Africa, reading promotion will remain bleak.

Keywords: reading, reading promotion, reading promotion project, reading culture, book-centred approach, reader-centred approach, exploratory research

February 2011

Declaration

I hereby declare that the dissertation entitled:

An exploratory investigation into the status of reading promotion projects in South Africa

- is my own work.
- has not been submitted before for any degree or examination in any other university.
- all the sources consulted and quoted from have been acknowledged and referenced.

Sabelo Ransome Chizwina

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CHAPTER I

Introduction

1.1 Introduction

This chapter gives a brief overview of the research. A background to the research study is followed by sections on the objectives of the study and on the research questions. A statement of the purpose and intended value of the study is made, and the keywords are defined. The chapter closes with a summary of the content of each chapter in the thesis.

1.2 Background of study

Research has shown that, worldwide, reading has declined rapidly amongst all age groups, that the rate of decline is increasing and that it has nearly tripled in the last decade (Long 2005:80). Research on reading among teenagers and young people (Wicks 1995, Machet 2005), college students and adults (Gallik 1999, Kirsch and Guthrie 1984) and in specific cultures and societies indicates this trend. Surveys in the United States of America (USA) conducted in 2004 by the National Endowment for the Arts (NEA) confirm that from 1982 to 2002 there was a decline of 10 percentage points among readers of traditional literary materials, and a decrease of approximately 20 million in the number of readers borrowing from libraries or purchasing print materials from book shops. In Malaysia, only 20% of the population are regular readers (Karim & Hasan 2007: 286). In South Africa and other countries in Africa, only 5% of the population read regularly (Land 2003). The effect of this is a low reading culture.

In South Africa, this lack of a reading culture is frequently pointed to with concern by the public and the media (Hove 2005, Wafawarowa 2003, Land 2003). Sisulu (2004) refers to the absence of a culture of reading in the southern African region as a whole. This view is supported by other authors who state that, in the majority of South African communities, there is a poor culture of reading and that it is not viewed as an integral part of life (Cillie 2001:11, Wafawarowa 2003, Williams 2003: 44 and others). Research has found that 51% of children in this country have no

books at home (Jordan 2007), and that only 5% of the South African population regularly buys books (Du Plessis 2007). According to Anderson (2005), 90% of young children in South Africa have no access to books at all. A major result of this lack of a reading culture is the extremely low level of literacy skills among South African learners.

Results from a study by Progress in International Reading Literacy (PIRL) in 2006 indicate that more than three-quarters of South African Grade 5 pupils have not developed the basic reading skills required for learning (Bateman 2007). In this situation, reading is difficult: children cannot comprehend vocabulary or understand what is written in texts, with the result that interaction between the book and the reader is absent. A Western Cape Government study of Grade 3 performance, which tested writing, reading and numeracy skills, found that more than 53% of the pupils had difficulty in reading (Keating 2007). Pretorius and Ribbens (2005) also found poor reading performance in Grades 7 and 8. Similarly, the Southern African Consortium for Monitoring in Educational Quality (SACMEQ) 11 Project, which monitored educational achievement across fifteen Southern and East African countries in 2002, found that only 36,7% of South African learners had reached minimum levels of mastery in reading by Grade 6. As noted above, this makes reading seem a dauntingly difficult exercise for children.

The reasons for this state of affairs are numerous, and some of these are discussed below. Access to books is often difficult. They are expensive and the country has a relatively small textbook publishing sector (Land 2003). In addition, reading is a complex skill that needs to be acquired by learning and practicing. Children who learn to read well and who receive good reading instruction stand a better chance of becoming successful, lifelong readers.

A highly significant issue is the fact that the majority of South Africa's teachers are not fluent readers or speakers of English, but are expected to teach reading in that language (Pretorius 2002:173). In addition, many parents are illiterate or have low levels of literacy and this acts as a barrier to promoting the reading habit (Machet and Tiemenmsa 2009:69). There are further factors: Many schools are located in rural areas where they do not have the necessary resources; 60% of schools do not have libraries (Ribbens 2008:107), and classes are large (24 learners per class is the norm in Europe, in South Africa the figure is 42) (Ribbens 2008:107). Other reasons

for children's not reading are located within the learner or the learner's background, within the teaching approach, within the learning environment, and in some instances within the working relationship between the teacher and the student (Westwood 2001:26). All of these factors can impact negatively on a child's reading experience.

The lack of a reading culture is not restricted to children. Regardless of race or class, adults in South Africa are also not reading and this can have a number of causes. Attitudes towards reading have an effect on the reading culture, as shown by the study by Yeh- Chin & Gwo-Dong (2004) which indicates that reading is not something that people do during their free time. It is not seen as useful outside school, nor is it regarded as an empowering skill. It is thus neglected, at the expense of other leisure activities such as watching television and sport.

There is also the problem of access to reading material. South Africa has 30 libraries per million people which compares poorly with developed countries such as Finland which has 216 libraries per million and Canada with 109 libraries per million (KPMG 2007: 10). Furthermore, in South Africa there are 1 537 dedicated public libraries throughout the country, of which 79 are mobile libraries. There are also 88 multi-purpose community centers, some of which contain libraries, and 5 372 school libraries (KPMG 2007: 10). This number of libraries is insufficient to serve a population of more than 40 million people (KPMG 2007: 10); and there are some 2.3 million people in 13 municipalities, mainly in KwaZulu-Natal and the Eastern Cape, who have no access at all to public libraries (KPMG 2007: 11).

In addition to the lack of libraries, the annual expenditure per capita on libraries is very low in comparison with other countries. The UK spends US\$36 per year, while South Africa spends only US\$3. The result of this is that there is an average of only 4000 books in each South African library. In Australia, there are approximately 77000 items per library (KPMG 2007: 17). Library services in South Africa can thus not be expected, it would seem, to play a major role in developing readers. They do not have the resources, and are burdened with serving large populations. Despite efforts to increase library services, only 39 libraries are projected to be built in the financial years, representing a 0.85% increase in the total expenditure per annum (KPMG 2007: 10).

Education policies are seen as a further reason for the lack of a reading culture amongst adults. At present, learners in South Africa only have three years of mother tongue education before changing to English as the tuition language (Heugh 2005:7). Some researchers argue that, by the time they change to English, they may not have developed the necessary comprehension skills (Heugh 2005:7), and learners are not likely to read voluntarily in a language if they are not sufficiently competent in it to understand what they read (Machet & Tiemensma (2009:61).

The lack of nationally and regionally published material means that such resources are not widely available to people (Land 2003: 94). Although developing countries represent 70 per cent of the world's population, they produce less than 20 per cent of the world's books (KaiKai & KaiKai 1992:112). In South Africa, most books are written and published in English, with relatively little available in indigenous languages. Given that English is difficult for many people to read with ease or at all, this has a great bearing on general reading levels.

With the rapid growth of digital information and entertainment, there has been a change in the way people view reading and how printed materials are used to facilitate reading (Karim & Hasan 2007: 286; Liu 2005: 701). An increasing number of people are using the web and wireless solutions to meet their information needs. However, these people tend to be economically better off than the majority of South Africans. Reading online can affect reading habits and attitudes to printed material, with some evidence showing that readers of digital formats tend to skim and browse and that online material is less structured and less linear than printed material (Karim & Hasan 2007: 286).

Given the factors outlined here, it seems clear that there is an urgent need for reading programmes, that readers need to be developed through reading instruction, and that reading material must be made available in order to for this to happen. It is the argument of this study that this can be achieved through reading promotion.

Reading promotion refers to strategies to influence reading in a positive way by:

- encouraging among the general public a love of reading (Cruz 2003). The basis of this is to

promote reading for whatever purpose, and to provide motivation to read through methods such as making available high quality reading materials (National Library of Malaysia 2000).

- building people's reading competence. This refers to the interaction between the reader and the text. A book is a vehicle for knowledge, information and culture, and it is important to ensure that people are able to comprehend and make sense of what they read.
- helping to create a positive attitude within communities towards reading. This refers to people's attitudes towards reading in general or towards the reading of literature. Literature in this study refers to reading material such as books, magazines, newspapers, and journals. If people feel that reading is simply an academic obligation, they are likely to ignore it. Parents can pass on their attitudes towards reading to their children, and those who grow up in families where reading is not taken seriously may develop negative attitudes to it. There is therefore a need to encourage people to see reading not just as an academic pursuit but as generally beneficial.
- enabling and encouraging reading, borrowing and purchasing of reading material (De Vries and Ohlsen 1998).

In the case of South Africa, a review of the literature indicates little research on or implementation of reading promotion projects. Among the very few studies are the volume edited by Rosenberg (2003) and *Innovation* (2003), which examined reading promotion projects in South Africa.

It can thus be concluded that little research is being done on reading promotion, and that where reading promotion projects are taking place they are not being documented. There is no central information source about projects across the country. Few impact studies have been done, which means that their effect on changing the reading culture is unknown. This study aims to examine the status of reading promotion projects in South Africa.

1.3 Research questions

Given the study's descriptive and mainly exploratory nature, no formal hypotheses were formed. Instead, a research question was formulated. As the aim of the study is to document the status of existing reading promotion projects in South Africa, the research question is:

What is the current status of reading promotion projects in South Africa?

In this study, 'status' refers to a current and complete description of reading promotion projects, including information about who is responsible for the project, who are its beneficiaries and as well as a description of its characteristics.

1.4 Sub-questions

The following three sub-questions were used in order to explore issues associated with the main research question:

- What is reading promotion?
- What is a reading promotion project?
- How can existing reading promotion projects be identified and categorised?
- How can existing reading promotion projects be described?

1.5 Value of the research

By addressing the problem of the lack of data about reading promotion projects in South Africa, the study will provide information that could be used for creating a database of such projects. This could in turn be used to create networks between those involved in the various projects and alert them to the existence of people with similar interests or working on similar projects.

An information source about reading promotion projects in South Africa will also be created. This will provide researchers with an overview of current reading promotion projects in the

country. Most importantly, the database will help to uncover best and bad practices in reading promotion in South Africa, and this could provide insights into how to improve the planning and implementation of future attempts to promote reading in South Africa and elsewhere.

1.6 Outline of the research rationale

The investigation of reading promotion projects in this thesis is of an exploratory nature. The research method used to explore the projects was content analysis. Documents such as annual reports, journal articles and magazine articles about reading promotion projects in South Africa were identified and selected. The content of the selected documents was analysed and categorised. Inferences about the reading promotion projects were based on the researcher's interpretation of the content of this material. The content of the documents selected was coded according to categories suggested by the literature review, and formulated by the researcher. The results of the categorisation were analysed in tabular form and then interpreted.

1.7 Definition of terms

In this section, the major terms used in the study are defined.

Reading promotion: an initiative, subtle or explicit, to encourage reading through developing confidence and interest in reading material by all segments of the population. This is through the creation of an environment that enables access to books regardless of location, education, economic status, race and religion. The aim is to develop a reading culture and to introduce non-traditional readers to books (Rosenberg 2003), (Elkin, Train and Denham 2003:2).

Reading promotion project: any campaign, event, programme, initiative or library service that has the aim of promoting reading. "It seeks to provide conducive reading environments and copious reading activities" (Olaofe 2003: 97).

Reading culture: a developed reading habit where there is continuous interaction between reading material and the reader. The researcher bases the definition on the assumption that

having a reading culture refers to regular reading by a person and that reading is so much a part of life that it becomes a habit or norm.

Reading motivation: reading motivation is noncoercive, involving internal drives or external stimulation and encouragement (Sullivan 1976: 7). People have an innate desire to communicate which means it is possible to motivate people to read (Sullivan 1976: 7).

Book promotion: book promotion can be defined as a local, national or regional coherent campaign that promotes reading among all segments of the population (The Print Industries Cluster Council 2005). It takes place through the provision of suitable reading material to communities.

Reader promotion: reader promotion refers to the aim of engendering in the general public a love of reading (Cruz 2003), for whatever purpose. It can take place through promoting and facilitating the development of the reading habit so that people have a strong interest in reading and use high quality reading materials (National Library of Malaysia 2000).

Book-centred approach: this approach emphasises the promotion of access to reading material (Rosi 2005: 13, Sangkaeo 1999). The book is put at the centre of the reading promotion activity, thus making it visible to people.

Reader-centred approach: this approach places the reader and the reading experience at the centre of the initiative (Spencer and Mathieson 2003: 393). Denham (2003:59) refers to this as reader development, with the concept behind the approach being a triangular relationship between 'reader, text and the interaction between the two'. The justification for this is that reader development is not so much concerned with what happens and how it happens as with the outcome, which is the engagement or interaction between reader and text (Denham 2003:60).

1.8 Division of chapters

In Chapter 1, the background and overview of the research problem, the research question, the value of the research, the definition of terms and the division of chapters are discussed.

In Chapter 2, a literature review is presented. This gives information about how ‘reading promotion’ has been defined by various authors, about the various methods used to promote reading and about some reading promotion initiatives internationally.

In Chapter 3, the research method used in the research is discussed. Document analysis, used as the research methodology, is explained. This includes a discussion of the search for and selection of documents, as well as their analysis.

In Chapter 4, the findings are presented in relation to the research questions formulated.

In Chapter 5, the conclusion and recommendations of the study are discussed.

1.9 Summary of the chapter

This chapter introduced the research, highlighted its aims and intended value, and described how the research findings are presented. In the next chapter, the literature on the topic of reading promotion is discussed.

CHAPTER II

Literature Review

2.1 Introduction

A literature review plays an integral part in research by providing answers to questions, giving an overview of what has been already investigated and by revealing areas where useful new research might be done. This chapter reviews the relevant literature on reading promotion.

The topics to be investigated include what is understood by reading, reading promotion, motivation for reading, value of reading, reading habits, reading culture, aims of reading promotion, functions of reading promotion, approaches to encourage reading and evaluation of reading promotion initiatives.

2.2 Reading : towards a definition

Reading is to the mind what exercise is to the body. It exposes one to a wealth of information that demands of every mature individual the daily exercise of rational choice, analysis and understanding. By turning information into knowledge, one can meet, understand and enrich one's future (Fischer in Ogunrombi & Adio 1995: 50). In order for one to do this, one must have the ability to read.

Reading is the ability to make sense of written or printed symbols (Clapham 1996: 11), "An active attempt on the part of the reader to understand a writer's message" (Smith & Robinson in Ogunrombi & Adio 1995: 50). Reading is an active process, as the reader shifts between sources of information (what they know and what the text says), elaborates meaning and strategies of the text, checks their interpretation and uses the social context to focus his or her response (Walker 1996: 4). Manzo and Manzo (1993: 5) add to this definition, which is based on comprehension and thinking, and refer to reading as the act of simultaneously reading the lines, reading between the lines and reading beyond the lines. Reading the lines refers to the act of decoding the words in order to construct the author's basic message. Reading between the lines refers to the act of

making inferences and understanding the author's implied message. Reading beyond the lines involves judging of the significance of the author's message and applying it to other areas of background and knowledge (Manzo and Manzo 1993: 5). From these definitions, it is evident that reading involves comprehending and thinking. There is a need to comprehend what one reads and to make meaning of it. Thinking is needed for reading. The act of reading can therefore be seen as a process in which:

- the reader obtains information from the text;
- once the information has been obtained, it has to be put together, relationships perceived and inferences made; and
- the information that has been organised is used to express opinions and form new ideas.

For meaning to be derived from text, Manzo and Manzo (1993: 6) postulate that there are four cueing systems that good readers use. These are:

- graphophonic cues, which are obtained from spelling patterns and the sounds that they represent. The aim is to associate the words with their sound values;
- syntactic cues, which refer to the order and type of words expected next;
- semantic cues, which are the surrounding words that provide context and meaning to unfamiliar words and ideas; and
- background experience cues, which are cues that are things, people and oral language with which the reader is familiar. They associate the words with things, people or the oral language and help in imagining to what the words refers.

These cues aid readers to make sense of the written word, and can be achieved if a person progresses through the five stages of reading advocated by Chall (1967).

The first stage, known as Stage 0, is the prereading stage during which children gain control over language and pretend to read. This stage lasts until the child is about the age of six. At this stage, children are developing experiences and vocabulary acquisition is incidental.

The next stage, Stage 1, is the initial reading or decoding stage and occurs in the first two years of a child's primary education. During this stage, the child begins to associate sounds with

symbols, and brings more to print than he takes from it. The child at this stage is said to be learning to read, learning to decode the text and to make sense of the writing. It should be noted that the reading is not smooth and may not be easy to listen to.

Stage 2 follows the period of learning to read. This is typically during the next two years of the child's primary education. At this stage, the child gains fluency, learns to use decoding skills and needs predictable books. During this and the prior stage, children are learning to relate print to speech, not print to ideas.

In Stage 3, which occurs in the following four years, children read to learn having previously learned to read. The task here for them is to master ideas, which are usually presented from just one point of view at this stage.

During Stage 4, which occurs during high school from about the age of 14 to 18 years, the primary characteristic is that readers develop the ability to deal with layers of facts and concepts that are added to those acquired in earlier stages.

In the final stage, Stage 5, the reader knows he or she needs a purpose for reading. This occurs when readers are 18 years or older. At this, the final stage, it is assumed that the reader knows what not to read as well as what to read, has reading independence and can comprehend what he or she reads.

These stages show how people develop as readers. The potential criticism of this concept of stages is that they do not apply uniformly to all readers. They are just guides to the general development of readers, and not all follow the stages as they may acquire reading competence at an early age. A child who learns to read when young can develop reading fluency earlier than one who is exposed to books later in life.

Reading is dependant on two essential skills that need to be acquired. These are the abilities to understand the code, and to analyse, reason, think, imagine and judge as one reads. No single time frame can determine when people will acquire these skills, as no two learners are alike.

Some take time to understand whilst others progress more quickly. This is an assertion made by Ogunrombi and Adio (1995: 50), who argue that the degree and level of reasoning, imagining and judging required in the reading process depend largely on the purpose of reading.

The skill of understanding code involves learning to correlate the speech sounds of a language with the written symbols used to represent these speech sounds (Ogunrombi & Adio 1995: 50). Reading is a transactional process between the reader and the text (Rosenblatt 2005 as in L'Allier & Elish-Piper 2007:339) which needs an understanding of the code. Agee (2005: 249) supports this, stating that as the reader evolves from words to sentences, the mental realization of meaning emerges, which means that the reader has understood the code. An understanding of the words and symbols is therefore required to make sense of what is being read. To obtain this practice is required.

Once the code is understood, L'Allier & Elish-Piper (2007: 339) see reading as an active process where readers use prior knowledge to understand new information; ask questions before, during, and after reading; make inferences; monitor their understanding; and determine what is important as they read.

The second major skill set required for reading involves the ability to analyse, reason, think, imagine and judge as one reads. A lack of these abilities will affect comprehension of the reading matter.

If a person has mastered both of the skills mentioned above - understanding the code, and the ability to analyse, reason, think, imagine and judge - he or she has reading ability, and this makes it possible to establish meaning from text through interaction between the reader, the text and the reading context, resulting in the acquisition or consolidation of knowledge, facts, information, wisdom and experience (Jioa and Onwuegbuzie 2003:159). The result of the act of trying to understand a writer's message is that a person is acquiring knowledge. Reading enables one not only to gain knowledge, but to also acquire emotional depth and subtlety of response. The benefits a person can derive from reading are many. It helps to generate ideas, stimulates creativity and the imagination, aids intellectual development, helps to develop a critical and

thinking mind, aids personal growth and emotional development, contributes to a better understanding of human nature and gives insight into life.

In this section, reading has been defined, and the process of reading, as to be something actively engaged in, has been highlighted. In the next section, the current state of reading in the world is examined.

2.2.1 Current state of reading in the world

The front page of *The San Francisco Chronicle* of 16 August 2006 reads, ‘Fewer than half of California’s students can read or calculate at grade level nearly a decade after the state began its top-to-bottom overhaul of public education...’ (Asimov, 2006:1). In Britain, too, because of the poor performance of pupils, 2008 was declared a ‘National Year of Reading’. In Malaysia, only 20% of the population are regular readers (Karim and Hasan 2007: 286). In South Africa and other countries in Africa, only 5% of the population are regular readers.

Pandian (2000) has raised two major concerns relating to this. As only 20 percent of people read regularly, he categorises the rest as “reluctant readers”. Another concern involves students who read only to pass exams, with studies showing that they are reluctant to read for information or pleasure. What, then, is causing this decline in reading?

The causes are numerous and wide-ranging. A survey of international research conducted in 2002 for the Reading Section Standing Committee of the International Federation of Library Associations (IFLA), and covering countries such as the United Kingdom, Sweden, USA, South Africa, Kenya, Cameroon, aimed to provide a representative international overview of the extent to which public libraries provide a reader-centred service. The following barriers to reading were identified in the study:

- Lack of early language and reading experiences;
- Intergenerational barriers: parents who have not enjoyed reading, or were not read to themselves, do not necessarily see its importance. Reading is seen as a chore;
- Poor basic skills: where parents’ own basic skills are low, they are less confident and able to support their children’s reading;

- Economic and financial barriers: in situations of poverty due to debt, poor housing, health problems or unemployment, reading becomes a luxury rather than a necessity; and
- Cultural barriers: for reasons of language, tradition or economic circumstances, some communities do not see the reading habit as part of their culture (Train 2006; 3).

Apart from these barriers, there are some problems that are peculiar to Africa, where there is a poor reading culture (Sisulu 2004, Land 2003). The reasons for this are:

- Poor conditions in schools, including inefficient and ineffective methods of teaching and reading;
- Teachers' lack of training in modern methods and techniques for teaching reading;
- A shortage of trained language teachers and librarians to promote reading in schools and communities;
- Economic hardships in most countries, especially in Africa, which have affected the availability of reading facilities, reading materials and reading promoters. Public libraries have been the hard hit as budgets have been cut;
- The colonial aftermath affects the majority of the African countries. Colonisers did not develop local publishing industries and publishing in local languages. As a result, there is a severe shortage of books throughout the continent, and those which are available tend to be textbooks (Book Aid 2006; and
- Many children grow up in homes where the parents are illiterate. They thus lack role models, and reading is not seen as a way of life. Taylor, quoted in Train (2006; 3), says "... it seems reasonable to assume that if literacy becomes socially significant in the lives of the parents it is likely to become socially significant in the lives of children".

With the rapid growth of digital information and entertainment, there has been a change in people's views of reading and of how printed materials facilitate reading (Karim and Hasan 2007: 286, Liu 2005: 701). An increasing number of people use the Web and wireless solutions to meet their information needs, and the habit of reading printed material, and attitudes towards it, are changing.

However, the digital environment has led to an increase in readers, with people, and in particular

young adults, spending more time reading electronic materials (Liu 2005: 701). This does not mean, though, that reading printed material is being totally neglected. Haraldsdottir and Guoojonsdottir (1997) found, in a survey of 400 teenagers in Iceland, that the Internet does not interfere with reading, and that the majority of those who use the Internet also read. The effective use of new information technologies thus seems to require increasing levels of literacy (Clyde 1998).

In countries with high information technology resources, an increasing amount of reading time is spent more on skimming and browsing for information on the Internet. In terms of reading comprehension and fluency, however, is there any gain? The use of electronic media may imply that people are less engaged in extensive reading and lack the ability to read deeply and to sustain a prolonged engagement in reading (Karim and Hasan 2007: 286). Electronic information is current, accessibly-formatted and easy to search, unlike printed material.

World Wide Web sites for children and young people promote reading through games, discussions, activities, listening to stories (through RealAudio) and reading aloud with pages on the screen.

Libraries have also embraced the digital environment into their operations. An example is the e-book. E-books are seen as cheaper, easier, and quicker to produce than paper copies and they can be updated frequently and inexpensively (Landoni and Hanlon 2007: 600). Given this, most libraries, especially in the developed countries, are going digital. However, this is not the situation in Africa, which still suffers from a lack of books (Hove 2005, Sisulu 2004). Digital resources are still a long way away from most libraries on the continent. Bread and butter issues such as poverty have to be addressed first.

2.2.2 Motivation for reading

Research has shown that, in most countries and especially in Africa, the major reason why people read is to pass an examination (Hove 2005, Ogunrombi and Adio 1995: 50, Karim and Hasan 2007: 286). For non-examination purposes, in most countries the number of regular readers is low.

Elkin, Train and Denham (2003:2) state that motives for reading include pleasure, relief from tension, communication, the enhancement of societal consciousness and the acquisition of education and information about life. These motives are effected by time, place, mood, memory, experience, desire and the enjoyment of reading. Reading can therefore be seen as an activity that is influenced by internal variables present in the reader.

Readers' motivation for reading includes their personal goals, values and beliefs (L'Allier & Elish-Piper 2007:339). Pitcher et al (2007: 378) support this when they state that motivation to read is defined in terms of beliefs, values, needs and individuals' goals. In order to read, a person should have a particular outcome in mind. This is the desired goal. For example, to learn about the history of a country one will read in order to accomplish this desired goal. Reading always has a purpose, although it does not always have to be educational. This shows that the motivation for reading can be to achieve a desired need or want. People need motives to encourage them to read and they have to see that there is value in reading.

The motivation to read can be derived from having reading material which originates as much as possible from the potential reader's immediate environment, is relevant to his or her needs, and attracts and motivates (Obanya 2003: 3). The reader must be able to identify with the content and message of what is being read. This will motivate the reader as he or she is able to relate to the content and the message of the material. If the concepts, ideas and facts are alien to the reader, the reading experience will not be difficult. Reading material thus has an effect on reading (Tronbacke 1996, Glashoff 1998: 3). If readers find the content difficult and cannot make sense of the meaning of the text, they will have negative attitudes to reading. Reading it must be seen as having value.

2.2.3 Value of reading

This section examines the value of reading.

Reading is one of the methods for acquiring culture, knowledge and information and serves for amusement and knowledge (Glashoff 1998: 3). The ability to read carries academic, developmental, economic, political and societal value (Jiao and Onwuegbuzie 2003:159).

Reading has academic value. Through reading, people acquire knowledge, technological know-how and skills while also enhancing the use of traditional wisdom and culture and building local capacities (UNDP 1998). Reading is a cornerstone for success, not just in school but throughout life (Gallik 1999: 480). Without the ability to read well, opportunities for personal fulfillment and job success will be lost. Kirsch and Guthrie (1984) support this when they state in the findings of their research among adult readers that reading is a necessary aspect of job and career development.

In terms of development, reading has substantial value and reading skills are important throughout one's life. It has been found to improve comprehension, writing style, vocabulary, spelling, and grammatical development (Krashen, 1993 as quoted in Gallik 1999: 481). Reading also has the following developmental value for people and their communities:

- Literacy and education act as a passport away from poverty and marginalisation;
- Reading empowers;
- Reading can transform futures; and
- Books and reading are essential to mending lives (Elkin 1999: 57).

Reseachers' reading can be seen as leading to a change in a person in terms of their perceptions about life. It also introduces new ideas that people may not have thought about. As a result, their social wellbeing may be transformed. Rodriguez (2002) supports this. She adds that reading is a useful instrument in improving many activities in life such as people's education, raising their training level for their job, and helping them to understand ideas and opinions different from their own.

Reading has economic value as it can, for example, lead to strengthening the productive sector and to expanding employment (UNDP 1998). Reading provides information that can help people economically, such as how to start and register a small business, or how to market the products of a business. The information obtained can provide ideas and insights which can then be implemented. This information can be of use to increasing a country's productive sector or to create employment.

The political value of reading is that it can, for example, provide social protection and can empower people to participate in decisions that affect their lives (The Zimbabwe Human Development Report quoting the United Nations Development Programme 1998). Reading is also of value to the community, as personal and social development resulting from reading enables a country to have informed citizens who can participate in national development.

The following quote from the United Kingdom's Department of Culture, Media and Sport (in Spencer and Mathieson 2003: 392) helps to show why reading also has a societal value:

The value of reading ... stretches far beyond the benefits to the individual. It brings social benefits. It is hard for people to be active citizens unless they read newspapers and government publications. It is hard for people to be informed consumers ... Being unable to read cuts people off from their own potential and the society...

Reading also has recreational value. People can read to relax or for pleasure in their spare time (Nell 1988: 7). Novels, magazines and newspapers are examples of recreational reading material. With the advent of technology such as television, it was believed that reading would be shunned (Clary 1991, Libsch and Breslow 1996). However, studies over the last thirty years have refuted this assumption. For example, Witty (1961 in Gallik 1999: 481) found that the amount of time spent watching television actually declined as the student progressed through school. Greaney and Hegarthy (1987 in Gallik 1999: 481) found no relationship between the amount of time spent watching television and the amount of time spent reading books. Libsch and Breslow (1996) also reported a decline in the amount of time spent watching television between 1976 and 1992. Television has not therefore had a profound effect on reading. It is possible that the reason for this is to be found in people's attitude to reading. This is a system of feelings related to reading which causes the learner to approach or avoid a reading situation (McKenna, Kear & Ellsworth 1995: 934). If people's attitudes towards reading are favourable, they will see it as beneficial and as adding value to their lives. According to McKenna, Kear & Ellsworth (1995: 939), an individual's attitude towards reading will develop over time, principally as the result of three factors. These are normative beliefs, beliefs about the outcomes of reading and specific reading

experiences. If reading attitudes are not clearly pronounced, people are bound to choose other activities for pleasure and relaxation as their attitudes towards reading will grow more negative with time.

Based on the points mentioned above, reading can be described as an activity which is beneficial to people. If people read they are able to derive pleasure, they acquire information and their lives are transformed. Reading is able to assist development and broaden one's mind. For this to happen, reading must become a habit. Having a reading habit is a pre-requisite for lifelong learning.

In the next section the value of a reading habit is discussed.

2.2.4 Reading habit

A reading habit refers to an interest in reading (Ogunrombi & Adio 1995: 50). Orellana (1972) defines it as the habit of acquiring and reading books. A person with a reading habit is said to have developed a love for books. An interest is not the only attribute. Having a reading habit can refer to continuous reading which in turn fosters a love for reading.

A love for reading depends on the ease with which one interacts with the text and makes meaning of the content. In order to be able to do this, a person has to be functionally literate (Ogunrombi & Adio 1995: 50). Reading is dependant on being literate. Literacy is defined by Graff (as quoted in Makenzi 2004) as a technical ability to decode or produce written or printed signs, symbols or letters combined into words. If a person is literate, he or she has acquired the knowledge and skills in literacy which enables him or her to engage effectively in all those activities in which literacy is normally assumed in his culture to be able to do (Gray 1987: 5). Lifelong learning cannot be achieved without literacy.

People need to be motivated to read. Reading materials can improve their personality and their social environment (Sangkaeo 1999). This reading material should be readily available and affordable to people. Given adequate resources, communities can develop a reading culture.

In the next section reading culture is discussed.

2.2.5 Reading culture

Writers such as Obot, Okon and Ansa (2003: 105) refer to reading culture in passing, with its meaning assumed to be universally known. Authors tend to define the causes of a lack of a reading culture, to describe the requirements needed for a reading culture or to describe the ways of improving a reading culture. Listed below are some of the points raised in relation to the issue of a reading culture.

- A reading culture is the art of inculcating reading habits and interest in learners through conducive reading environments and copious reading activities (Oloafe 2003: 96). This implies that, to have a reading culture, there is need for people to have proper reading environments. Another interpretation is that reading activities should lead to the fostering of reading habits and interest in learners. From the writings of Oloafe, it is assumed that a reading culture is directly related to literacy. Reading cultures tend to exist in societies with relatively high literacy rates. Although Oloafe suggests ways of improving a reading culture, he does not define the term.
- Kachala (2007) states that a reading culture should start at an early stage and be nurtured into adulthood. However, although this indicates ways of improving a reading culture, it also does not provide any guide as to the meaning of the term.

These points relate to the advantages of having a reading culture. They also highlight ways in which a reading culture can be promoted in communities.

What is evident from these authors is that a reading culture can be achieved through the availability of reading resources and the promotion of reading which can lead to a love of reading. Reading will then become a regular part of people's lives. In this study, a reading culture is seen as being a question of continuous reading practice, of reading as a way of life and an activity that is continuously being undertaken.

To ensure that a reading culture exists, it becomes necessary to promote reading.

2.3 Reading promotion

In this section, reading promotion is discussed. Various authors have their own views on the definition of reading promotion, with some interpreting it as book promotion and others as reader development (Spencer and Mathieson 2003: 393, Otike 1993: 10, Rosi 2005: 13). Book promotion deals with the provision of reading material, whilst the aim of reader development is to improve the reading experience so as to have an effect on the reader (Cruz 2003, National Library of Malaysia 2000).

Various interpretations of reading promotion are described below, and a working definition based on the definitions is presented.

2.3.1 Definition of reading promotion

According to Cruz (2003), reading promotion refers to engendering in the general public a love reading. The basis for this is to promote reading for whatever purpose. People need to be motivated to read, and this can be done through ensuring that people have a strong interest in reading and use high quality reading materials (National Library of Malaysia (2000). The focus here is on motivating people to love reading.

Reading promotion also involves increasing the reader's enjoyment. In order to open up reading choices, there is a need to increase reader enjoyment, and opening up reading choices can lead to reader satisfaction. The two activities are central to any reading promotion campaign.

Given the above interpretations, offering differing opinions of reading promotion and book promotion, the researcher postulates that in reading promotion the aim is not only to promote books but to reveal the enjoyment of the reading experience itself.

Glasshoff (1992: 3) supports this by emphasising that the aim of reading promotion is to support the individual process of learning to read, to promote the individual reading experience and to develop a pleasure in reading. As a result of this, reading promotion should be seen not just as

book promotion, reader development or reading awareness campaigns but as a combination of the three activities as they all aim to accomplish the same goal, which is to promote reading. For the purposes of this study, 'reading promotion' is:

A campaign to encourage reading, however subtle or explicit, through developing confidence and interest in reading material by all segments of the population. This is through the creation of an environment that permits access to books regardless of location, education, economic status, race and religion. The aim is to develop a reading culture and introducing non-traditional readers to books (Rosenberg 2003), (Elkin, Train and Denham 2003:2).

The functions of a reading promotion campaign are presented in the next section.

2.3.2 Functions of a reading promotion project

The reasons why reading should be promoted and celebrated has been discussed above. Since people have an innate desire to communicate, it is possible to motivate people to read (Sullivan 1976: 7). Motivation is noncoercive and it involves internal drives or external stimulation and encouragement (Sullivan 1976: 7). Motivating people to read, is reading promotion. Reading promotion therefore aims to promote and celebrate reading (Book Aid International 2005). This can be achieved by reaching out to readers.

Reading is a lifelong activity, and even if a young child is motivated to learn to read, additional motivations must operate to sustain or expand the use of his or her reading skills throughout life (Sullivan 1976: 10). Reading promotion activities are therefore required to foster a love for reading.

One of the hindrances to reading can be the lack of knowledge on the part of members of society about where they can access information and read (Oyegade 2003: 59). There are many homes without books, schools without libraries and even whole communities without access to library facilities (Williams 2003: 43).

Adults, whether newly literate or with established reading skills, only develop the habit of

reading if books with relevant content are readily available (Perold, Chupty and Jordaan 1997: 33) . Access to books is important if reading habits are to be nurtured (Nsubuga 2003: 71). People should be able to read at any time. Oyegade (2003 : 61) supports this by highlighting that one of the serious reasons for the lack of a reading culture in a society is the lack of conducive reading environments supported with relevant resource materials. Access to books must be an outcome of reading promotion.

“Reading is to the mind what exercise is to the body” is a statement about the effect of reading on people: it expands their imagination, knowledge, understanding and ideas (Mchombu quoted in Elkin 1999: 56).

Reading has the benefit of expanding imagination, knowledge and understanding (Spencer and Mathieson 2003: 392). Spencer and Mathieson (2003: 392) quote the UK Department for Culture Media and Sport which highlights that reading brings social benefits for people to be active citizens. This is because they need to read newspapers and government publications. They further argue that being unable to read cuts people off from their own potential and from the society around them.

The next section examines the important issues that need to be addressed in reading promotion.

2.3.3 Reading material

Reading material is a very important consideration in reading promotion. There are various types of reading material, and these should be used for different purposes. The use of easy-to-read material, such as books, newspapers and other information, is an important part of reading promotion (Tronbacke 1996), particularly for semi-literate people, but also for newly literate people. Reading material can influence readership. Krashen, quoted in Ross, McKechnie and Rothbauer (2006: 8), states that free, voluntary reading is the best way for children, less literate adults and second-language readers to become better readers. Krashen argues that direct instruction can never give novice readers enough exposure to language for them to learn to read, spell and develop a rich vocabulary. He concludes by stating that novices learn to read through

access to large amounts of printed material, which they themselves have chosen and enjoy. This research shows an important attribute in reading promotion. Reading should be sustained by having material to read, and that material should be interesting to the readers. In light of this, there is a need, in studying reading promotion projects, to determine the criteria used in selecting reading materials that are distributed to the communities. The material should be what is required by the recipients, if it is to be useful.

Most reader development promotions emphasise fiction, although a few include a mix of fiction and non-fiction (Spencer and Mathieson 2004: 400). An important point made by Spencer and Mathieson is that many young people who have not developed a reading habit find fiction difficult to read (Spencer and Mathieson 2004: 400). The solution to this is to find non-fiction material that relates to their knowledge and interests. This shows that the issue of the type of material and language used in a reading promotion project is important. There is a need to provide what people want. There should also be a variety from which to choose.

The study by Spencer and Mathieson (2003: 400) also argues that deposit collections are vital when young people are not regular library users. The study found that taking books to where young people are, for example youth centres, sports centres, hostels and colleges, will make reluctant readers take time to look carefully at reading materials. The justification for this is that it ensures that people are given easy access to books which they would not have sought out otherwise. It also shows the need to utilise environments that people are used to. There is a need to provide a service in areas in which people are comfortable, or they may reject the service. Another way of ensuring that reading material is in line with people's environments is to promote it in line with their activities or during the time when they are free. An example of this is in the United States of America, where summer-holiday leisure-based programmes are designed and implemented.

Summer reading programmes are another way of encouraging children to read as they provide access to books. In support of the summer reading programmes, research by the National Literacy Trust (2005) in the UK found that 95% of the children involved wanted to read more books, 45% read a book they would not have wanted to before, 65% would tell their friends to

read a book they had enjoyed and 92% of the books were new to the children. Hall (2005), on the other hand, believes reading clubs are a better solution.

The lessons learned from such research is that there is a need to create an environment in which people are taught how to read and encouraged to do so; and that reading material is important in reading promotion. Once this material has been identified, the next step is to determine how it can be promoted to people.

2.3.4 Reader promotion and the reader

There is a need to put the reader, rather than the book, the writer or the writing, at the centre (Attenborough 2000: 112). The focus of this is the reading experience and what it can do for people. Attenborough (2000: 112) further states the need to break down some of the 'baggage' around reading such as snobbery, guilt, elitism and feelings of failure as these get in the way of becoming a reader. Some researchers have identified ways of overcoming the problem of not having anyone to cultivate the love for reading or to highlight the power of reading and what it can do to a person's development.

The development of the reading experience can be integrated into people's interests and activities (Stone 1935: 105). Much of the research on reading promotion being intergrated into people's interest and activities has focused on children. This has been the method used in a number of projects such as The Reading Power Project and Passionet Roadshow in the United Kingdom. The advantage of this is that children learn to read while doing an activity that they enjoy. Reading is not being forced onto them, but rather it is being introduced in environments in which they are comfortable. An example of this is seen in the in the 2005 study by the National Literacy Trust of the United Kingdom on *Young people's attitudes to reading: the who, what, why, where and when*. The aim of the research was to collect evidence about children's and young people's reading preferences and reading behaviours, in order to support parents, teachers and other literacy professionals in promoting wider reading. The findings show that most pupils read in the bedroom, followed by the classroom and the living room. Other findings include pupils statements that they would read more if they had more time, if they enjoyed it more, if

books were cheaper and if books were about subjects they were interested in. This shows the link between the promotion of reading and the environments in which children are interested.

In another example of using people's activities to design a reading promotion project, McNicol (2003) found that summer reading schemes were the activities most frequently mentioned by public libraries. The main weakness of summer reading schemes is that they do not seem to encourage everyone and tend to be of interest mainly to primary school children. The majority of children involved were of primary school age, and there were difficulties engaging older children, especially boys. The reason for this may be that they do not see reading as an activity that they can spend their summer engaged in.

Research by Krashen and Shin (2004) indicates that there was little difference in reading gains between children from high- and low-income families during the school year, but that differences were evident in the summer due to summer reading camps. Children from high-income families are able to attend and benefit from summer reading camps. According to McCune (2002), summer reading programmes ensure that:

- reading gets better when you practice it;
- children lose school year reading-gains during the summer if they do not read;
- children who attended a summer library programme read better than those in a summer camp programme;
- children in a summer library programme are more likely to read at their grade level or above than are their non-participating peers; and
- children in a summer programme who visited the library and did free reading made more reading test gains than those in a traditional language arts summer programme.

2.3.5 Mentors in reading promotion

A mentor is a person who assists children with their reading. A mentor can be there to provide reading material, help with reading instruction or motivate children to read. Adults have a role in encouraging children to read (Ross, McKechnie and Rothbauer 2006: 5). They help the child to make connections between text and life and to see books as sources of knowledge relevant in

many situations in the real world. This shows that in children's reading promotion, the role of the adult is important. They encourage, motivate and stimulate children to read. This, in terms of the research on reading promotion, shows the need for motivators in encouraging reading. There is a need in a reading promotion project to include adults who will motivate children to read. In the analysis of reading promotion projects, the role of adults as reading mentors is important.

2.3.6 Reading promotion as a social activity

Reading should be seen as a social activity. It should be a way of relaxation, pleasure, or enjoyment just as are watching television or playing sport. People should be able to refer to reading as an activity that they regularly take part in and they enjoy. One way of promoting reading as a social activity is to create reading clubs. Membership of a popular and well-run reading club can have a positive impact on reading age, the members' commitment to school, self-esteem and behaviour (Hall 2005). The reading clubs can lead to:

- widening reading range;
- improving reading skills;
- enabling children to see themselves as readers;
- creating or strengthening a reading culture within the school;
- creating a number of enthusiastic, committed and lifelong readers; and
- making all members more confident around books, and more willing to talk about ideas (Hall 2005).

2.3.7 Media and reading promotion

The media can be used to promote a reading culture. The media has the ability to influence people and is also able to reach a wide range of people regardless of location. By using the media, a reading promotion project is able to let people know of its existence, its aims, its method and why people should be part of the project. An example of this is found in Kenya, where according to Aduda (2002), the national radio station has a weekly slot which focuses on new books, successful writers and general issues in publishing and the book trade. The Kenya Television Network also has a programme which presents, among other things, features on

children's books and popularises reading and creative art among the youth of the country. This is in order to encourage children to read and even to write books. He concludes by stating that "... a synergy needs to be created through a partnership between the media, publishing companies, educational institutions and the government to promote a reading culture" Aduda (2002). If all sectors work in harmony, reading promotion projects can thus be successful. It should be noted that most projects tend to be small and cannot reach everyone. This example clearly shows the role of the media in reading promotion.

2.3.8 Reading promotion and the book trade

The book trade plays a part in reading promotion by bringing suitable reading material to people's attention (Davies 2002). Ways used to accomplish this include special displays, authors' signing sessions, lectures and broadcasting appearances by prominent authors with something new to publicise. Other promotional initiatives include themed celebration days such as Bedtime Reading Week, World Book Day and Swap a Book Day. The aim is to inform the public. Once the public has been informed, there is a need to develop enthusiastic readers.

These are not the only ways that reading can be promoted, but are ones that have been researched. In subsequent chapters, other ways of promoting reading will be discussed.

In the next section, approaches to encourage reading are discussed.

2.4 Approaches to reading promotion initiatives

There are different approaches to encourage people to read (Rosenberg 2003: ix, Baatjes 2003: 6, Glasshoff 199:330). These have been defined as book-centred approaches and reader-centred approaches, the latter is also referred to as reader development (Rosenberg 2003: ix, Elkin, Train and Denham 2003:2, Nielsen 2005: 5). These are explained in detail in the next sections.

2.4.1 Book-centred approach

The book-centred approach emphasises the promotion of access to reading material (Rosi 2005: 13, Sangkaeo 1999). The book is put at the centre of the reading promotion activity, making it visible to people. Reading is promoted by providing access for communities to reading materials. These comprise donated new or used reading materials.

Book promotion includes book donations (Otiike 1993: 10; Rosi 2005: 13). Book donations are described as aid in the form of information materials which may be both book and non-book materials. Rosi (2005: 13) describes book promotion as a form of book donation. She states that the aim of book promoters / donaters is to transfer a portion of books that are plentiful in rich countries to poor countries where they are scarce. Book donations transfer a number of publications for educational or cultural purposes, free of charge or almost free of charge, to recipients or beneficiaries. It should be noted that book donations are not the only method of book promotion. Other methods, which will be discussed in detail later, aim at marketing the book and making it available to people through different methods such as book mobiles, mobile libraries and via the web. Book promotion is aimed at making the book visible. People have to be given access to the book.

Book promotion can therefore be seen as an activity that is designed to increase access to reading materials with little or no charge to beneficiaries.

2.4.2 Reader-centred approach

In the reader-centred approach, the reader and the reading experience are placed at the centre of the initiative (Spencer and Mathieson 2003: 393). Denham (2003:59) refers to this as reader development. She adds that the focus of this approach is the triangular relationship between ‘reader, text and the interaction between the two’. The justification of this is that reader development is not much concerned with what happens and how it happens, but with the outcome in the fact that there is an engagement, an interaction between the reader and the text (Denham 2003:60). There has to be benefit for the reader. This approach can be seen as being more focused in expanding people’s reading horizons. In the reader centred approach, the aim is

therefore to allow readers to make a more managed and informed choice (Train 2003: 35).

Train (2003:36) notes that in the reader-centred approach a passive approach and an active approach exist. The passive approach takes into account that some people prefer to be left alone in their choice of reading materials, browsing in order to select what they want. In this approach, the role of the reading promoter is to make unspoken suggestions using, for example, pre-selected displays, and groups or highlighted selections of texts. The active approach, on the other hand, encourages individuals to interact with each another and to share their reading experiences (Train 2003: 37). This can be seen as a way of promoting readers and stimulating other readers to read a particular book or article.

The International Reading Association (2007:1) refers to reader development as strategies concerned with producing proficient readers. Some of the strategies that need to be implemented follow:

- word level strategies. Multiple strategies for developing readers' knowledge of word meanings, and strategies for word identification such as the study of the phonemic basis for oral language and phonics instruction, can be used;
- text level comprehension strategies. These are designed to teach readers to construct meaning from text and to monitor their comprehension. Strategies that can be used include comprehension strategies and critical reading;
- reading-writing connections. These are strategies used to connect writing to the reading of literary and information texts as a support for comprehension. Strategies that can be used include instruction in the conventions of language used in speech and writing, such as how to punctuate prose and develop sentence and paragraph structures; and
- instructional approaches and materials. These refer to implementing good reading instructions and a range of materials for instruction (International Reading Association 2007: 3).

The aim of these strategies is to develop reading fluency and comprehension to enable people to be comfortable with reading. Reading development initiatives are established by organisations or institutions which run programmes aimed at developing readers using the strategies outlined

above. These can be run by governments, non-governmental organisations, public sector organisations and private businesses.

2.5 Methods used in the book-centred and reader-centred approaches

Various methods are used in these approaches, including techniques used to promote reading. The techniques used in the book-centred approach are discussed first.

2.5.1 Methods used in the book-centred approach

- Book floods

Book floods are used to increase the amount of reading material available. It is run by governments and non-governmental organisations. Examples of countries using book floods include Fiji, Singapore, South Africa and Sri Lanka. The case of Fiji is examined below.

The aim of the book flood strategy in Fiji was to donate a rich supply of high-interest books to a number of disadvantaged primary schools in rural areas. The goal was to see a substantial improvement in the pupils' English reading and other language skills (Elley 2000: 237). The role players in the Fiji project are the local Ministry Curriculum Officer with the support of a donor agency, Suva Institute for Educational Research. The method immerses students in high-interest books designed to be read, discussed and shared in various ways (Krolak 2005: 6). This strategy provides reading materials and introduces people to books, but does not encourage them to adopt a reading habit, and needs supplementing by offering formal training and follow-up sessions to see if the material is being utilised. The challenge of any reading promotion project is to motivate children and adults to read for self-study and pleasure.

A weakness of this strategy is that in most cases recipients are not familiar with the contents of the book flood, and books donated may not necessarily be relevant to communities. In Africa, where there may be an unwillingness to refuse donations for fear of upsetting the donors, this has an effect on the amount of relevant reading material. To overcome this, communities need to be involved in the selection of the material.

- Mobile libraries

Mobile libraries have been defined as portable libraries that travel from place to place promoting reading and the development of literacy, particularly in the rural and poor communities (Makenzi 2004). They are run by non-governmental organisations in most countries, and are innovative ways to share books and supplementary reading materials with excluded communities (Krolak 2005: 13). Their methods of transport range from donkeys in Zimbabwe, camels and motor bikes in Kenya and elephants and boats in Benin, all with the aim of spreading books and other reading materials. Different types of mobile libraries are looked at below.

- Portable libraries

Portable libraries are a form of mobile library. They are moved from one area to another and usually take the form of books stored in boxes. Different types of portable library projects are discussed below.

The Thailand Portable Libraries project designed and developed wooden boxes, about the size of a suitcase, containing 200-250 books. It is run by the government in collaboration with non-governmental organisations. The boxes are given to remote areas where, when opened, the boxes function as a display unit complete with book shelves. The opened box can be placed in any quiet corner indoors or outdoors (Elkin 1999: 66), and the books loaned out to people.

In Nigeria, portable or mobile libraries are used to encourage voluntary reading (Dike 2000: 17). An example of this is the project run by the Children's Centre Library at the University of Nigeria in Nsukka. It was formed because of the need to find ways of regularly providing reading materials so that the availability of materials would encourage reading and literacy development. The project involves the establishment of shelves: one in an urban primary school, a second at a local prison, a third a basic skills centre for out-of-school youth and a fourth at a rural primary school.

In Kenya, the Kenya National Library Service (KNLS) runs the book-box programme which is another example of a portable library. The objectives of the programme include making books and other information resources available to children in rural areas, inculcate reading habits, develop a love of books in young people and enhance learning skills through effective reading. The service takes books to schools on a rotational basis, using a motor cycle. The benefiting schools contribute funds towards the purchase of books (Ngumo 2002: 51).

These mobile libraries can participate in other activities such as library weeks to promote reading. A library week is a week of intense literary activities devoted annually to sensitizing the public to the importance of books and reading (Oyegade 2002: 63). An example of this is the Oyo State Library Week in Nigeria. Its aims and objectives are to:

- expose and create awareness of the books and other resource materials that are available in the Nigerian market and libraries to the general public;
- bring authors, publishers, booksellers, librarians and users of materials together to discuss issues relating to books;
- enable the public, especially parents and guardians, to have the opportunity to purchase books and related materials directly and cheaply for their wards; and
- expose readers to the facilities available at the Oyo State library.

In order to be able to meet these goals, literary activities such as symposiums, children's fairs and essay competitions involving school children and rural dwellers are organised. The relevance of the library week is that it is an effective means of creating awareness in the community.

These mobile libraries are important, especially in remote area which tend to have little or no reading material and can most benefit from them. The only drawback may be the infrequency with which they are available to communities, which does not give people time to browse through the collection to make an informed reading choice. Also, these mobile libraries are not manned by people qualified to assist people to make an informed reading choice.

2.5.2 Methods used in the reader-centred approach

In order to develop readers, various methods are used. In this section, these are discussed.

- Reading aloud to children

In order to promote reading, there is a need to introduce reading to children from a young age. It is believed that, by nine months the child, is able to respond to the sight of certain books and convey to his or her parents that they are favourites. This type of reading promotion ensures that children are introduced to books at a young age so that they may see the importance of books and be able to adopt a reading culture.

- Reading campaigns

To encourage reading, various government and non-governmental agencies use reading campaigns with a variety of word levels, instructional approaches and materials to promote reading. A reading campaign is a coherent campaign that promotes reading to all segments of the population (Print Industries Cluster Council 2005: 14). Reading campaigns to promote reading have the following benefits:

- they consolidate and build on good practice through the dissemination of information and guidance;
- they find ways of promoting models of partnership work in reading;
- they continue to encourage and support reader development, especially when it reaches;
- beyond traditional readers;
- they strengthen links between reading promotion and the wider literacy agenda; and
- they encourage new partners to become involved in promoting reading and literacy for pleasure and purpose (National Reading Campaign Update 2002: 4).

National reading campaigns can be carried out by governments, non-governmental organisations or through a collaboration between the two. Below, examples of different types of reading promotion found in the literature are discussed. They are categorised by type: national or local, and implemented by government, private sector or non-governmental organisations.

- National reading campaigns

Reading campaigns are necessary as they build awareness of the importance of reading. They also help people become aware of available reading resources. In many cases, people are not aware of some of the resources that are at their disposal. Through reading campaigns, the importance of reading is highlighted and this may stimulate people's interests in reading. In poor communities, these reading campaigns are necessary as they advertise the availability of reading resources which are otherwise beyond people's financial reach.

However, drawbacks exist with these campaigns. They are usually short term projects. When they are completed there, there may be no follow up and the resources will have been exhausted. The communities that have benefited from the campaigns are again without resources and the gains obtained from the campaign are quickly lost. There is therefore a need for campaigns to have a second phase. These should be designed in such a way that resources are always present. For example, if libraries are built during a campaign there should always be reading resources available. Skilled librarians should also be present to help people with their reading choices, assist them in their reading experience and run programmes to reach out to would-be readers. Below, government-backed national reading campaigns are described.

- Government backed national reading campaigns

The Book Alive campaign is the largest and most significant reading promotion initiative in Australia (Elkin, Train & Denham 2003: 110). It uses the instructional approaches and materials strategy. It is a four-year plan to promote the intrinsic value of books, reading and literacy. The books of Australian writers (Nielsen 2005: 5). OZCO as found in Elkin (2003: 110) add to this by stating that their aim is to support the book industry in Australia.

The role players in the campaign include The Book Industry Assistance Plan, funded by the

Australia Council. This is the arts funding and advisory body for the Federal Government. Amongst other partners, it works with school libraries. The method used in the campaign includes the four-year “Books Alive” segment, which concentrates on reading for pleasure.

This project can be seen as a campaign to introduce new readers to books, to maintain current readers and at the same time to promote Australian published works. It is a reading promotion project that targets everyone with the aim of encouraging people to read.

The National Year of Reading in the United Kingdom, which ran from September 1998 to August 1999 and which later continued as the National Reading Campaign, is an example of a government-funded initiative. Its aim was to try and create a nation of readers and to help to raise reading standards. This initiative is analysed below.

The National Year of Reading initiated by the United Kingdom’s Department of Education and Employment is another example of a national reading campaign. Its aim was “to engage the whole community in reading, for pleasure and for purpose, in order to build a nation of readers” (Panozzo 2000: 8). As well as encouraging people to read, it also aimed to:

- introduce young children to books at an early age;
- get children and young people reading regularly;
- have more families reading together;
- get more people reading for pleasure, with increased understanding; and
- have more people talking about what they read (Panozzo 2000: 8)

The role players included The National Literacy Trust, a non-governmental organisation, and the United Kingdom’s Department of Education and Employment, The methods used are outlined below:

- Telling people about what was happening, who was doing what, and which new ideas seemed to work best in the programme of reading;
- A government advertising campaign, used to reinforce the message that everyone can help with children’s reading, not only by reading stories at bedtime but also by sharing shopping lists, sports reports, menus and signage; and

- Partnerships were formed with business organisations. An example was the supermarket chain Sainsburys, which put £6 million into taking Book Trust's Bookstart project nationwide and giving books and reading information to parents of nine-month-old babies when they visited local health centres for scheduled health checks. This shows the potential for partnerships in creating reading promotion projects.

The National Reading campaign took over from the National Year of Reading with the aim of engaging the whole community in reading for pleasure and for purpose to build a nation of readers (National Reading Campaign Update 2000: 2). The role players included the UK Literacy Trust, a government agency funded by the Department for Education and Employment. Some of the projects have been:

- a major television advertising campaign with the message 'A little reading goes a long way';
- media campaigns involving celebrities;
- a roadshow to nine cities, schools and libraries; and
using fathers as potential role models for reluctant boy readers, involving them in storytelling, reading sessions and reading events in schools including author visits, book festivals and reading clubs (Elkin 1999: 57).

The importance of this campaign is that it targetted reluctant readers and indicated the value of advertising a reading promotion project. People must be informed.

In analysing reading promotion projects, the communication of information needs to be looked at.

- Combined government and private sector reading campaigns

In some instances, governments collaborate with other organisations to establish a national reading campaign. An example in the literature is the Family Reading Campaign, a campaign established in 2004 by the National Literacy Trust on behalf of the United Kingdom's Department for Education and Skills and including over 30 national organisations interested in promoting and developing the enjoyment of reading (National Literacy Trust 2004/2005: 13). The forum was set up to encourage effective networking and to minimise duplication of effort

between key organisations. In 2005, the forum formed the Family Reading Campaign in response to the need for reading in the home to be a key priority in the drive to build a literate nation. The aims and methods used and the role players are described below.

Table 1: Aims and methods used in Family reading campaign.

Aims	Methods used	Role players
<ul style="list-style-type: none"> • Launch a campaign to influence the nation’s popular culture so that the enjoyment of reading can begin and be sustained in the home (National Literacy Trust 2004/2005: 13). • Promote the benefits of home reading, partnering with all the key organisations concerned with education, health and parenting. 	<ul style="list-style-type: none"> • Worked with mass media to maximise the impact of the campaign. • Promoted reading through family learning activities. • Organised National Literacy Association events to inspire carers to read with children. • Encouraged parents to use story sacks and make up stories. 	<ul style="list-style-type: none"> • Worked with the BBC’s Reading and Writing campaign. • Worked with leading learning and skills organisation. • Worked with adult education, children’s centres, media, libraries, primary schools, secondary schools.

The government also joined with the private sector to promote reading in the Netherlands. The Stichting Lezen was set up by the government and the private sector. Its function was to develop strategies and methods to improve reading, the reading environment and the image of reading. An example of a strategy used was the Boekenpret (Fun with Books). This was a programme designed to help young parents build up good reading habits with their children, starting with babies as young as three months old. During the programme, the children were read to for approximately 500 hours over a long period (Sanders-ten Holten 1998). The project promoted reading by providing a form of educational support to parents and teachers, with the aim of

ensuring that children have easy access to books in order to turn them into readers for life.

In developing readers, reading role models, motivators and contests are used. These are described below.

- Reading role models and reading motivators

Reading role models and reading motivators are adults chosen to work with children and encourage them to read. They are found in community centres, libraries or schools where they work with children. In some cases, parents perform this role (Elkin 2003: 108). Children can also act as role models amongst themselves. Examples of projects using reading role models and reading motivators are discussed in this section.

- Reading role models and reading motivators

The YouthBox model is an example of a project using reading role models as it fuses the skills and resources of two key partners: youth workers and libraries. Youth workers engage with hard-to-reach young people, and libraries bring a wealth of creative reading resources (Read On 2004: 4). The programme relies on adults spending time building positive relationships with young people, getting to know them and setting aside their own judgements. Books are gradually introduced. The programme is used to build better relationships between libraries and young people and often starts by taking materials to places where young people are already comfortable. The advantage of this programme is that reading can be linked to any activity that young people enjoy. Once the young people are involved in a motivating activity, books can be subtly introduced (Elkin 2003: 109, Read On 2004: 4).

The Books for Change project is an example of how projects use motivators to get people to read for pleasure. It is a partnership that brings together public, private and voluntary sector organisations. These share a vision for the active promotion of reading, books and writing at grassroots level. The aim is to promote a love of books and an appetite for reading and self expression, especially amongst those who for whatever reasons currently choose to read little or

not at all (Read On 2004: 4). In order to accomplish its mission, it offers free community resources and a Readers Leaders scheme. The community resources are free, internet-based community resources with downloadable project materials, book briefings, author information and a wealth of book-related resources for individual, community and group use.

In terms of this research, the Reader Leader scheme is important and significant. This scheme supports and trains individuals who are willing to act as reading enablers in their local communities, to inspire and lead an interest in reading and self expression and to foster a culture of reading for pleasure. Bell (2005), Chief Inspector of Schools in the United Kingdom, stated that “the process of learning to read in school, has sometimes failed to help people understand that reading is something other people do for pleasure”. Too often reading is seen as being for academic purposes only, and getting people to read after they complete formal schooling is difficult. This makes reading for pleasure through the use of Reader Leaders important, as there is a need to encourage people to read for pleasure regardless of whether they are in school or not. Having reading role models is thus the essence of this project, and it shows that motivating people to read is something that must be catered for in a reading promotion project.

- Reading contests

Reading contests are carried out in order to motivate people to read. These do not only award prizes to people who have excelled. A requirement in most of these projects is that, for the contestants them to win points, they must discuss the book with either a teacher or a reading role model. This promotes reading and develops reading comprehension and understanding. An example is presented below.

Reading Champions is a programme which honours outstanding readers with awards, in this way motivating other readers to achieve what they have obtained. Some projects have gone to the extent of using would-be readers as reading champions. An example is Mount Grace School in Hertfordshire, England, which has a successful pilot programme known as the School Reading Champions. At its heart is the need to involve boys in developing ideas to maximise boys’ enthusiasm for reading (Torsi 2005). The methods used to promote reading appeal to boys’

competitiveness by centering on bronze, silver and gold awards. Bronze level can be achieved by showing enthusiasm for reading. Silver Reading champions have to be involved in developing a scheme to encourage others to become involved in reading, and the Gold level is for an outstanding contribution to developing a reading culture in the school. The three levels are supported by a flexible framework of ideas to encourage involvement. Posters are available featuring celebrity reading champions, including four England international football players. This project targets boys in order for them to develop a reading culture. A weakness, however, is that it seems to ignore girls. Creating a spirit of competitiveness amongst all children would have helped as the girls would try to outdo the boys.

The use of reading role models and reading contests is a way of encouraging people to read. At the same time, the methods ensure that people develop as readers. There is a need to promote the reading experience itself in reading promotion.

- Book weeks

Amongst the methods utilised are book weeks, which are weeks set aside to promote reading. An example of this is the East African Book Weeks Project, involving weeklong book festivals to promote the importance of reading and books within a cultural context (Tumusiime 2000: 55). Activities include book exhibitions, reading tents, literacy awards and book donations to school libraries. This is part of the efforts by the East Africa Book Development Association (EABDA) to enhance a reading culture in East Africa

- Children's Book Project

The Children's Book Project (CBP) in Tanzania was established in 1991 by government, publishers and librarians as part of efforts to motivate and support the production of books for children and to promote a reading culture in the country. The objectives of the project are to create a partnership with publishers. The project distributes books to rural libraries, primary schools, teacher resource centres and pre-schools. The unique part of this project is that publishers were required by CBP to produce 5,000 copies of each approved title. From this print

run, CBP purchased 3000 and the remaining ones, which were left in the hands of the publishers, strengthened them financially. The CBP also organised training courses, workshops, and seminars for people in the book industry with the objective of improving their skills. The CBP is unique in that it controls the entire process including determining the content, writing the content and distributing books that are needed by the community. The advantage of this project is that it distributes books of value to a community and which children relate to as they are based on their surroundings; this, it is hoped, will foster a love of reading and may lead to an improved reading culture.

- Reading agencies

Reading agencies are organisations that have been created to promote reading in different countries. The methods used are discussed below.

Well Worth Reading is a United Kingdom agency working with young people and adults. It uses the active approach to reader development. The role players include public libraries, schools, the private sector and government. The methods they use are promotions, training of volunteers and creating reading partnerships (Train 2003: 40). The aim is to broaden reading horizons.

The Reading Partnership in the UK is an agency focusing on research, advocacy, development of pathfinding models and evaluation. The role players include libraries, agencies and partnership organisations. Its aim is to develop stronger relationships between libraries and business in support of reader development. As a result of this, its activities include literature promotion and reader development through partnerships with business and libraries (Denham 2003: 75). These partnerships enable readers to have access to additional reading material, and make funding available for reading and for training people who assist in fostering a love for reading.

These agencies are important in that they empower people by providing them with resources and platforms to enable them to read. Many people like to share reading experiences and this provides them with the means to do so (McKearney, Wilson-Fletcher and Readman 2001:116). The advantage of the agencies is that they ensure that reading is harnessed by everyone.

These book development associations and councils play a part in promoting and encouraging people to read. They introduce people to books, and by donating books they ensure that people at least have access to reading material.

- Reading tents

The concept of reading tents is a reader extension service through which reading material is taken to the communities. This gives communities easy access to books and other literature whilst promoting a reading culture. The main objectives of reading tents are to:

- develop and promote a reading culture;
- promote skill useful in teaching reading and making reading enjoyable for young readers;
- create awareness of the importance and power of reading;
- promote a love for leisure reading and inculcate reading habits;
- develop reading skills and create lifelong reading habits;
- make books accessible and available to young readers;
- create awareness about the books available on the local market;
- create awareness about the role of libraries in the community; and
- produce and sustaining a literate society (Makenzi 2004).

The reasons why tents are used are:

- the reading tents approach is an outreach tool in the promotion and development of literacy and reading skills; they bring material to the people;
- they are versatile and easy to move from place to place, and many children can be reached regardless of where they live;
- in areas where there are no libraries, tents provide shelter from the rain, wind sun and dust for the reader and the reading materials during reading sessions;
- they create an environment where reading is presented as enjoyable, fun and simple;
- they bring out an aspect of relaxation and create a non-formal learning atmosphere; and

- the reading tents approach offers children an alternative, enjoyable approach to learning (Makenzi 2004).

Tents depict simplicity, convenience and are easy to pitch and unpitch. The case of Tanzania's reading tents is examined below.

In Tanzania, the Bagamoyo Community Reading Tent was established as part of reader development and reading promotion efforts. The aim was to bring change to the inhabitants of Bagamoyo by providing the community with the opportunity to have close and easy access to books and other literature while simultaneously promoting a reading culture among a people who had previously known no library services (Nsubuga 2003: 66). Amongst the activities in the reading tent are reading for leisure. In this activity, each participant is given an opportunity to select a book of his or her choice and then read it. At the end of the day some participants are able to re-tell to each other the stories they have read, while others inquire about the meanings of words they had found difficult when reading the story they had chosen. Story telling and a reading competition are other activities that have taken place in the tent. The outcome of the reading tent is that it introduces people to reading while motivating them to read more in order to find answers to problems they may have encountered. However, it should be noted that this type of project is effective only if people are able to read. In communities where people are illiterate, they may feel ashamed of taking part in such programmes. There is therefore a need to be sensitive to this point and to try and devise activities with which everyone will be comfortable (Nsubuga 2003: 66).

- Teacher training

The Reading Power Project in the UK offers the following:

- Teachers' book groups which focus on high quality children's literature;
- A box of 20 core texts for each teacher and classroom involved in the project;
- Support and advice for setting up children's book groups in school;
- Support and advice to teachers to use literature more effectively in the classroom; and
- Provision of support materials online and on CD (Elkin 1999: 57).

This project offers interaction between the teacher and the pupil. The teacher is supplied with resources which encourage children to read and the teacher is taught how to do this effectively. It empowers people to offer a quality service to the intended audience, which is why there is a need to train teachers who best know how to interact with children. The project makes maximum use of people already skilled in dealing with children as they are in a sounder position to understand children and what they need.

- Family reading

The Penang Public Library Corporation in Malaysia uses the reader centred approach. In 2002, it adopted the “Read To Me” project. The aim is to encourage the whole family to read and to make reading a family activity. The method it uses is to supply reading materials to the parents and train them in how to use these for the benefit of their children. The project thus involves adults (parents and family members) and children at home (Penang Public Library Corporation 2001). It uses project facilitators who are taught in workshops about skills for training parents to read effectively to their children. Topics taught to the facilitators include the importance of reading, the reading process and the various approaches, methods and techniques in learning to read for children. The importance of this project to reading promotion is that it shows the importance of parents in the reading process. In order to create an environment at home that can encourage the family to read together, parents have to be involved and know how to create that environment. This can be through providing suitable reading materials for children and using the proper technique for reading to children at various ages. The role of the parent is fundamental in reading promotion, and there is a need to investigate whether projects cater for this. If parents make reading a priority in life, children are likely to adopt it as well. However, a weakness of this project is that it does not involve the schools which are in a strong position to aid children’s reading.

- Reading clinics

Reading clinics are also used to promote reading. They have been defined as an organised

activity which can take the form of a workshop where children or adults come together for a number of days and are encouraged to make use of activities such as storytelling (Apenten 2003:47). With the advent of the Internet, this definition has had to be revised. Reading clinics can occur regardless of location, and can occur over the internet involving people in different locations who have access to the web and who have the necessary software. Reading clinics are therefore an organised activity which takes place as a workshop or a discussion class, with people interacting over a number of days and being encouraged to read through the use of activities that can be done wherever they are. The aim of the clinics is to expose people to skills such as speed reading and information handling (Sangkaeo 1999). Activities carried out can include presentations by writers, film shows and slide shows, all having the aim of promoting and stimulating an interest in reading. Examples of reading clinics are presented below.

In Ghana, school reading clinics are organised. The reading clinic uses an approach where children are taught how to borrow books from the library for home reading and how to take care of library materials. This makes it easier for children to use the library.

The reading clinics last for five days and are organised by the Accra Metro Education Directorate in collaboration with the Ghana Library Board. The aim is to help children acquire an interest in and high moral attitude towards reading (Apenten 2003: 47). Activities at the clinic include children's play games, which involve them in simple activities to sustain their interest in reading; the provision of reading materials for children and staff; and the library staff's provision of a library environment that encourages and promotes a reading culture among the participants. The intended outcome of this project is to make library visits easy for children.

Other unique reader clinics have been developed through the use of the web. One example is the project funded by DCMS/Wolfson which enabled a partnership between many libraries in Kent, Leeds and other areas of Britain to launch the www.storiesfromtheweb.org. This is a website designed to stimulate the imagination and reading development of children and young people, and to encourage them to explore, read and enjoy stories in a geographically distributed, collaborative public library and networked environment (Denham 2003: 179). Through weekly clubs held in each partner authority, children are guided through learning programmes, giving

them the opportunity to meet and interact with authors and publishers, develop reading habits and skills and take part in reading events. The project aims to encourage children and young people in their development as readers by increasing their own skills and confidence. The advantage of this method is that it uses information technology that most children are used to and enjoy using. Reading can be seen as outdated, but if it is available on the web it may be regarded in a different light. This method however, is only effective if all the resources are uniformly available throughout the whole system. In Africa, it would be difficult, though useful, to implement but in terms of reader development it could be useful. It is an approach that needs to be looked at in depth and analysed further.

Reading clinics are therefore a way to introduce people to reading material, to market reading material and to ensure that people have access to it.

- Paired reading

The paired reading technique was designed to meet two basic criteria. Firstly, general applicability through inherent flexibility and capacity to adapt to individual reading performance, and secondly, sufficient simplicity to be used effectively by a child's own parents at home, with a minimum professional training and supervision (Morgan & Lyon 1979:151). Donovan and Ellis (2005;174) support this. They add that paired reading as an approach to help a child practice reading with a parent's support. An example of a project using this approach is the Title I school in the United States. This project uses students in grade 2 and their parents. The parents are taught in workshops how to use the paired reading method. They are taught how to select a book, discussing the illustrations, talking about the character and predicting the plot. After the training the parents and children go home and practice what they have been taught. The paired reading method helps parents to be able to help their children how to read.

In the next section, a framework for successful reading promotion initiatives is proposed.

2.6 Framework for successful reading promotion initiatives

In this section, a potential framework for successful initiatives is presented. It identifies the attributes that have to be in place if a reading promotion initiative is to be successful.

2.6.1 Framework for initiatives

A framework for successful initiatives is required for the establishment of reading promotion projects. One such framework has been suggested by Elkin.

According to Elkin a framework for successful reading promotion should have the following characteristics:

- Ideas about what works in developing communities are shared with colleagues nationally and internationally.
- By recognising the value of inter-regional and inter-departmental initiatives, it avoids duplication of time, effort and money.
- The people involved in the project are knowledgeable about promoting reading.
- It draws on peoples' individual experiences with reading and they socialise, share and learn together and encourage a positive approach rather than a negative and guilty one.
- It uses a participatory approach which leads towards a theoretical framework-based conceptual approach (Elkin 1999: 81).

This framework provides only a part of what is required to establish a successful reading promotion initiative. It does not provide information about what a reading promotion initiative should contain, what its aims should be or how it should be analysed. To do this, a method of evaluation is required. In the next section, indicators of the impact of reading promotion projects are discussed.

2.6.2 Evaluation of a reading promotion initiatives

This section looks at the evaluation of reading promotion projects. There is a need to evaluate the

effectiveness of reading promotion, and a framework of guidelines are required for this. These indicate the factors to be considered in evaluating reading promotion projects, and provide measures against which projects can be judged. To ensure uniformity, these measures need to be structured in such a way that related attributes are grouped together.

Shongwe and Treffgarne (2001: 101) propose a compendium of indicators of successful reading projects:

- Numbers participating per year - this indicates the number of people who have been reached by the project and are involved with it as beneficiaries or as project personnel, such as role models, mentors or co-ordinators for a particular region or area.
- Number of books produced, borrowed or distributed - this indicates if the project has sufficient resources, measures how many books have been used in it and determines if the ratio between the number of people participating and the available books is appropriate. Ideally, all participants will have access to books.
- Amount and type of support material - this refers to the resources that the reading promotion project makes available. This can be in the form of tangible or intangible support, and can include books, training manuals, funding or reading role models.
- Numbers reached - this refers to the number of people who have benefited from the project since it was established. There is a need to know this in order to be able to determine if it has reached the number of people for which it was intended.
- Breakdown of inputs from different sources (public/private/NGO/bilateral or multi-lateral funding agencies)

For a project to be successful, there is need for collaboration between agencies. For example, the Department of Health may distribute booklets on HIV/AIDS in communities. These collaborations ensure the maximal use of resources, assist in sharing ideas and avoid duplication of effort. A project should not operate in vacuum. All the necessary role players need to work in tandem to benefit the target community.

- Other factors to be considered in evaluation

Goals and objectives should be used as yardsticks for assessing effectiveness (Afemikhe 2000: 138). These must first be analysed. Goals and objectives which are too broad and not properly defined will affect the project.

Another factor to be looked at when evaluating reading promotion projects is the reading material. This should originate as far as possible from the potential reader's immediate environment, attracting and motivating the reader who must identify with the content and message of what is being read. Above all, reading material should be easily accessible and affordable (Obanya 2000: 3), although this is not easy to achieve in economies that may not be stable, such as in the case of many African countries. It is also necessary to determine the role of the communities in selecting the reading materials and the criteria used to determine its suitability for its intended users.

2.8 Conclusion

In this study, reading promotion is defined as a campaign, subtle or explicit, to encourage reading through developing confidence and interest in reading material among all segments of the population. This is done through creating an environment that permits access to books regardless of location, education, economic status, race and religion. The aim is to develop a reading culture and to introduce non-traditional readers to books (Rosenberg 2003, Elkin, Train and Denham 2003: 2).

Reading promotion is essential. Children who fall behind in first grade reading have a one in eight chance of catching up to grade 5 level (Hempenstall 2000:5). For many struggling adolescent readers, the middle years of their schooling may be their last chance to catch up in their reading skills.

In promoting reading, various techniques can be used. The most common in the literature is positive interaction with teachers. Research by Coles (1998) suggests that the social and emotional aspects of learning have a powerful influence on students' ability to improve skills in reading. Colvin and Schlosser (1998) found that students respond positively to learning tasks where teacher encouragement challenged them and required them to make an investment of time and effort. They further suggested that teachers think in terms of Vygotsky's (1986) zone of proximal development, and provide students with reading texts that are slightly beyond their

level to complete alone but which they can successfully read when they receive teacher assistance. Another important issue in promoting reading is to find reading texts that appeal to and are at the right level for struggling readers. This is not to imply that struggling readers should receive content very different from other readers. However, it should be appropriate to their instructional level.

Choice of and control over reading material also plays an important role in people's involvement with, and enjoyment of, voluntary reading (Bintz 1993; Turner 1995). When not provided with choices, they may as a matter of principle, avoid instructor-selected books. Thomson (1987:32) concluded from surveys of the reading habits of British teenagers that "as students progress through secondary school, the gap between what they choose to read and what the school provides becomes increasingly wider". This has to be an important consideration in reading promotion. Material should not be dictated to people.

2.9 Summary of the chapter

This chapter has looked at what is understood by reading, the relationship between reader development, reading promotion, motivation for reading, the value of reading, reading habits, a reading culture, the aims of reading promotion, aspects in reading promotion, approaches to encourage reading, and the evaluation of reading promotion initiatives. It provided an overview of the literature on reading promotion. The next chapter presents the research methodology used to study the landscape of reading promotion in South Africa.

CHAPTER III

Research methodology

3.1 Introduction

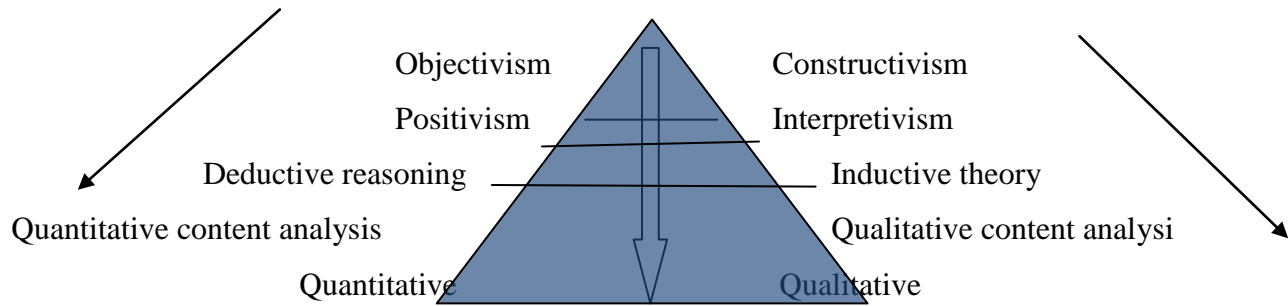
This chapter discusses the research approach, research methodology, data analysis, validity and reliability of the research. It begins with an overview of the research approach, then focuses on the research design, and concludes with a summary.

3.2 Research approach

The question of which epistemology, theoretical perspective, methodology and method would be most appropriate for this study was one of the main concerns at the preliminary stage of designing this research. It was decided that objectivism and constructionism would inform the epistemology of the study, the definition of objectivism being “that things exist as meaningful entities of consciousness and experience, that they have truth and meaning residing in them as objects (Crotty 1998: 5). Many academic disciplines are based on objectivism, which pursues objective truth, quantitative methods, statistical investigation, and meanings in research (Johnson 2004, Ziman 2000). In the natural sciences, objective research is “a requirement for validity” (Jamal & Hollinshead 2001: 69). On the other hand, in constructionism, “truth or meaning comes into existence in and out of our engagement with the realities in our world” (Crotty 1998: 8).

For a theoretical perspective, then, this study posits the distinct philosophical stances that are positivist in the context of objectivism and interpretivist in the context of constructionism. The methodological stance of both positivism and interpretivism used in this research is illustrated in Figure 3.1

Figure 1 - Research procedure based upon taxonomy



(Crotty 1998:5)

The primary objective of this study was to explore reading promotion in South Africa. In order to explore reading promotion projects in terms of description and interpretation, the content analysis method was utilised.

Content analysis refers to a methodological measurement of materials using “a set of explicitly formulated rules” to investigate “the presence, intensity or frequency of some characteristics relevant to social science” (Shapiro and Markoff 1997:11). It involves comparing, distinguishing and categorizing a set of data processes. Among a number of definitions of content analysis is that of Holsti (1969:11), who states that it is “any technique for making inferences by objectively and systematically identifying specified characteristics of messages”. Content analysis can be used not only for texts but also other types of sources such as drawings, video tapes, or websites (Krippendorff 2004: 4).

According to Krippendorff, content analysis has four key advantages: it is unobtrusive, flexible, content sensitive and can be applied to large amounts of data (2004: 6).

In this study, content analysis was employed for the following reasons.

Firstly, little research has been undertaken on reading promotion projects. Content analysis makes it possible to identify the conditions, processes and mechanisms involved in reading promotion. It can also provide a means to expand the reading promotion knowledge base

(Cunningham 2002). From these perspectives, content analysis seemed to be an appropriate method for exploring reading promotion projects, for describing the projects' activities and for highlighting their characteristics.

Secondly, as content analysis is an effective and efficient method for researching content and for developing related quantitative and qualitative evaluators which are simple and convenient (McMillian and Hwang 2006: 23, Wu 1999), it was possible to obtain sufficient information to describe the South African reading promotion landscape.

Thirdly, content analysis is often used quantitatively and qualitatively. According to Catterall and Maclaran (1997), content analysis combines the qualitative method defining categories and the quantitative method determining numbers within categories. Quantitative methods make possible the valuation of parameters and the application of statistical tests whereas qualitative methods are used to classify data with respect to categories (Mayring 2003). Based on the research questions and purposes of this study, it was decided to adopt elements of both qualitative and quantitative content analyses.

A review of the literature on content analysis reveals different views about whether it is qualitative or quantitative (Holsti 1969; Krippendorff 2004; Silverman 1993:4). Both descriptions have been criticized. Describing content analysis as qualitative can be misleading because data coded in this manner may be presented quantitatively (Holsti 1969:121). Describing it as a quantitative method restricts content analysis to numerical counting exercises (Krippendorff 2004). Krippendorff has asked how far it is useful to distinguish between quantitative and qualitative content analysis and claims that quantitative and qualitative assessments are not opposed but complementary (Krippendorff 2004). For the analysis of texts, both are indispensable. "Ultimately, all reading of texts is qualitative, even when certain characteristics of a text are later converted into numbers" (Krippendorff 2004:16).

In view of the above discussion, the content analysis conducted in this study is a qualitative and a quantitative assessment. The goal of qualitative research is to describe and understand rather than explain and predict human behaviour (Babbie & Mouton 2004: 646, Creswell 2003:75). The

qualitative element served the purposes of describing, interpreting and evaluating the content in the following manner:

- Description: “to reveal the nature of certain settings or processes” (Leedy and Omrod 2005:134). This study aspired to explore and describe reading promotion projects that emerged in the search.
- Interpretation: “to gain insights into a phenomenon” (Krippendorff 2004:15). Reading promotion projects’ ownership, focus, beneficiaries, demography and other characteristics were interpreted in order to gain insight into the landscape of reading promotion projects in South Africa.

The quantitative element was also used. Quantitative research emphasises the quantification of constructs, providing a way to handle large data collection in a meaningful way. This was needed in this study.

3.3 The research design

A research design is a series of steps that a researcher takes in order to conduct a research project, and includes sampling, standards of assessment of data analysed and inferential procedures as well as their interrelationships (Krippendorff 2004, Wimmer & Dominick 2003). Using the model proposed by Krippendorff (2004:89) and by Wimmer and Dominick (1997:116), the following steps were taken in this study:

- The research question was formulated.
- The population was defined.
- The population was selected.
- Categories for the purpose of analyzing the data were constructed.
- The collected data was analysed.
- Conclusions were drawn, patterns and trends determined and recommendations for further research were made

These steps are explained in the next section.

3.3.1 Defining the population

The sum total of the units of analysis is called the population (De Vos 2005:193). The target population for this study consisted of documents about identified reading promotion projects in South Africa that could be accessed and found.

3.3.2 The sampling procedure

As this was an exploratory study, a sample was not created. As the study aimed to describe the South African reading promotion project landscape, all reading promotion projects that could be found, had to be included.

3.3.3 Data collection

The data in this study was obtained from documents, newspapers, newsletters and web sites. Documents can be used as artefacts in research because this can be easier than doing interviews or participant observation (Terre Blanche & Durrheim 1999: 153). “[O]ne does not have to think on one’s feet as in the case with in interviews, nor engage in the tedious process of transcribing everything” (Terre Blanche & Durrheim 1999: 153). According to Babbie and Mouton in De Vos et al (2005:316), documents serve as a touchstone for the evaluation of theories, hypotheses and assumptions and at the same time supply information.

The next section describes how the documents used in this research were identified and obtained.

- Developing and undertaking a document search strategy

The first task in accessing documents for the study was to develop a search strategy that was based on key word in the research questions:

The related key words identified were:

- reading promotion project and South Africa;
- reader development and South Africa;
- book development and South Africa; and
- reading promotion and South Africa.

The University of Pretoria library catalogue, online databases, online journals, the internet and printed journals were used as sources. Techniques such as controlled vocabulary and stemming were used in the search process. These techniques refined and broadened search results.

3.3.4 Selection of documents

The initial information search took place in the library catalogue of the University of Pretoria and the South African Catalogue (SACAT). A subject search using the keywords listed above was done. This produced the Rosenberg, D. (2003) *Reader development and reading promotion: recent experiences from seven countries in Africa*. Oxford: International Network for the Availability of Scientific Publications.

which listed the following projects:

- Born to Read;
- Project Literacy;
- READ; and
- Want to Read.

The other document identified was Arua, A. (2003.) *Reading for all in Africa: building communities where literacy thrives*. Newark: International Reading Association which led to the identification of the following projects:

- READ; and
- Masifunde Sonke.

The disadvantage encountered while using the catalogue method was that the library catalogue listed only the titles of journals and not the titles of the articles contained in each journal.

To search for journal articles, platforms such as the ScienceDirect, OVID, JStor, Emerald and Oxford Journal were used. This was done through searching the databases using sets of keywords. This process led to the identification of the journal *Innovation*. This contained references to the following projects:

- Family Literacy;
- Hilton College;
- Siyafunda Literacy Campaign;
- Shuter and Shooter Book Club; and
- Masifunde Sonke.

Search engines were then utilised. These included Google, Alta Vista, Dog Pile and Yahoo. These permitted faster keyword searches of the Internet. Synonyms and Boolean operators were used to broaden or narrow the search. Some of the search terms used were:

- Literacy in South Africa;
- Children's books South Africa;
- Mobile libraries in South Africa;
- Reader development in South Africa; and
- Book donations in South Africa.

This led to the discovery of a number of reading promotion projects. The table in the next page lists the websites which were found and which provided information on reading promotion projects in South Africa.

Table 2 – Reading promotion websites

Reading Promotion Project	Uniform Resource Locator (URL)
Amabhuku Express	http://www.srac.gpg.gov.za/Programmes.asp
Battle of the Book	http://www.joburg.org.za/content/view/68/168/1/2/
Black Women's Studies and the Academy Book Donation Project	http://www.purdue.edu/bcc/library/boosa/boosa.htm
Book Development Foundation of South Africa	http://www.myggsa.co.za/connect/receivers/book_development_foundation_of_south_africa/
Books Abroad	http://www.booksabroad.org.uk/
Books for Africa	www.booksforafrica.org
Books4Schools	http://www.books4change.co.za/
Brother's Brother Foundation	http://www.brothersbrother.org/pdf/09-68.pdf
Community Publishing Project	www.centreforthebook.org.za
Department of Education Mobile Library Service	www.comminit.com/en/node/300216/38
Donate-a-Book Campaign	http://www.sagoodnews.co.za/education/donate_books_for_the_greater_good.html
Exclusive Books Children's Festival	www.exclusivebooks.co.za
Family Literacy Project	www.familyliteracy.co.za
Family Literacy Project Community libraries, schools and holiday programmes	www.familyliteracyproject.co.za/.../FLPCommunityLibrariesInnovation32.pdf
Flavius Mareka High School Reading Project	www.unisa.ac.za/Default.asp?Cmd=ViewContent...22511
Free State Mobile Library Project	http://fsdoe.fs.gov.za/Documents/Events/Sony%20Book%20Donation%20July%202009.pdf
International Board on Books for Young People South Africa (IBBY SA)	www.sacbf.org.za
International Book Project	http://www.intlbookproject.org/bks-process.php



Reading Promotion Project	Uniform Resource Locator (URL)
Ladysmith Library Promotion Reading Workshop	www.newreaders.org.za
Limpopo Mirror	www.zoutnet.co.za/details.asp?StoNum=3526
Masechaba Saturday School of Excellence	www.rasa.uct.ac.za/literacy_msse.html
Masixhasane – Let us help one another	http://www.masixhasane.co.za/about_us.html
Matwabeng Reading Club	www.pansalb.org.za/upcoming.html
MySchool and Kalahari.net	http://www.myschool.co.za/index.php/community-news/172-cotlands-helderberg-receives-book-donation-for-new-nursery-school
New Readers Publishers	www.newreaders.org.za
North West Provincial Government Mobile Library Project	http://www.search.gov.za/info/preview
Northern Cape Provincial Government Container Library Project	http://www.polity.org.za/article/sa-peters-launch-of-container-libraries-19022008-2008-02-19
READATHON	www.read.co.za
Reading is FUNdamental	www.unisa.ac.za/Default.asp?Cmd=ViewContent...22512
Reading Passport	http://www.ekurhuleni.com/content/view/342/182/
Readucate	www.teachingtoread.com
Ready to Read	www.joburg.org.za/content/view/2672/216/
Room to Read	www.roomtoread.com
Rotary International, District 9300, Gauteng, South Africa	http://www.rotary9300.org.za/UploadedMedia/New_sletter200909.pdf
Run Home to Read	http://www.projectliteracy.org.za/Projects_Run.asp
Strongest Link Reading Program for Gr. 6 - 12 Readers	http://www.ekurhuleni.com/content/view/342/182
The Shine Centre	www.rasa.uct.ac.za/literacy_she.html

Reading Promotion Project	Uniform Resource Locator (URL)
The Shoma Project	www.mpumalanga.gov.za/education/about_mode/projects.htm
The Story Skirmish	http://www.joburg.org.za/content/view/68/168/1/2/
Western Cape Education Department Learning Campaign	www.capegateway.gov.za/eng/pubs/news/2007/oct/163007
Wheelie Bookwagons	www.afribuka.co.za
Wordworks Literacy Project	www.rasa.uct.ac.za/literacy_wlp.html

Browsing these websites provided contact with the projects that led to the discovery of annual reports, minutes and newsletters that contain important information about the organisations involved in reading promotion. A major disadvantage of using the Internet was that the information retrieved was of uneven quality. The content of some of the documents was questionable and credibility could not be guaranteed. Many sites, however, were useful in that they provided links to other sources.

Newspaper articles were also used, as many newspapers have archives. Below is a list of the articles and the names of the newspapers.

Table 3 – Articles and names of newspapers

Article	Name of newspaper
Campaign for School Libraries	Cape Times (8 September 2009)
Emfundisweni Primary School project	Mail and Guardian (11 March 2008)
Limpopo Mirror Reading Project	Limpopo Mirror (26 August 2005)

Not all reading promotion projects are represented in websites, journal articles, newspaper articles and newsletter articles. It was thus necessary to contact Departments of Education, private schools, public libraries and people involved in reading promotion to obtain information about other reading promotion projects in South Africa. Projects identified by this method were:

- Alra Park Library Readathon Week;

- Campaign Against Reader Exploitation;
- Edenvale Library Battle of the Books;
- Edenvale Public Library Story Skirmish;
- Edenvale Public Library Strongest Link;
- Ekurhuleni Strongest Reading Competition;
- Khayelisha Mobile Library Project;
- Khayelitsha Express Book Club;
- Kids' Literature Quiz;
- LAPA Uitgewers se Leesklubs vir Vroue in die Noordkaap (LAPA Publishers reading clubs for women in the Northern Cape);
- Stigting vir die Bemagtiging van Afrikaans (SBA) Leesbevorderingsprojek (Foundation for Empowerment through Afrikaans Reading Promotion Project);
- Sony SA and Free State Education Department Reading Project;
- Waterkloof Primary Read-a-thon;
- Western Cape Department of Cultural Affairs and Sport Wheelie Wagon Service;
- Western Cape Education Department Mobile Library Project;
- Words OPEN Worlds; and
- WOW- projek.

Having identified the reading promotion projects, the next step was to analyse the documents by using content analysis.

3.4 Content analysis of documents

Most descriptions of the recording process in the literature about content analysis focus on categorizing and the recording process is generally described as classifying the recording units into selected content categories (Carney 1972, Holsti 1969, Weber 1990, Wimmer & Dominick 2003). Carney (1972) states that classifications sort out the things being counted into categories, which he referred to as pigeonholes. However, there is no set of categories that will work in all circumstances as “there are no rules for forming categories” (Carney 1972:40). It is difficult to

develop a reliable coding scheme (Abrahamson & Amir 1996). Researchers must exercise subjective choice in the precise makeup and definition of relevant categories (Wimmer & Dominick 2003), and select a combination that suits a particular problem. Whatever solutions are arrived at, the categories should be sufficiently precise to be reliable in terms of consistency and reproducibility (Morris 1994; Silverman 2000).

To eliminate confusion, vagueness and ambiguity and to ensure that the research is effective, the categories of classification must be clearly and operationally defined (Guthrie et al 2004, Wimmer & Dominick 2003). According to Wimmer and Dominick (2003), vague or ambiguously-defined categories make reliability extremely difficult to achieve. Hence, category boundaries should be defined with maximum detail so as to achieve acceptable levels of reliability. However, they acknowledge that there is no single foolproof method for operationally defining categories and that “no operational definition satisfies everybody” (Wimmer & Dominick 2003:46).

The literature discusses the requirements relating to categories being exhaustive and mutually exclusive (Krippendorff 2004, Weber 1990). The requirements of mutual exclusiveness and exhaustiveness assure that the resulting records represent texts completely and unambiguously (Krippendorff 2004). No recording unit may fall between two categories, and no recording unit must be excluded because of a lack of descriptive terms. All categories have to be related to one uniform system of classification, and have to be such that an item can be classified under only one of them and not under several (Carney 1972). In addition to the requirements of exhaustiveness and mutual exclusiveness, Wimmer and Dominick (2003) add that each item must have an equal chance of being included in the analysis.

The next subsection shows how the categories for this study were formulated.

3.4.1 Developing categories

As there were no prior studies where content analysis has been used to explore reading promotion projects, the researcher had to create categories. This study's system of categories was devised based on some of the requirements described above. All categories that were used, are mutually exclusive and all have an equal chance of being included in the analysis.

The three categories that could be derived from the research questions were identification, categorizing and characteristics of reading promotion projects. The list below shows the items that were included under the categories.

- Name of project;
- Funders;
- Management of the project;
- Beneficiaries;
- Geographic location;
- Reading promotion approach;
- Reading promotion method;
- Evaluation; and
- Sustainability.

This meant that the research would be presenting the following information about each project:

- Name of project: the name by which the project is referred to by its owners and partners
- Funders: the people responsible for funding of the project.
- Management of the project: the people responsible for the daily operations of the project
- Reading promotion approach: the approach that the project follows (either the book-centred or reader-centred).
- Reading promotion method: the method used to promote reading. In this study, “approach” refers to ideas or actions intended to deal with a problem or situation and “method” to the technique adopted to promote reading.

- Beneficiaries: the intended gender, age group, or group of people that the project is intended for.
- Geographic location: the geographic location of the project in terms of province
- Evaluation criterion: the criterion used to ascertain the impact of the reading promotion projects.
- Sustainability: what the project is doing to ensure that it remains operational.

3.4.2 Recording systems

Content analysis needs to develop its own recording system and to ensure that the meanings of the resulting records are available to others for scrutiny (Krippendorff 2004). “Records are the most basic and explicit representations of the phenomena analysed” (Abeysekera & Guthrie 2005:143). Two sets of records are produced during the data-making process. The first set consists of the recording records. These result from the recording process. The second set are the computational records. These result from the computational part of the analysis. According to Krippendorff (2004:23), this starts when recording stops; hence the distinction between the two sets of records.

The last subsection deals with the display of the information obtained. The information needs to be organized in order for analysis of the findings to be conducted. Displays, according to Silverman (1990: 143), allow further action to take place based on the understanding that is gained. Displays can be in the form of matrices, graphs or tables and should be accessible to allow findings to be drawn.

- Recording records

The recording records are the documents (annual reports, websites, journal articles) that were selected and analysed in order to generate data.

- Computational records

The computational records produced can also be referred to as data sheets or coding sheets (Guthrie et al. 2003, Wimmer & Dominick 2003). The computational records of this study are the data sheets used for entering, into a computational system, the hand-written codes and numbers recorded from the reading promotion documents. Excel spreadsheets were used for computation purposes and are thus the products of the computational part of the content analysis. The computational records of this study are spreadsheets of categories which answer the research questions. The categories are located in the co-ordinates of rows and columns.

- Tabulation tables of results

One of the essential features of any research study, according to Johnson (2004:285), is to consider how to present its findings. This ensures the production of meaningful outcomes. In this study, once the data was reduced after its gathering phase, it was displayed. This methodology related to the second phase of data analysis, as described by Huberman and Miles (1994:11), where all data gathered from the data-reduction phase was put into a tabulated format which provided a structure from which findings could be drawn within the analysis phase. The developed categories were placed at the top of the table.

Each row in the table dealt with a specific reading promotion project. Once the table was established, all the documents were re-read and relevant data was inserted into the table in the correct area.

These findings, after being reduced, were then presented in a table as appears in Chapter 4, and interpreted.

3.5 Validity and reliability

For the interpretations to be plausible, the validity and reliability of the process needed to be ensured. The content analysis method requires “validity and reliability of data” (Potter and

Levin-Donnerstein 1999:258), with various scholars pointing to the importance of this (Krippendorf 2004, Weber 1990). The terms “validity” and “reliability” refer to well-defined statistical measures in conjunction with researchers’ ability to evaluate an outcome or characteristic (Weber 1990).

“Validity” in content analysis refers to the degree to which a study accurately reflects or assesses the specific concept of the research (Weber 1990). A good coding scheme is the key to validity in content analysis (Folger, Hewes, and Pools 1984). This is essentially a translation device that allows researchers to place data into theoretical categories. This can be implemented through a two-step process (Potter and Levine-Donnerstein 1999). This involves, first, developing a coding scheme, and then comparing coding decisions made by coders against some standards. The two processes make it possible to produce a sound validity argument in the utilization of content analysis.

The term “reliability” refers to the degree with which repeated measurements, or measurements taken under identical circumstances, yield the same results. This assumes that the act of measuring does not affect the variable or characteristic of interest (Krippendorf 2004). Stability, reproducibility and accuracy are the three distinct types of design for reliability tests in content analysis (Krippendorf 2004). Stability relates to the degree to which coders get the same results after a multiple-test procedure. For stability, this study made copies of the documents to be analyzed. With regard to web pages, all websites were saved as a complete website on zip disks for each coder, to ensure that they were accessing the same information. This was necessary as content on the Web can be unstable.

Validity and reliability were addressed in this study through the credibility of the organizational documents and through inter-coder reliability. De Vos (2005:161) describes how content validity should be ensured when dealing with content analysis, where representativeness or sampling adequacy of the content is obtained. Content validation is a judgemental process performed at the time of selection of the sample being used, and can be undertaken by the researcher alone or with the assistance of others. When the documentation used within the content analysis was selected, it was ensured that each document was as credible, relevant and as up-to-date as possible. The

researcher confirmed, as far as possible, with relevant employees of contactable reading promotion projects whether the documents obtained were valid, reliable, current and useful to the study.

A number of unexpected variables affected the selection of the research population. The majority of the problems derived from the characteristics of the World Wide Web. The researcher generated the reading promotion project list in the Google search engine using the words “reading promotion projects in South Africa”. The word “reading promotion” appears to be more aligned with common usage than any other usage, and tends to refer to library-based programmes. As a result, not all reading promotion projects were listed in the results.

Websites which were not country-specific or which were under construction were excluded. In summary, websites not on the Google search list had to be removed from the sample if they were not operating as reading promotion projects, were repeatedly present on the list, were not working, or were under construction.

Some published material, such as reports, is intended for donors. These can tend to laud projects, whose survival may depend on creating a favorable impression. As a result, this material needed to be verified.

Obtaining information about some organisations proved difficult, and some keeping records of their work. Donor agencies, however, tend to keep records of the activities of the projects they fund and in some instances these sources that were used to acquire information about a project.

Qualitative triangulation was used to ensure that requirements for validity and reliability of the study were met successfully. According to Denzin (as quoted by Babbie and Mouton (2001:275), “triangulation combines methods and investigators in the same study, where observers can partially overcome the deficiencies that flow from one method to another”. Huberman and Miles (1994:266) write that triangulation is a way of life, the overall aim being to use different sources with a range of biases and strengths to complement one another. By

double-checking findings and by using multiple sources and modes of evidence, the verification process was built into the data-collection process as the research progressed.

3.6 Summary of the chapter

In this chapter, the research methodology was described. This related to how documents were searched for and sampled, and concluded with the method used to interpret the results as well as how issues concerning validity and reliability were addressed.

Chapter IV

Research findings and analysis

4.1 Introduction

This chapter presents the findings of an empirical study during which the status of reading promotion projects in South Africa was studied, and interprets these results.

The research results are based on an analysis of the projects discussed in Chapter 3, and are presented under headings as discussed in Chapter 3 where categories were created. This chapter ends with a summary of the results.

4.2 The status of reading promotion projects in South Africa

The aim of this study was to determine the shape and size of reading promotion projects in South Africa. To attain this goal, seventy-seven such projects were identified and categorized. All the reading promotion projects encourage reading through the creation of an environment that permits access to books and the development of readers regardless of location, education, economic status, race and religion. The projects were distributed across the country.

The findings in this chapter are based on the data collected on these projects, and its analysis, as described in Chapter 3. The findings are presented according to the the categories as explained in Chapter 3.

- Name of project: the name by which the project is referred to by its owners and partners.
- Funders: the people responsible for funding of the project.
- Management of the project: the people responsible for the daily operations of the project
- Reading promotion approach: the approach that the project follows (either the book-centred or reader-centred).
- Reading promotion method: the method used to promote reading.

- Beneficiaries: the intended gender, age group, or group of people that the project is intended for.
- Geographic location: the geographic location of the project in terms of province
- Evaluation criterion: the criterion used to ascertain the impact of the reading promotion projects.
- Sustainability: what the project is doing to ensure that it remains operational.

For revision purposes, the primary analysis of the data is attached as Appendix 1.

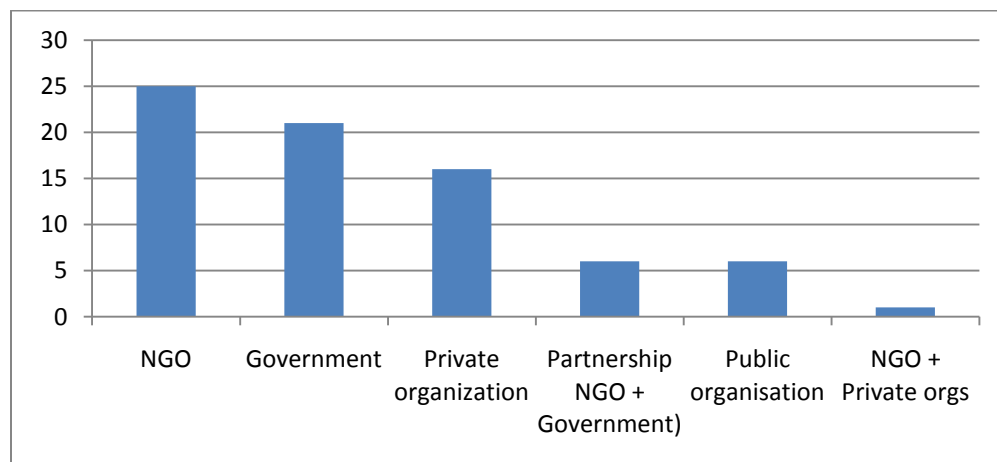
4.3 Presentation of the findings according to the categories

In this section the findings of the study are presented based on the categorises discussed in Chapter 3.

4.3.1 Funding

In this category the researcher examined which organisation or people are responsible for providing the funding needed for the selected reading promotion project. The graph below shows how funders are distributed amongst roleplayers:

Graph 1 - Funding of reading promotion projects



Thirty-two percent of the selected reading promotion projects are funded by either South African or international NGOs. Examples of South African funders are:

- READ;
- Books4Schools;
- Family Literacy; and
- Wordworks.

International NGOs include:

- Room to Read;
- SLAV;
- Books for Africa;
- Rotary International;
- Brother's Brother;
- Book Aid;
- the Carnegie Corporation; and
- South Africa Partners Incorporated.

The government funds 28% of the projects. The projects funded by the government are listed below:

- the Limpopo Provincial Government's Paired Reading project;
- Richmond Municipality's Siyafunda literacy project;
- Ladysmith Municipality's reading promotion project;
- Gauteng Provincial Government's Library Services Battle of the Books project;
- City of Johannesburg's Born to Read project;
- the Northern Cape Provincial Government's container libraries project; and
- the Western Cape Government's Wheelie Wagons project.

Private organizations fund 19% of the projects. These include:

- LAPA Publishers;
- Exclusive Books;
- Shuter and Shooter booksellers;
- *Fair Lady* Magazine;

- Vehicle companies such as Volkswagen and McCarthy Motor Corporation;
- Publicly listed companies such as Sony and Johnson & Johnson; and
- Newspaper companies such as the *Limpopo Mirror*, *Financial Mail* and *Sunday Times*.

Public organizations fund 8% of the projects, and include:

- Transnet in the Western Cape;
- UNISA; and
- the Universities of Kwazulu Natal and Stellenbosch.

Partnerships between NGOs and government organisations account for 6% of the funding of the projects, such as :

- the SA Mobile project, a joint venture between the Department of Education and the South Africa Primary Education Support Initiative (SAPESI), supported by Sony;
- Want to Read, a partnership between the City of Johannesburg and the Carnegie Corporation; and
- Born to Read, a partnership between government departments Education and Sports and Recreation and private sector organisations such as *The Star* and Johnson & Johnson.

Lastly, partnerships between NGOs and private organizations fund 3% of the projects. Examples are Rally to Read, whose funds are from the READ NGO and companies such as *Financial Mail*, McCarthy Motor Corporation and Volkswagen. NGOs fund more projects than the government, even though government manages more of them. The reason for this could be the large number of NGOs operating in South Africa. As South Africa is a developing country, it receives assistance from developed countries in terms of financial resources. Another reason could be that the government has many other projects which limits the amount of resources that can be made available to reading promotion. South Africa has a backlog in service delivery, for example in housing, which is where the government would place more resources. In the 2010 budget the allocation to the Department of Education related to reading was R 2.7 billion to help raise literacy and numeracy levels compared to R21.5 billion which was set aside for health.

Private sector organisations fund more projects than public sector organisations. This could be because state owned or public sector enterprises are characterised by bureaucracy, lack of creativity and innovation by management which undermines their efforts to play a significant part in reading promotion (Lipsey 1993:34). With private sector organisations, there are more opportunities to contribute as funding reading promotion can be part of social responsibility.

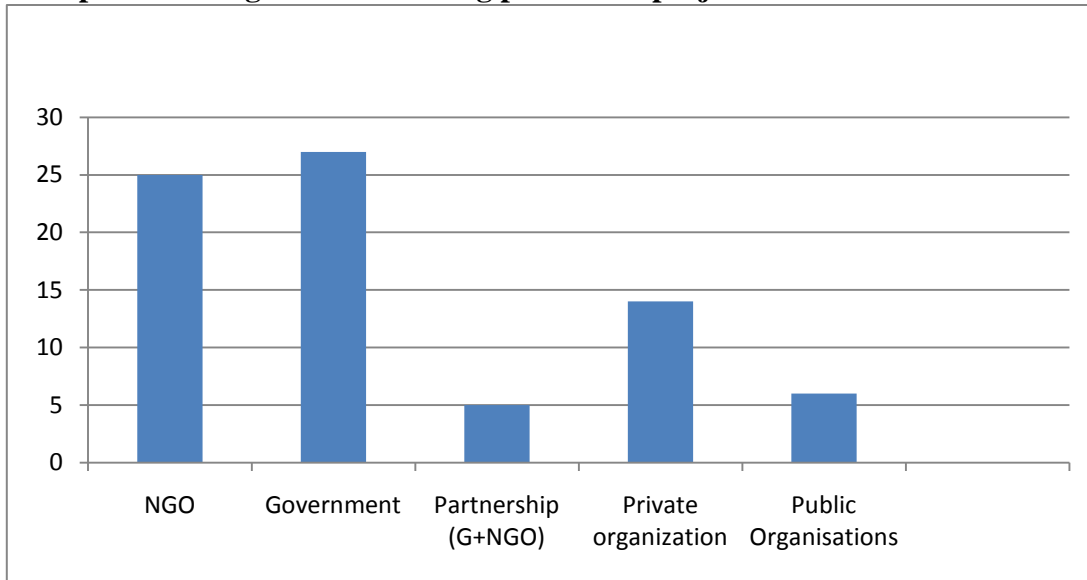
Only one project is funded as a result of a partnership between the NGO and the private sector. This may be as a result of the effort by the NGO to develop a project and source the appropriate financial support from the private sector. This project is an example of how the private sector and NGOs can play a part in reading promotion. It also highlights the lack of cooperation between the NGO and private sector. The reason for this can be a lack of networking between the NGO and private sector. Private sector companies may be of the opinion that NGOs are well funded and do not require assistance. The other reason could be that the way social responsibility is viewed in the private sector might be different to the way it is viewed in the NGO family, and as such the two types of organisations might want to pursue their social responsibility activities in isolation to the other. Implementing social responsibility activities in isolation also helps that organisation to reap all the mileage it will receive in the communities on its own without sharing the mileage with another organisation, which renders it merely a promotional activity, rather than actually seeking to make an impact in the communities.

4.3.2 Management of the project

Management of the project refers to the people responsible for its day to day operations. The analysis of the data identified various role players that are active in reading promotion projects.

These can be seen in the diagram below.

Graph 2 - Management of reading promotion projects



The South African government is responsible for the management of the largest category of reading promotion projects (35%). Since 1995, policy and legislation have indicated government's commitment to socio-economic development (Baatjes 2003:2). Clause 29 1(a) of the Constitution of the Republic of South Africa (Act No.108 of 1996) recognizes basic education as a human right (Baatjes 2003:2). The National Education Policy Act (No. 27 of 1996) allowed the Minister of Education to implement national literacy-related policies, programmes and projects including reading programmes, projects and campaigns (Baatjes (2003:2). The government's involvement ranges from municipal to national projects, including:

- the Siyafunda Literacy project, managed by the Richmond Town Council;
- Want to Read, managed by the City of Johannesburg;
- the Strongest Link reading project, managed by the City of Ekurhuleni Library and Information services;
- the Masifunde Sonke Campaign, a project of the national Department of Education.

Thirty-two percent of the reading promotion projects are managed by NGOs. The role of NGOs in this sector is of historical origin. During the apartheid regime, there were far fewer libraries in African townships, informal settlements and rural communities compared with white urban areas (Witbooi 2007:65), a situation which did not improve much after 1994 when South Africa

attained its independence. Financial constraints have in some cases led to a deterioration in public library services in South Africa, with little improvement in the townships (Leach 2006: 131; Tise 2000:57). This has created the need for civil society to become involved in reading promotion. NGOs are local or international private organizations independent of government with a focus on human rights and not on politics or profit-making (UNESCO 2010). NGOs responsible for the management of projects surveyed in this study include:

- READ;
- Biblionef;
- Rally to Read;
- Readucate;
- Books4Schools; and
- the Family Literacy projects.

NGOs managing these projects can be classified as local or international. READ, Wordworks, Woz'obona and Books4Schools are examples of local NGOs. International NGOs involved in managing South African reading promotion projects include:

- SLAV, an Australian based NGO;
- Books for Africa, a USA NGO;
- Book Aid, a United Kingdom NGO; and
- Brother's Brother, an American-based NGO.

Private institutions and organizations account for the management of 17% of the reading promotion projects. These include private companies, private schools, private colleges, groups of private individuals and private corporations. Examples are:

- Exclusive Book's One Club Children's Reading Promotion;
- Hilton College, a private school;
- Passport to Read;
- Shuter and Shooter booksellers' reading club projects; and
- LAPA Publisher's reading clubs for women in the Northern Cape.

Public organizations, including public universities, public schools and public companies, manage 8% of reading promotion projects in South Africa. They include:

- Universities such as the Universities of South Africa (Flavius Mareka reading promotion project), Stellenbosch (Kayamandi High School Reading Club project) and Kwazulu Natal; and
- Public schools, like Waterkloof Primary School.

These institutions are involved in the management of reading promotion projects through the provision of personnel, training, resources and technical guidance. Their motivation is mainly that of social responsibility.

Partnerships between government and NGOs account for the outstanding 2% of the reading promotion projects. For NGOs, partnerships with government provides benefits such as pooling of resources and financial sustainability (Kroukamp 2005:77). Examples of such projects are:

- the Gauteng Department of Art, Sport, Recreation and Culture's Amabhuku Express;
- the Born to Read project, a partnership between the City of Johannesburg and the Carnegie Foundation of the USA;
- the Western Cape Education Department (WCED) 100+ Books Project, a partnership with organisations such as the Publishers' Association of South Africa.

Government manages the largest category of the reading promotion projects. The reason for this involvement is to address the low literacy levels in South Africa (Machet and Tiemenmsa 2009:60) and to reduce "book hunger" (Sisulu 2004). However, it is a matter of concern that there has been no evaluation of many of these government projects. This can lead to questions about their effectiveness and whether they exist in order to fulfill government departments' operational plans.

International NGOs are playing a notable role. However, they have their own reasons for being involved, and this may at times not be in the best interests of communities. An aim for some international NGOs is to get rid of excess book stocks (Land 2003), resulting in communities being flooded with outdated or irrelevant books of limited or no value. For instance, the objective of the American NGO Black Women Studies and the Academy was to donate children's and juvenile books about historical or contemporary African American women,

themes that would be unfamiliar to and possibly of little value to readers in South Africa. Most of the communities and schools also do not have the capacity to develop their own collection development policies that would then be shared with the donors so that they (donors) are aware of the reading needs of those communities and schools. In most cases too, the recipients are restricted from voicing their concerns by the saying that ‘a beggar is not a chooser’ which effectively takes away their choice to accept or reject any donation.

Partnerships between NGOs and public and private sectors manage some reading promotion projects. As with government projects, some of these partnership projects are not well evaluated, raising questions about whether they are doing it for publicity or to make a difference.

4.3.3 Reading promotion approach

Reading promotion projects can be categorised according to approach. In this section the approaches used by the reading promotion projects are presented.

The literature review in Chapter 2 revealed two main approaches to reading promotion: the reader centered and the book centered approach (Spencer and Mathieson 2003: 393, Otike 1993: 10, Rosi 2005: 13).

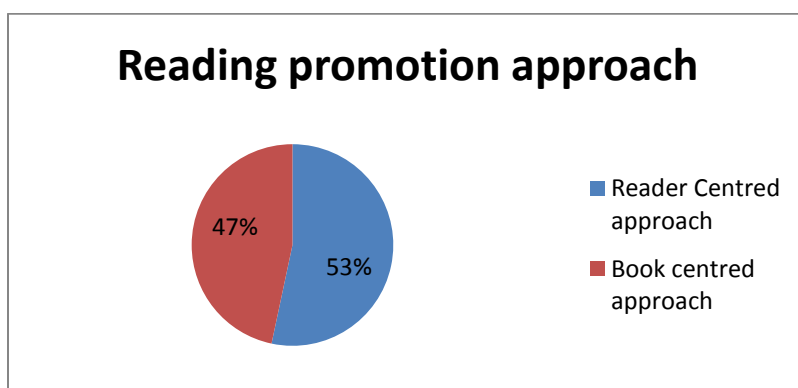
To determine the approach that was used by the reading promotion project, the method used was utilised. The method that the project was using was analysed to determine whether it had elements of the book centred or the reader centred approach. For a project to be classified as a reader centred project it had to focus on the triangular relationship between ‘reader, text and the interaction between the two’. The justification of this is that reader development is not much concerned with what happens and how it happens, but with the outcome in the fact that there is an engagement, an interaction between the reader and the text (Denham 2003:60). There has to be benefit for the reader. This approach can be seen as being more focused in expanding people’s reading horizons.

Projects classified as using the book centred approach were those that provided access to reading material. The justification of this is that the book centred approach places emphasis on providing access to reading material (Otiike 1993:10).

The projects were then classified according to approaches used.

The graph shows the distribution of the approaches that are used in South Africa.

Graph 3 - Approaches to reading promotion used by the surveyed projects



The book centred approach was used by 47% of the reading promotion projects. Examples are:

- Brother's Brother;
- Books for Africa;
- Donate-a-book;
- Rotary;
- Books Abroad;
- Books4Schools;
- Amabhuku Express;
- Wheelie Wagons; and
- Masifunde Sonke: Let's Read Together.

Most of these projects rely on book donations, particularly NGOs that aim to improve access to reading material since a lack of reading material is regarded as one of the reasons for the poor

reading culture in South Africa. Some authors have described this as a “book hunger” (Sisulu 2004; Hove 2005).

Some of the projects that have been classified as using the book centred approach have elements of the reader centred approach. There was an overlap. Examples of these overlaps and the projects with overlaps are presented below.

- There are projects which provide book donations and at the same time implement school reading periods. The implementation of reading period is an element of the reader centred approach as it encourages interaction with the text. The project advocated for the implementation of reading periods. The project that uses this is the Every Child a Reading Child: Western Cape Education Department (WCED) 100+ Book Project.
- Some projects provide book donations and an instructional video that teaches people how to read to children. The instructional element is part of the reader centred approach where reading is taught. The project that uses this method is the First Words in Print.
- Other projects provide book donations and train the intermediary. The intermediary is the person who is involved in the reading promotion project as the reading promoter. The intermediary assists with reading, reading choices and helps to develop reading comprehension. The element of the reader centred approach is the training provided. Projects that use this are Help2Read which trains reading helpers in the form of caregivers, Rally to Read which trains teachers, the Western Cape Education Department Foundations for Learning Campaign which trains teachers, and the Sony SA and Free State Education Department project which uses librarians to train teachers on how to select books and use them in lessons.
- Some projects publish and provide reading supplements donations and run workshops on how to use the reading supplements. The reader centred element is the reading workshops that are done. The project that is using this method is the Limpopo Mirror project.

In an attempt to establish why 47%, of the projects prefer the book centred approach to the reader centered approach, it seems that international NGOs prefer to use book donations. Of the ten international NGOs involved in reading promotion in South Africa, 90% are heavily involved in book donations. These projects are:

- the International Book Project;
- Donate-a-Book;
- Rotary International;
- Room to Read;
- SLAV;
- Book Aid International;
- Drop and Read; and
- Books for Africa.

It is possible that this approach is influenced in part by the UNESCO report on enhancing literacy (UNESCO 2006), which states that the literacy environment should provide material and opportunities to enrich literacy skills by providing access to schools, libraries, bookshops and similar services. The availability of reading material is thus seen as key to enhancing literacy.

The book centred approach is, however, seen by some as a “quick fix” solution to reading promotion. A limitation of this approach is that the intended beneficiaries can be given reading material that they do not require. Donors select or collect reading material on behalf of the intended beneficiaries and sometimes they provide reading material that is not suitable: old books, books with no local content and in inappropriate languages. An instance of this, referred to by Land, is the book *Left hand driving in Maine* (Land 2003). This American driving guide can have little value to its intended beneficiaries in South Africa, a country where the majority of the cars are right-handed, and where motorists drive on the right in comparison to America’s left-handed vehicles.

In addition to relevant reading material, it is also highly likely that the intended beneficiaries of those book donations will not read the books because they are either not literate enough to read and understand the books, or because the reading culture will simply be missing. In some instances too, the books will be locked up in a storeroom or library that will be inaccessible to the intended beneficiaries. However, there is a challenge when book donations are undertaken without sufficient consultation with the intended beneficiaries resulting in the reading material provided being of little value to the people they are intended for (Land 2003, Sisulu 2004).

An analysis of the data also revealed that the majority of the projects (53%) use the reader centred approach. The reader centred approach places the reader and the reading experience at the centre of the initiative (Spencer and Mathieson 2003: 393). Denham (2003:59) refers to this as reader development. Examples of reading promotion projects that use this approach are listed below:

- READ provides reading material and trains teachers on how to use the reading material;
- Reading is FUNdamental trains teachers how to make reading a fun activity;
- LAPA Publishers provides reading material and facilitates reading by monthly reading clubs managed by a trained facilitator;
- New Readers Publishers specializes in publishing easy-to-read books in all South Africa's official languages and organizes workshops for teachers, librarians and policy-makers to promote reading;
- Born to Read teaches mothers how to read to their children;
- Kayamandi High School Reading Club forms reading clubs.

Various methods are used in the reader centred approach. These include reading competitions, reading quizzes, training manuals, training workshops, reading campaigns, use of a reading facilitator, reading festivals, story telling, reading days, reading periods, reading and writing programmes, reading support programmes where reading is taught, teaching parents how to read to their children, book clubs, reading clubs, use of reading champions, providing literacy instruction, reading circles, paired reading, children write poems or stories which are published.

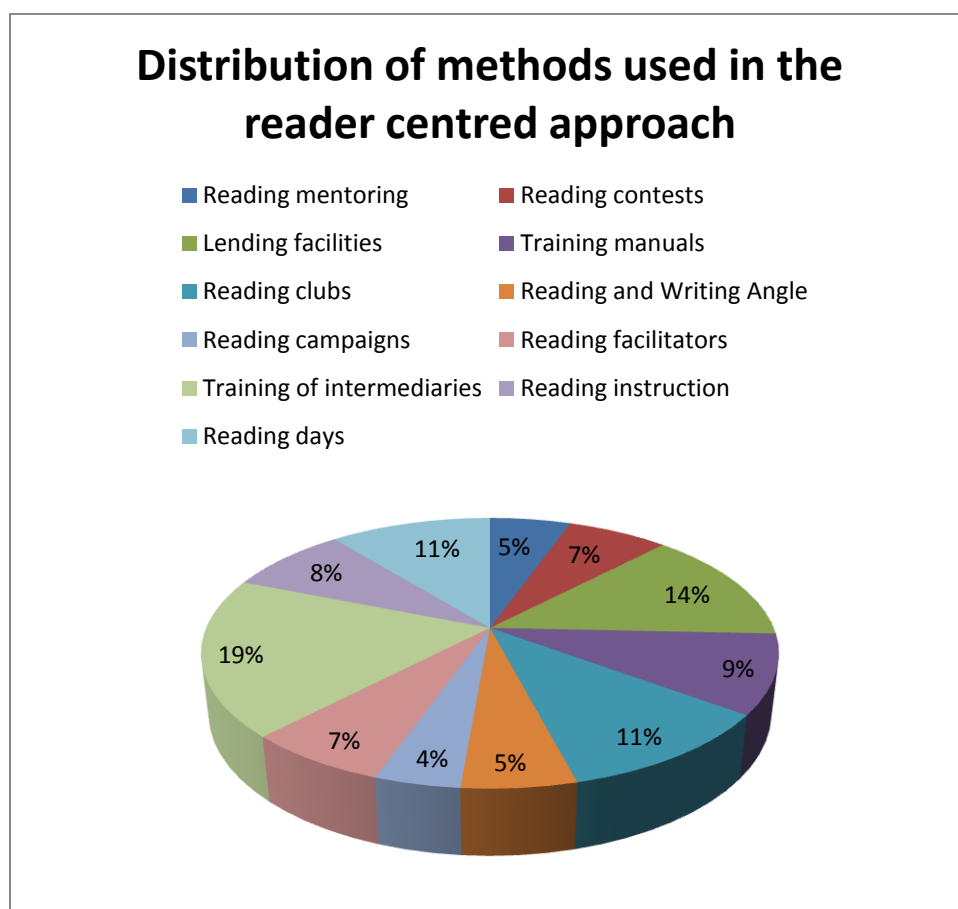
The methods listed below can be classified into different categories. The categories that can be created are for projects that do/use:

- Training for intermediaries;
- Manuals for intermediaries;
- Reading competitions;
- Reading clubs (this includes book clubs, reading clubs)
- Reading instruction;

- Reading facilitators;
- Reading campaigns;
- Reading mentoring;
- Reading and writing programmes;
- Reading days (including reading periods); and
- Lending facilities (facilities for people to borrow books).

The graph below shows the distribution of the projects which are using the methods that have been categorised.

Graph 4 : Distribution of methods used in the reader centred approach.



The most frequently used method used in the reader centred approach is the training of intermediaries (19%). The intermediaries include parents, teachers, care givers and reading helpers. The training includes teaching reading strategies, how to promote reading, how to select reading material and to use it appropriately and instructional approaches. Other popular methods include establishing a book lending facility where people can borrow books to use at home (14%), reading clubs (11%). The least used methods are reading campaigns (4%). The reason for this may be the cost involved in undertaking a campaign as the funding for projects is haphazard. Other less commonly used methods are reading mentors (5%) and the reading and writing programmes (5%). Reading mentors may be less frequently used because the teacher is assumed to play the mentoring role bearing in mind that children are the target for most projects. However, reading mentors should not just be the people involved in teaching reading. They should be reading motivators who are outside the classroom who motivate all people in the community to read. Example of mentors who are not teachers are found in the literature (section 2.5.2). These include the YouthBox model which uses youth workers and the Readers Leaders scheme which trains individuals from the community to promote reading to everyone. The reading and writing angle is also not frequently used. The LAPA reading promotion project for women and children is an example of a project using the reading and writing method. Reasons for this may be as a result of a lack of resources in particular the funding required for printing for the material that has been written.

In the next section a comparison is provided of the approaches in South Africa as compared to the approaches found in the literature.

- Comparison of book centred approaches in South Africa with approaches in the literature reviewed

The methods used in the book centred approach found in South Africa are similar to the methods found in the literature review. The methods are the same except for how they are referred to. One such example is the The book floods in Fiji (section 2.5.1) which use the same method as book donations in South Africa. The aim of the Fiji is to donate high-interest books to schools which is what the book donations in South Africa aim to do. The weakness of the Fiji book flood method

with regards to irrelevant content as alluded by Elley (2000:237) is the same as the problem of the book donations in South Africa which also donate irrelevant material (Land 2003).

Mobile libraries which are found in Zimbabwe, Kenya, Benin whose methods range from mobile bus, donkeys, camels and motor bikes perform the same function as the wheelie wagons and mobile library units in South Africa. The mode of transport used is the difference between the South African projects and those that are found elsewhere in the world.

A unique method used in South Africa is found in the use of convoys of off-road vehicles which visit schools and donate books every May. The project using this method is the Rally to Read. The convoys are made up of the organisations that have donated the books. The donors are able to hand over the books to the beneficiaries. By visiting the schools they are able to get a clear understanding of the needs of the beneficiaries and are able to see where their donations will be used. This approach helps to build relationships between the donors and the schools which can lead to more interventions. It also ensures that the donations are accounted for. The other unique part of this method is the managers of the project Read READ follows up the resource delivery with a three-year teacher and school management training programme. This project ensures that donated material is used effectively and monitors the donations unlike what is being done by other book donation projects.

- Comparison of the reader centred approaches in South Africa with the literature reviewed.

Similarities and differences are found in the reader centred approach used in South Africa and the the rest of the world. These will be presented in this section.

Reading campaigns which are a coherent campaign that promotes reading to all segments of the population (Print Industries Cluster Council 2005: 14) have been used in South Africa and different parts of the world. The literature found different types of reading campaigns. These are government backed campaigns and combined government and private sector reading campaigns. The Masifunde Sonke campaign is the national government backed campaign that was used in South Africa. Similiar campaigns are found in the literature from other parts of the world for

example Book Alive Campaign supported by the Australian government and the National Year of Reading supported by the UK government. However, unlike the Masifunde Sonke campaign these projects were well planned. The Books Alive campaign was a four year plan and had a particular government agency that was given responsibility for managing the project. The National Year of Reading was also well planned in that although it was only for a year, plans were put in place for the National Reading Campaign to replace it and it was the responsibility of the UK Department of Education and Employment to oversee it (Elkin 1999:57). These two campaigns were able to be successful as there was commitment from the government and responsibility for managing the campaigns was clearly laid out. This is what the Masifunde Sonke campaign lacked. While the the government backed reading campaign method is used in South Africa, its implementation is not as effective as other similar campaigns elsewhere.

Reading campaigns initiated by non-government organisations in collaboration with the government are found in South Africa and in the literature reviewed. In South Africa the READATHON project is an annual initiative executed jointly by the Department of Education and READ Educational Trust (a local NGO). In the literature reviewed examples are found in the Netherlands through the Stichting Lezen (Sanders-ten Holten 1998) and the Family Reading Campaign in the UK. Reading campaigns are therefore a widely used method in the reader centred approach.

Reading contests are another method used in the reader centred approach. Projects found in the literature use reading champions as the case with the Mount Grace School example. Projects in South Africa use more diverse strategies than reading champions. Inter-school knock out quizzes by the Battle of the Books project and the Story Skirmish, and Kalahari Kids Literature quiz where children are asked questions from the books they have read are the projects using this method. Reading contests in South Africa are more diverse than just reading champions.

The reading and writing angle that is found in the literature involves the Children's Book Project in Tanzania. In the Children's Book Project in Tanzania the project controls the entire process including determining the content, writing the content and distributing the children's books. A similar project in South Africa is the LAPA reading promotion project for women and children.

The unique part of the LAPA project is that some of the published content that is distributed is written by children. Children write poems which are published. The result of this is that beneficiaries have reading material that is relevant to them in terms of language and content. The project using the reading and writing angle in South Africa therefore provides beneficiaries with content that they can relate to and that is not imposed on them.

Reading agencies are another method that are found in the literature used to develop readers. The literature identified the Well Worth Reading agency (Train 2003:40) and the Reading Partnerships in the UK (Denham 2003:75). In South Africa what can be the equivalent to the reading agencies is the Centre for the Book an organisation responsible for literature and reading development in South Africa. This is supported by the government. The function of reading agencies is to promote research on reading, create partnerships, advocacy, and the development of readers (Denham 2003:75). South Africa is therefore using the Centre for the Book to do the function of reading agencies. Research is being co-ordinated by the Book Development Foundation of South Africa which is managed by the Centre for the Book. Where it has its shortcomings is in the creation of partnerships amongst projects which is done effectively by Well Worth Reading and Reading Partnership in the UK which brings all role players together to form a forum to promote reading.

Reading tents are referred to in the literature as another method used in the reader centred approach. Beneficiaries use the tent to select books and read the books in the tent and discuss the stories they have read (Nsubuga 2003:66). The concept used is the same as used by reading clubs, book clubs or reading circles except that there is no tent. Projects in South Africa use book clubs, reading clubs or reading circles. Examples of these are Kayamandi High School Reading Club, and Shuter and Shooter Publisher Social Book Clubs.

Training of the reading facilitator is another method discussed in the literature. Training is provided to teachers, volunteers, community workers and parents as discussed in the literature. In South Africa training is also provided to parents in the family reading project, teachers, care givers, reading facilitators. The training is provided to people who are involved in teaching reading.

Reading clinics are other methods discussed in the literature. Reading clinics have been defined in the literature view as as an organised activity which can take the form of a workshop where children or adults come together for a number of days and are encouraged to make use of activities such as storytelling (Apenten 2003:47). The reading clinic follow the same model adopted by reading workshops that are used in South Africa. The reading workshops are organised activities done to encourage people to promote reading, teach people how to promote reading, how to use story books or to teach people how to read. In South Africa the reading workshops can thus be referred to as reading clinics.

Another method used in the reader centred approach found in the reviewed literature is paired reading. Paired reading involves a skilled reader assisting a learner who is not a fluent reader (Morgan and Lyon 1979:161). The paired reading project in Limpopo is the project using this method. Children from an affluent schools are paired with children from a disadvantaged school. The South African project pairs children. Other projects such as the Family Literacy project also use this technique in child to child literacy campaigns.

Reading motivators and role models as used by the YouthBox model in the literature are also used in South Africa. These reading motivators are the care givers, volunteers, teachers, librarians and parents. These people are trained to assist readers and promote reading.

There are some methods that are used in the reader centred approach that are found in the literature that are not being used in South Africa. These are summer reading programmes, and the use of the web based programmes. These are discussed below.

Research by the National Literacy Trust (2005) in the UK found that summer reading programmes are a good method to promote reading. Similarly, McNicol (2003) found that summer reading schemes were the activities most frequently mentioned by public libraries. These programmes take place during the summer period. The surveyed South African projects did not use the summer reading programmes. This could be because of haphazard funding which would not last over a long period or a preference for short term initiatives. There is need for

South Africa to use this method. The research by the National Literacy Trust (2005) and Krashen and Shin (2004) supports this. Their has shown that children involved in this summer programmes improve in terms of reading fluency and become regular readers.

Reader development is done using the internet in the literature reviewed. An example found in the literature is the project funded by DCMS/Wolfson referred to by Denham (2003:179). This project involves a website that is designed to stimulate the imagination and reading development of children and young people. People in South Africa are using the internet. The Internet Access in South Africa 2010 study, shows that the internet user base grew by 15% last year, from 4.6-million users to 5.3-million users, and is expected to grow at a similar rate in 2010 (Benjamin 2010). People have access to the internet and therefore the web can be used to develop readers. The advantages of using the web are that it can be accessed from anywhere in the country, and it can be used at anytime.

The comparison has found no projects that is unique to South Africa. The methods that are used are similiar to the methods that are used elsewhere in the world. The methods that are used are given different names but on examination they have a South African equivalent. The comparison reveals some methods that need to be used in South Africa such as summer reading schemes and the use of the internet to promote reading.

Most of the reading promotion projects reviewed in this study use the reader centred approach. The approach to give people confidence in their reading and reading choices. If the book centred approach is being utilised, it has to go beyond providing access to reading material as the case in South Africa. It is best if it is not implemented in isolation of the readers' reading interests and capabilities. Without being reader-sensitive, the reading promotion projects risk becoming failures as has been the case with other projects that exclude the intended beneficiaries from project designing and implementation. The main reason for the failure of development projects in the developing countries has been the exclusion of communities in mapping their own development, and in designing and implementing the project (Alasah 2009). This exclusion results in the absence of community ownership of the projects, and reading promotion projects are not an exception. Simply giving people access to reading material does not necessarily

promote reading. It provides access but not necessarily the motivation to read. As such, book donations should be tied with literacy improvement and reading campaigns, as well as facilitating training on reading for children and the elderly.

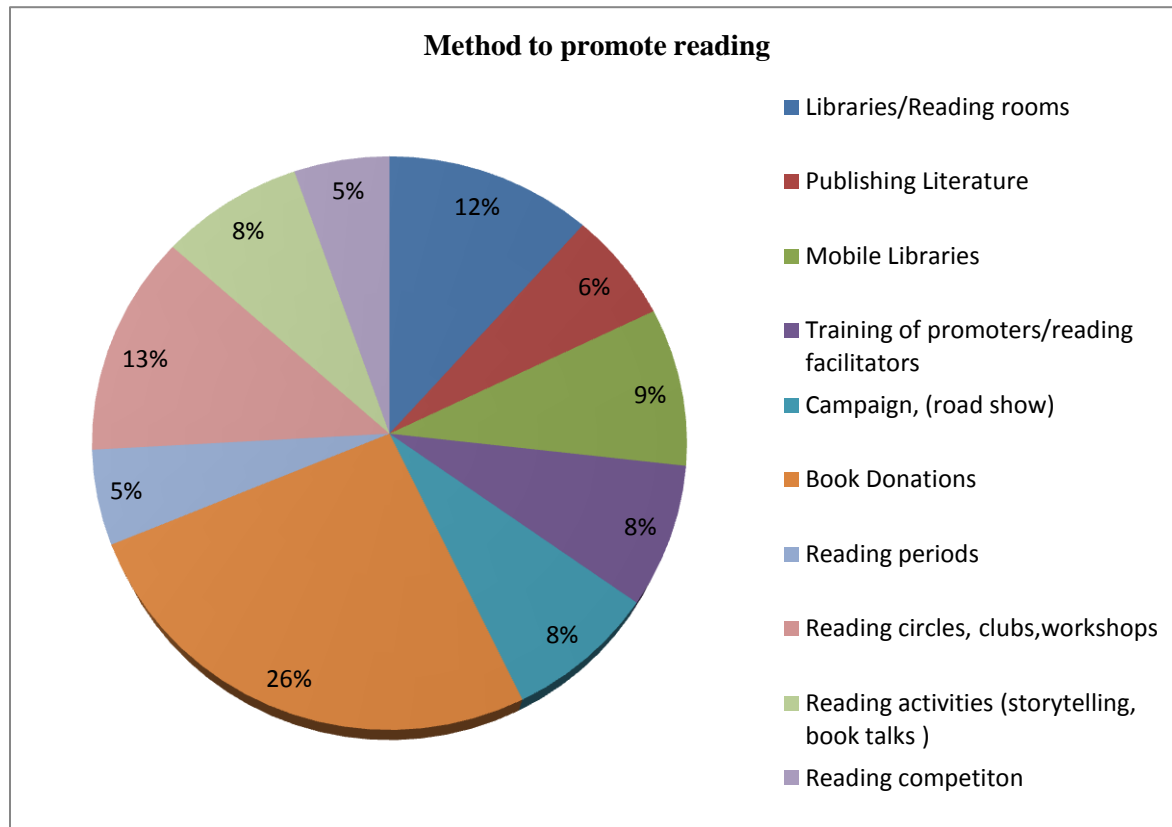
4.3.4 Reading promotion method

The fourth category according to which the data was analysed identified the method used to promote reading. Within the two approaches mentioned above, various methods are used to promote reading.

Methods used in the reader centered approach include reading campaigns, reading periods, reading circles or book clubs, reading centers, storytelling, reading competitions, training of reading volunteers or reading champions, reading workshops and reading road shows. The book centered approach uses methods such as reading festivals and book donations, mobile libraries, increasing the supply of literature through publishing, book boxes and reading newsletters or supplements.

The following diagram shows the distribution of the identified methods used by the projects surveyed.

Graph 5 - Method to promote reading



The most common method to promote reading used by the surveyed projects was book donations, with more 31 (40%) using this method. Book donations can consist of book and non-book materials (Rosi 2005: 13). Projects using book donations are the Rotary International project, Room to Read, Biblionef, Rally to Read, Books4Schools, Help2read, Books for Africa, Siyafunda, Cotlands, Love to Read, Drop and Read, Family Literacy and Donate-a-book. The assumption can be made that this method is used to satisfy the need for reading material since only 5% of the South African population regularly buys books (Du Plessis 2007), 51% of children in the country have no books at home (Jordan 2007) and 90% of young children in South Africa have no access to books (Anderson 2005). Perhaps this approach assumes that the populace that does not purchase reading materials cannot afford to do so, and that if given the materials, they will read. Without consultation with the people so as to understand their perceptions about reading, this approach will most likely encounter serious challenges.

The second most common method, used by 31% of the surveyed projects, was reading instruction. This involves techniques to develop reading fluency and comprehension. The techniques used in reading instruction are discussed below.

Training reading volunteers, care givers, teachers, mothers, families and reading champions is another technique used. Projects using this technique are:

- READ, that trains teachers to be reading instructors;
- Want to Read, that trains mothers to be reading instructors and reading facilitators;
- Ready to Read, that trains librarians how to assist children with their reading selection;
- Love to Read, that trains caregivers to be reading champions;
- Run Home to Read, that trains reading champions who then teach and monitor caregivers in reading to children;
- Rally to Read, that trains teachers how to teach reading;
- Help2read, that trains volunteers to be reading champions;
- Family Literacy, that trains families how to read; and
- SAB, that trains teachers to be reading facilitators.

The purpose of training reading instructors is to enable family members and teachers to assist children with reading. This is presumably grounded on the understanding that a child's development is everyone's responsibility, and should be a combined effort involving teachers and the family members. Participants are taught how to read to children, how to encourage children and adults to read, how to improve children's vocabulary, how to assist children and adults with their reading choices, how to organise a library, how to use reading material in classrooms, how to develop reading material and how to monitor readers.

Another technique, used by 18% of the reading promotion projects, is reading promotion workshops. Projects using these included:

- Born to Read;
- Family Literacy;
- Project Literacy;

- SAB; and
- Want to Read.

The aim of the workshops is to teach people how to read to their children, show educators how to promote reading in their communities, and show writers how to prepare manuscripts and how to use the storybooks.

Seventeen percent of the projects used the strategy of providing various forms of libraries. These include mobile libraries, such as:

- the Western Cape Education Department's Wheelie Wagons;
- the Northern Cape Government's container libraries;
- the Khayelitsha Mobile Library Project; and
- Biblionef's farm libraries.

Such libraries are particularly necessary as South Africa only has 30 libraries per million people, which compares poorly with developed countries such as Finland, with 216 libraries per million people, and Canada, with 109 libraries per million people (KPMG 2007: 10). Related to this are the findings of the National Assessment Report (Public Ordinary Schools, Republic of South Africa Department of Education 2007: 39) regarding the status of school libraries in 2006. This showed that 79.3% of schools had no library space, 13.5% had a library space but it was not stocked and only 7.2% had a stocked library space.

As library services in South Africa are thus clearly inadequate, some reading promotion projects develop and use their own libraries in order to provide reading material to people who would otherwise be without it. These reading promotion projects provide a complementary role to the endeavours of the schools in the country in providing suitable environments to promote the reading culture in the students.

Another method used to promote reading was to publish reading material in local languages and create books with themes that relate to children. This method was used by 8 (10%) of the reading promotion projects. These include LAPA Publishers' projects in the Western Cape which produced booklets of popular children's poems, jokes and riddles; the Masifunde Sonke:

Let's Read together project which publishes books about justice, hope and renewal; the New Readers Publishers project which produces reading material in all eleven official languages; and Biblionef that translates popular reading material into South Africa's official languages. The purpose of all of these is to increase the amount of reading material available in local languages and to use themes relevant to children's day to day lives. The argument is that if people have reading material in their own languages, they will be better readers. This is supported by Machel and Tiemenmsa (2009:60), who state that becoming literate is easier when the language of learning is either the person's mother tongue or a well-mastered second language. However, this is often disregarded by most book centered projects, as at times the reading materials that will be provided will not even be in the mother tongue of the intended beneficiaries. Rather, they will be in a second language that most of the beneficiaries will not be confident in. As a result, instead of attaining huge interests in reading, the campaigns might actually put off the beneficiaries who might then become passive recipients of the reading materials that they will most likely not use.

Another approach to promoting reading is to use the school. School based methods include reading periods, reading competitions, reading workshops and training of teachers. Using schools makes it possible to reach a large number of children at the same time. In South Africa where literacy levels are low, the use of the school is particularly important as it can promote the reading habit and encourage voluntary reading. However, the schools need to be provided with the resources they need in order for the reading promotion project to be successful. Teachers need to be trained, have access to reading material, love reading and motivate children to read. In rural South Africa, this is a major challenge as schools are not fully resourced and many teachers search for greener pastures in the cities. Those who move to the cities go with the knowledge they have acquired, leaving a knowledge gap in terms of reading promotion. Measures need to be put in place to avoid this.

Reading promotion projects should not only target schools. Community centres, libraries, vocational colleges and other centres also need to be considered, including places where adults are found. Adults who leave formal schooling need to be motivated to continue reading. By targeting appropriate places, reading promotion can thus benefit a large number of people. Through targeting members of the community, reading champions can also be trained and this

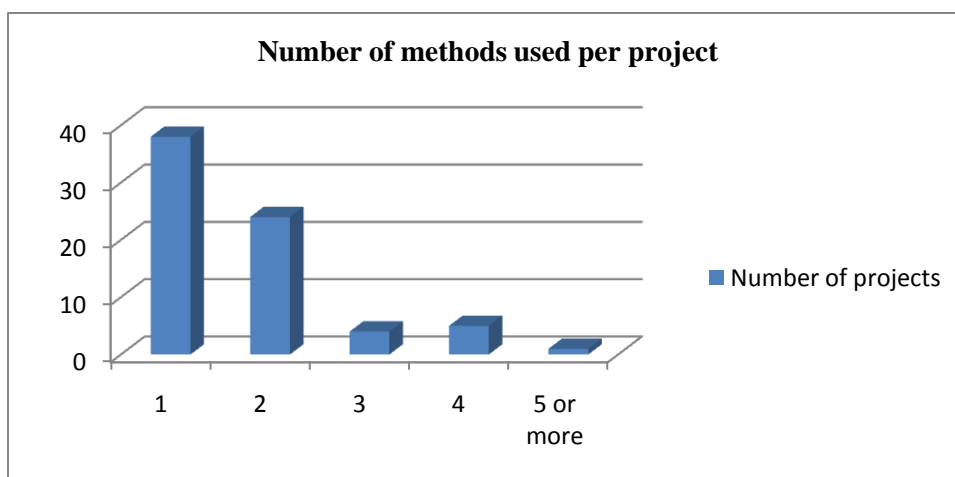
will likely raise the interests to read among the youth and school going children. Naturally, it is easier to be interested in an initiative if it is being facilitated by ‘one of your own’ and this has a double effect as it also creates the much needed community ownership of the reading promotion projects.

Methods used should not be targeted only at a specific gender or social class. This is evident in the reading clubs that are being created in Kwazulu Natal and the Northern Cape. If reading promotion targets only women, this can result in men being neglected. There is a danger too that the men will look at reading promotion projects as only for women, and resent the projects to an extent that the projects will not receive the needed support. Without that support, the projects will likely fail in encouraging all in the communities to up their interest in reading.

Reading instruction training is another method that is being used. This is because of the need to provide support to people in developing a reading habit and engaging in voluntary reading. To be effective, the objectives need to be clearly defined and the necessary expertise provided. The research did not find any particular strategies used in the training of reading promoters, facilitators, care givers or teachers. Such strategies should take into account the needs of the people trained and their educational backgrounds.

The majority of the reading promotion projects surveyed used a single method to promote reading, while others used two or more methods. A smaller number used five or more methods though. The graph below indicates the distribution of methods per project.

Graph 6 - Number of methods used per project



The majority of the reading promotion projects surveyed used book donations as a monomethod to promote reading. These projects include:

- Brother's Brother;
- Donate-a-book;
- Fundza;
- Masifunde Sonke;
- Wordworks;
- SHINE;
- Passport to Read; and
- Express Book Club.

Twenty-nine percent of the projects used two methods. They included:

- the Sony Mobile Library project in the Free State and Western Cape;
- the Western Cape Education Department's Wheelie Wagons project;
- Books Abroad; and
- Love to Read.

These projects used either book donations, mobile libraries, publishing literature and/or reading instruction.

Only 4% of the projects use three or more methods. They include:

- LAPA Publishers project;
- Want to Read;
- Born to Read;
- Ready to Read; and
- Woz'obona.

Only one project, READ, uses more than five methods. The methods include book donations, training, reading activities such as reading periods, mobile libraries and publishing of literature

in the official languages. This project is active in a large geographical area, and has forged partnerships with public, private and other non-governmental organizations. This has enabled it to have strategic partners, increase its resources and be involved in a large number of projects.

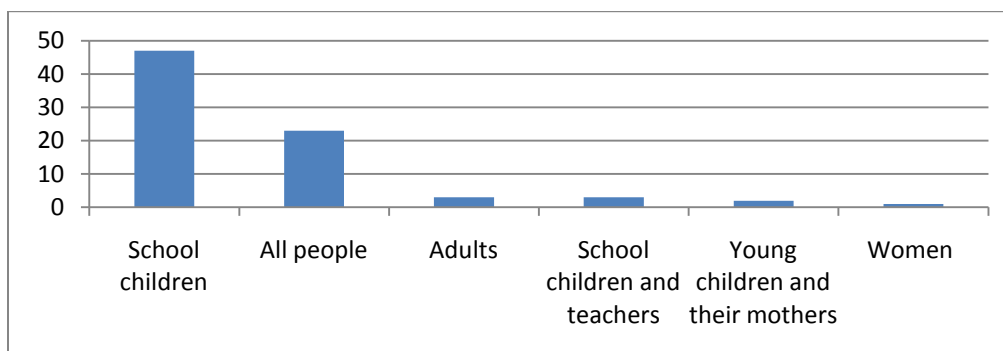
The fact that most of the reading promotion projects use one method to promote reading may be related to the availability of funding. Those using two or more methods seem to be projects that have stable funding from, for instance, a government department, non-governmental organisation or a company such as a publisher. READ, the only project that uses more than five methods to promote reading, has been in operation for a number of years and is well funded by government and private sector companies. This suggests that the more funding a project has, the more likely it is able to increase in terms of scope. There is also a possibility that apart from financial stability, some of these projects realised that monomethod approaches are limited in terms of what they will actually achieve. As such, for reading promotion to succeed, several methods have to be applied in liaison, as there are some methods that might work in a particular context, while other methods will find it difficult to realise the intended benefits in that particular context. It would have been interesting too to look at the evolution of each project and check if there has been a shift in the approaches used, as this would determine what the most successful approach would be from experience working in the communities. That experiential knowledge is important in shaping the way forward for the reading promotion projects.

4.3.5 Beneficiaries

Beneficiaries are the intended recipients of the reading promotion projects. The graph below shows the distribution of projects according to recipients categorised according to the variables of age, profession and gender.

The distribution of the targeted recipients of the reading promotion projects is presented in the graph below.

Graph 7 - Beneficiaries of reading promotion projects



Children are the beneficiaries of the majority of the reading promotion projects in South Africa. Of the 77 projects identified, 51 (63%) targeted children. Reasons for this are likely to include the fact that 90% of young children in South Africa have no access to books (Anderson 2005) and that they are tomorrow's leaders and make up the productive human resource base for the future. This makes it sensible that they are targeted by the reading promotion projects, more than the adults are. Projects providing children access to reading material are:

- Room to Read;
- SLAV;
- READ;
- Kayamandi;
- Centre for the Book's First Words in Print;
- Masifunde Sonke: Let's Read Together;
- Books for Africa;
- Hilton College's Passport to Read;
- SHINE; and
- the *Limpopo Mirror's* reading supplements.

Another reason why children are targeted by most projects is that it is believed by benefactors that early intervention in children's reading habits lays a foundation for literacy development (Bundy 2004: 5). Some reading promotion projects like Born to Read, Ready to Read, First Words in Print, Run Home to Read, Love to Read and Donate-a-book target infants from 1 month to 5 years old.

Another possible reason why children are the main beneficiaries of most reading promotion projects is that studies indicate an alarmingly low level of reading skills amongst South African children. Pretorius's study (2000) indicates that South African Grade 4 learners have amongst the worst numeracy and literacy skills in Africa. According to the latest PIRLS (Progress in International Reading and Literacy Study) research results (Mullis, Martin, Kennedy and Foy 2007), by the time they reach Grade 5, 78% of South African children have not developed the basic reading skills required for learning. The international standard is 6%, and only 2% of the South African learners measure up to the highest international standards of literacy.

Thirty-one percent of the identified projects have a more general audience in view. Examples are:

- Masifunde Sonke Literacy campaign;
- Family Literacy;
- Woz'obona;
- the Mother City project;
- Book Development Foundation; and
- Community Publishing.

Some projects target children and their care givers, mothers and teachers. Three projects (4%), namely Rally to Read, READ and the Western Cape Education Department's (WCED) 100+ Books Project, target teachers and their pupils by training teachers to encourage reading. One project, Born to Read, targets mothers and their children. Four projects (5%) target children and their families. Examples are Family Literacy and the Siyafunda Literacy campaign.

Only two reading promotion projects (2%) target a specific gender, namely the Shuter and Shooter Book Club and LAPA Publishers' reading clubs for women in the Northern Cape. Shuter and Shooter provides a book discount for women who belong to their clubs. LAPA Publishers' reading clubs for women in the Northern Cape provides reading material as well as a facilitator who assists women to form reading clubs and visits each club every month. Targeting women is probably influenced by the understanding that women form the majority of the

previously disadvantaged groups in society, and at times traditionalist communities tend to support boys' education at the expense of girls' education. As such, these two projects (LAPA Publishers and Shuter and Shooter Book Club), might have based their approach on this premise of trying to address the wrongs of the past.

Reading promotion projects target children for a number of reasons. These include:

- The need to “catch them young” (Bemhare 2004). The rationale is to introduce children to reading at a young age with the hope that they will adopt a reading habit;
- Children are easily accessible as they are in schools. In the school environment, it is possible to introduce reading as it is part of the curriculum; and
- Children in South Africa are assumed to have poor reading skills (Machet and Tiemenmsa 2009:60).

In targeting children, there is a need for expertise and children need to be guided in their reading choices. In South Africa, this is particularly important as most children read in their second language; English is not their home language. They need to be guided in their reading choices. However, many of the teachers who should assist children are not regular or fluent readers (Machet and Tiemenmsa 2009:60, Sisulu 2004). These teachers cannot effectively assist the children.

There are also reading promotion projects for general audiences, although they are fewer than those for children. The reasons for this may include preferences by funders to be involved in projects for children who, they believe, will sustain a reading habit.

There are relatively few reading promotion projects for adults, school children and their teachers, women, and young mothers and their children. This may be as a result of the larger focus on children. It may be felt that adults' reading-skills needs are addressed through adult literacy programmes run by the Department of Education and some NGOs. This assumption may, however, be incorrect. There is need to promote reading to everyone. Once children leave formal schooling, their opportunities to read are limited. This can eradicate all the gains obtained from children's reading promotion, as the adult may not engage in voluntary reading. It may be argued that there are libraries for adults, but South Africa has the lowest number of libraries in relation

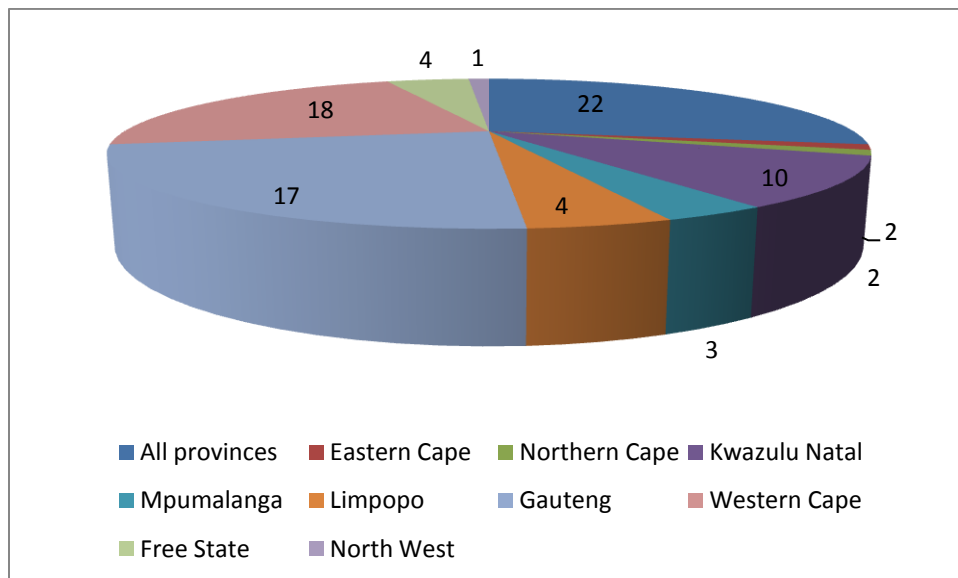
to the size of population when compared to other countries such as Finland or Canada (KPMG 2007). As there are few libraries for a large number of people, they may fall back to semi-literacy as opportunities to read are few.

Furthermore, South Africa only achieved independence in 1994. Before then, opportunities for education were not equal and the education system was based on race. The result is that there are many adults who are not fluent readers. In addition, under apartheid, there was far less library provision in the black townships, informal settlements and rural communities than in white urban areas. Public libraries still serve mainly the educated and urban middle class, which makes up less than 10% of the population (Witbooi 2007:65). There is thus a need for more reading promotion projects for adults in South Africa, especially targeting those areas that were once underprivileged.

4.3.6 Geographic Location

This section deals with the geographic location of the reading promotion projects. This is shown in the pie chart below.

Graph 8 - Geographic distribution of the reading promotion projects



Thirty-one percent of the reading promotion projects are located across the country. These include:

- Biblionef;
- Brother’s Brother;
- The International Book project;
- Rally to Read;
- Masifunde Sonke national reading campaign; and
- Centre of the Book’s First Words in Print.

The remainder of the projects are distributed amongst the various provinces, as shown in the following table.

Table 4 - Distribution of reading promotion projects per province

South Africa population estimates by province*		Percentage share of the total population*	Number of reading promotion projects
Eastern Cape	6 648 600	13.5	1
Free State	2 902 400	5.9	4
Gauteng	10 531 300	21.4	17
KwaZulu-Natal	10 449 300	21.2	10
Limpopo	5 227 200	10.6	4
Mpumalanga	3 606 800	7.3	3
Northern Cape	1 147 600	2.3	2
North West	3 450 400	7.0	1
Western Cape	5 356 900	10.9	18
National	49 320 500	100.00	22

(*Statistics South Africa 2007)

*Note: The number of projects per province excludes the national projects that cater for the whole country. Also, some projects such as Woz’obona are found in 2 or more provinces.

The single highest number of projects (23%) are in the Western Cape. These range from Wheelie Wagons to reading festivals. Here, reading promotion projects have a notable element of local government support. The Western Cape provincial government, through its departments such as Education, and Sports and Culture, also manages a number of reading promotion projects such as

the Wheelie Wagons, the Western Cape Education Department (WCED) 100+ Books Project and the Western Cape Education Department School Library Project. Other projects in the province are the Khayelitsha Mobile library, SAB, Wordworks, SHINE, Stellenbosch University's Kayamandi reading promotion project and WOW projects.

Gauteng has the second highest number of reading promotion projects (22% of the total). Gauteng's Provincial Library Service promotes reading by providing its municipalities of Midrand, Johannesburg and Ekurhuleni with funding to create reading promotion projects, a strategy not replicated in other municipalities in the province. Projects in Gauteng include:

- Born to Read;
- Want to Read;
- Reading is FUNdamental;
- Strongest Link;
- Battle of the Books;
- Exclusive Books Festival;
- Waterkloof Primary School's reading promotion project; and
- Amabhuku Express.

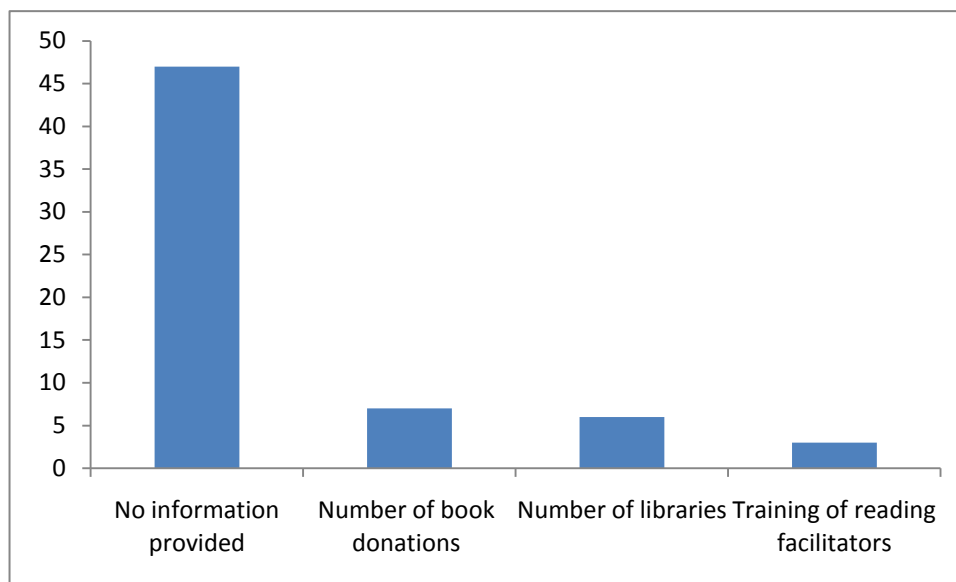
Only 30 (39%) of the identified reading promotion projects are located in the other seven provinces together. There are 10 (13%) in Kwazulu Natal (including South Africa Mobile library project, Ladysmith Library Service Read and Grow and the SLAV); and 4 (5%) in Limpopo (including Paired Reading, the *Limpopo Mirror* reading supplements project, Woz'obona, and Run Home to Read). In the Free State 4 (5%), there are the Matwabeng Reading Club, the South Africa Mobile Library Project, the Exclusive Books Children's Festival and the Sony South Africa reading promotion project. Only 3 (4%) of the projects are located in Mpumalanga (Room to Read, Fundza for Fun and the Shoma project), and in the Northern Cape only 2 (3%). These are the Northern Cape container library and LAPA Publishers' reading clubs for women. In the Eastern Cape, only Room to Read (2%) was indentified. North West province only has one project as well.

The distribution of the reading promotion projects shows that they are confined mainly to the more highly-developed provinces such as Gauteng, Kwazulu Natal and the Western Cape. These provinces are the economic heart of South Africa, and many corporations are found in them. The rest of the provinces have limited numbers of reading promotion projects. The reasons for this may include limited provincial government financial support, little interest from NGOs and the private sector, and emphasis on other service delivery priorities such as water and housing.

4.3.7 Evaluation of reading promotion projects

The study attempted to ascertain whether the impact of the reading promotion projects is being evaluated. Evaluation criteria are shown in the graph below.

Graph 9 - Evaluation criterion of reading promotion project



An analysis of the findings indicates that 48% of the projects provide no evaluation reports. It is therefore impossible to determine what impact they make, if any. Even large and well known reading projects like Room to Read, Passport to Read, Siyafunda, Paired Reading, Books for Africa, Read and Grow, and Masifunde Sonke: Let's Read Together provide no information about the evaluation of their projects, as communication campaigns such as Khomani and Soul City do. Of the 46 reading promotion projects not providing evaluation reports, 23 are NGOs.

The revelation that a high number of NGOs not providing evaluation reports is a cause of concern. NGOs should be providing evaluation reports in order for insight to be obtained about their contributions towards promoting reading in South Africa. There is need to know whether the contribution is filling a void or is replicating what is being done by the government.

Twenty-six percent of projects using the book centered approach use as their evaluation criterion the number of books donated, and provide information about this. However, in most instances the number of books as compared to the total population of the community is not provided. It is therefore difficult to determine the impact of the donated books on the communities.

Six percent of the reading promotion projects use the number of libraries created as an achievement indicator. Examples are READ, Born to Read, Want to Read, Biblionef and Help2read.

Five percent of the projects use the number of trained reading facilitators as an impact indicator. Examples are Born to Read, READ and Family Literacy. The reading facilitators in most instances are volunteers from the community, community centres, schools, care centres and libraries. Their role is to motivate people to read, to distribute reading material, to assist people to use books, to teach them to tell stories, to organise reading workshops and competitions, to assist people in developing their reading skills and to be involved in the day to day running of the project. This evaluation criterion does not, however, measure the impact that the facilitators make on the target group.

In general, because most of the reading promotion projects do not provide information about their evaluation criteria, it is difficult to determine what the project is contributing to reading promotion or the creation of a reading culture.

The large number of projects not providing information on their evaluation criteria suggests that evaluation of projects is not regarded as important. This means that the leadership of the projects are content with what they are doing and not sufficiently concerned about the impact that their operations have on communities. Other reasons could include lack of time, knowledge, or

resources to be able to evaluate the projects. This limitation needs to be addressed if the projects are to be viable.

The number of books is the most common evaluation criterion. This is not surprising as the motive of many projects is to provide large amounts of reading material. As already noted, this material may not always meet the needs of the intended readers. Projects do not always indicate if fiction, non fiction or textbooks are being distributed, and information about the language of the donated material is often not provided. There is a need to find out if the projects are providing material in the eleven official languages of the country.

The creation of libraries and training of reading facilitators are the other main evaluation criteria, with libraries ranging from book boxes to mobile libraries. While projects may report that they have created a library or trained people, in many instances the number of libraries created or people trained is not provided. Information should ideally indicate when the library was created, how many books it contains, if reference books are included or how the library is operated.

The training of reading facilitators is another criterion. Where information is provided that reading facilitators are trained, this does not always indicate how the training is conducted or what teaching strategies were used. The reason for the lack of comprehensive information may be that there is not enough expertise, within reading promotion projects, about evaluating and reporting on them.

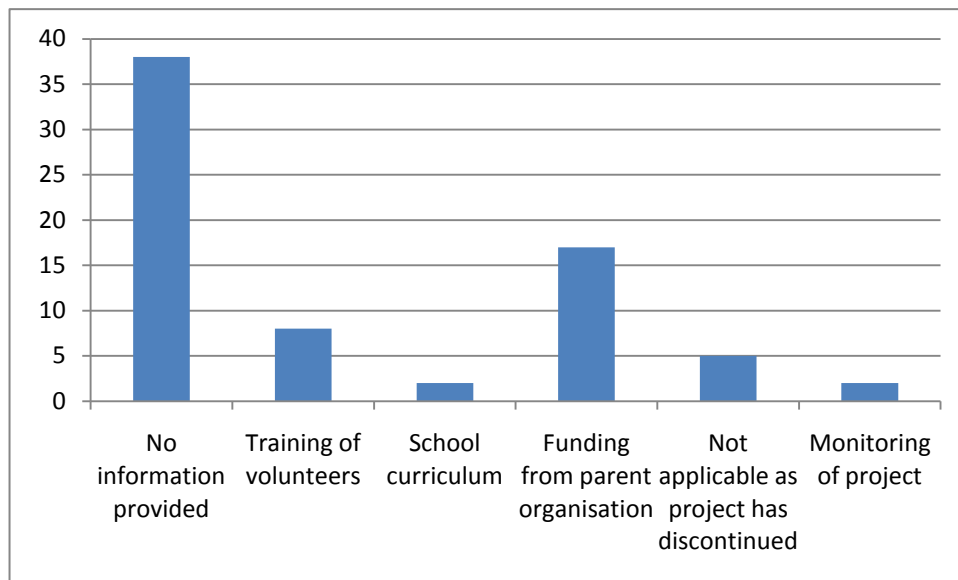
In project implementation, it is essential to monitor and evaluate the impact of that project periodically. Appropriate indicators for project impacts are also necessary to ensure that the projects will be evaluated basing on the expected outcomes, as set at the project design stage. In reading promotion projects, such impact could include rising literacy levels and increasing demands from the communities for reading materials. However, these were not seen as criteria for evaluation in the studied reading promotion projects. That is a cause for concern as it shows that the projects are short sighted by not looking at the long-term dividend, whereby the communities will have the capability to demand for reading materials, and literacy levels will rise in schools. It is surprising too that the majority of the projects that were not evaluated were

being implemented by NGOs, yet NGOs are expected to take the lead in monitoring and evaluation, and identifying ways of improving their projects for the benefit of the targeted beneficiaries.

4.3.8 Sustainability of the reading promotion projects

Sustainability refers to arrangements put in place to ensure the continuity of the reading promotion projects over a number of years. The finding of this study is that the main indicators of sustainability used by the projects are training of volunteers, funding, being part of the school curriculum and the establishment of libraries. The graph below shows how sustainability issues are addressed by the reading promotion projects:

Graph 10 - Sustainability of reading promotion projects



The majority of the projects do not provide information about their strategies for sustainability, with 51% providing no information about this. Examples are SLAV, Passport to Read, Kayamandi, Books for Africa, Brother’s Brother, Rotary International, Flavius Mareka, Love to Read, the Limpopo Mirror project and Ready to Read. From these examples it can be noted that the majority are NGOs. This could be because most NGOs have short-term funding, and as such cannot commit to long-term sustainability of the reading promotion projects. Sometimes the

NGOs' focus is also shaped by their back-donors whose interests can shift from time to time, and as such, they can only be sure of short-term duration of their projects.

Those projects that do address this issue of sustainability mainly refer to funding from the parent organisation as an indicator of sustainability. This is applicable to NGOs, national government and private sector organizations, and include the Exclusive Books Festival funded by Exclusive Books, the Western Cape's 100+ project funded by the province's Education Department, and Rally to Read funded by the *Financial Mail*, McCarthy Motor Corporation, Volkswagen, and the Education Departments of eight provinces. These projects can continue provided that they will continue receiving funding.

The training of volunteers is another indicator of sustainability, with 16% of the projects mentioning this factor. They include:

- Family Literacy, which trains parents to be reading motivators;
- Exclusive Books, which trains adults to be reading facilitators;
- READ, which trains teachers;
- Rally to Read, which trains teachers to be reading instructors; and
- Born to Read which trains mothers and librarians.

These volunteers act as reading champions and trainers, distribute reading material, assist people with their reading and reading choices, facilitate the operation of the projects and generally ensure that reading is promoted. However, facilitators are only effective if provided with assistance such as funding, remuneration, reading material, storytelling manuals and libraries.

Three percent of the projects are incorporated into the school curriculum. These include the Waterkloof Primary School reading project and the Passport to Read project at Hilton College. Through these projects, reading becomes part of the school's activities for certain grades. This involves allocating a specific time for reading, running a reading competition, and having pupils assist each other with their reading and reading choices. These projects are sustainable as they are part of the school's activities.

The lack of sustainability indicators in most of the reading promotion projects may be as a result of uncertainty among, in particular, projects funded by international NGOs. These NGOs rely on their donors, and if these withdraw their support the NGOs are no longer able to provide resources.

The lack of sustainability indicators may also be related to the method of reading promotion that is used. As most projects use book donations, they rely on people to donate books or money to purchase the books and to ship if they are internationally acquired. This can lead to uncertainty. If there are no donors, it becomes impossible for the book donations to take place. The reading promotion projects are thus operating on a wait-and-see policy, which makes it difficult for them to address issues of sustainability.

The most common sustainability indicator is funding. Projects rely on funding for a specific period. The weakness of this is that, once the funding ceases, it becomes difficult for the project to continue. To be sustainable, reading promotion projects need to look at alternative funding models. This can be through approaching the private sector for funding, registering as non profit organisations and then approaching organisations that support educational programmes such as the Lotto board for financial assistance.

The use of trained volunteers is another sustainability indicator. Volunteers are taught how to use the reading material, how to train people and how to distribute reading material. Whilst the use of volunteers enables the project to operate, it creates a gap once the volunteer is not available. Volunteers are used as they offer their services free of charge but the problem is that once the motivation is no longer there people tend not to be involved. Volunteers also need to be monitored to ensure that they are doing what they say they are doing, and that they are being utilised in the best way.

Incorporating reading promotion into the school curriculum is done by most of the schools that were surveyed. The advantage of this is that the project becomes sustainable as it is something that is done throughout the school year. The finding of this study is that this is done in the more

affluent schools with a good supply of books. It is not a strategy that is easy for rural and less affluent schools to implement. Such schools rely on donations. If these are not received, the reading choices are limited.

4.4 Summarised results

Seventy-seven reading promotion projects were identified in this study. The aim of all of them was to promote reading by providing access to reading material and by making reading achievable and enjoyable. This was done in a variety of ways, including mobile libraries, reading campaigns, teaching mothers how to read to their children, the development of storybook manuals and providing communities with books.

The study showed that reading promotion projects in South Africa are being run by government and NGOs, with public and private organisations also playing a part. The most widespread method of encouraging reading was through book donations, and in particular book boxes.

Particularly in the Western Cape and Gauteng provinces, reading promotion is mainly targeted at children. The purpose of these projects is to provide access to reading material and to help readers to become more competent. The country's poorer provinces tend to lack reading promotion projects, with the Northern Cape and the Eastern Cape in particular having few of them.

Another aim of reading promotion projects in South Africa is to develop the reader, with the reader centred-approach being the most common. In a country where many people are semi-literate and do not read regularly, this is commendable. Reader development ensures that people become confident in their reading and improves their reading fluency.

Donated books were used by many of the projects. However, in some instances these books were provided without input from the community and some recipients received reading material which was not of value to them. In some cases, the reading materials were also in a language that the

intended beneficiaries were not confident in.

Some of the teachers staffing the reading promotion projects are not trained professionals or regular or competent readers. Such teachers can, therefore, find it difficult to assist learners with their reading or reading choices.

Many reading promotion projects do not have a system for quantifying or recording their achievements. This makes it difficult to determine, for example, the ratio of books provided to the population of the province, and the impact that the projects will have made in the country. It is important that impacts such as the contribution of the reading promotion projects to literacy improvement are evaluated.

4.5 Summary of the chapter

In this chapter, the findings were presented in three sections:

- The first part presented the status of the reading promotion projects in South Africa.
- The second part consisted of the findings of the surveyed reading promotion projects. This was structured according to the categories discussed in Chapter 3.
- The third part presented a summary of the findings.

The next chapter presents the conclusions of the study, and makes recommendations for improving reading promotion in South Africa.

Chapter V

Conclusions and recommendations

5.1 Introduction

The previous chapter presented the data analysis and discussed the research findings. This final chapter presents conclusions based on the findings, and makes recommendations.

This chapter is structured as follows:

- The research question and sub-questions are addressed by a discussion of the findings based on the data analysis, as presented in Chapter 4.
- Conclusions are based on the research findings.
- Recommendations are made in relation to the findings, as discussed in Chapter 4.
- It concludes with a final statements.

5.2 Answers to questions

This aim of the study was to answer the main research question: What is the current status of reading promotion projects in South Africa? An exploratory study was appropriate for this task, as it provided information on reading promotion projects in South Africa which are largely uncharted.

This main research question was approached through a set of sub-questions which are answered below.

5.2.1 What is reading promotion?

The study identified a range of interpretations of reading promotion. Some place particular emphasis on the development of the reader (Spencer & Mathieson 2003:393) and the importance of the reader's enjoyment of reading (Gunarrson 2003; Land 2003). In others, the focus is on

encouraging reading for personal satisfaction and recreation, and for the development of values and beliefs, and not just for education (L’Allier & Elish-Piper 2007:339). A third approach to reading promotion looks particularly at promoting a culture of life-long reading, starting from a young age, with mothers being trained to read picture books with their children, schools scheduling regular reading periods, and with reading materials being available in the home. In some approaches to reading promotion, access to mother-tongue books is critical. Others place particular emphasis on the provision of the (mother-tongue or other) material itself, on teacher-training for using it and on its alignment with the age and interests of the reader to children (Botha 2003).

Informed by these interpretations, this study took as its definition of ‘reading promotion’: an initiative, subtle or explicit, to encourage reading through developing confidence and interest in reading material by all segments of the population. This is through the creation of an environment that enables access to books regardless of location, education, economic status, race and religion. The aim is to develop a reading culture and to introduce non-traditional readers to books.

5.2.2 What is a reading promotion project?

A reading promotion project in this study refers to any campaign, event, programme, initiative or library service that has the aim of promoting reading and seeks to provide conducive reading environments and copious reading activities.

5.2.3 How can existing reading promotion projects be identified and categorised?

The reading promotion projects were categorised by using content analysis to interpret the collected data found in relevant documents about reading promotion projects in South Africa. The following categories were used in the final analysis:

- Funders: the people responsible for funding of the project.

- Management of the project: the people responsible for the daily operations of the project.
- Reading promotion approach: the approach that the project follows (either the book-centred or reader-centred).
- Reading promotion method: the method used to promote reading. In this study, “approach” refers to ideas or actions intended to deal with a problem or situation and “method” to the technique adopted to promote reading.
- Beneficiaries: the intended gender, age group, or group of people that the project is intended for.
- Geographic location: the geographic location of the project in terms of province.
- Evaluation criterion: the criterion used to ascertain the impact of the reading promotion projects.
- Sustainability: what the project is doing to ensure that it remains operational.

Before discussing the conclusions made the limitations of the study is presented.

5.3 Limitations of the study

The conclusions reached in this study about reading promotion in South Africa are not exhaustive. It is, in the first place, possible that not all reading promotion projects were identified and included in the study. There is also little or no research done that can be used to collaborate the findings reached. Neither is a data basis that can be used for statistical and research purposes available.

The documents used as sources were of an uneven quality. Not all documents could be considered authoritative sources. This means that the information used for analysis may not in all cases present a true picture of the real status of the reading promotion projects.

It is hoped, that although as small beginning, this study is a first step in the direction of creating a data basis for reading promotion projects in South Africa.

5.4 Conclusions

Guided by the questions summarised above, the study draws the following conclusions.

Reading promotion is managed and funded by different stakeholders. The results of the study show that the government initiates more reading promotion projects in the country than any other sector. However, the funding for most of the projects is provided by NGOs. Although the government is initiating the reading promotion projects, they do not fund them. The government seems to be paying lip service to the problem of reading skills in South Africa. The impression is created that they are aware of the the lack of a reading culture and therefore start marketing campaigns of projects that never get off the ground.

The government's lack of proven enthusiasm for reading promotion is indicated by the the state of school libraries in South Africa. Research has shown that 79.3 % of schools do not have have libraries (Republic of South Africa Department of Education 2007: 39). This confirms the suspicion that the government is not really supporting reading promotion since the establishment of school libraries is core to such a task. They keep on initiating projects but do not deliver on promises. A typical example is the Masifunde Sonke project. This project was created, but failed because there was little funding, the government department that was meant to manage it was not specified and there was no manpower to run the project. For reading promotion to be successful there is need for the government to provide the necessary resources to enable projects to prosper.

In addition, NGOs are initiating and funding projects in South Africa. They are funding more projects than any other sector in South Africa. NGOs play a large role in reading promotion, often providing project funding and management. In many instances, NGOs fill gaps in places where government does not operate. This important role is one which NGOs are likely to play into the foreseeable future. However, there is a need for the NGOs to spread the projects equitably in the country. The study found that there are more projects in the the developed provinces such as Gauteng and Western Province when compared to the “poorer” provinces such as the Eastern Cape and Northern Cape. If NGOs mean to fill the gaps there is need for them to create projects in all provinces.

Most of the funding provided is in the form of book donations. Book donations are preferred because they are easy to administer and do not require much in terms of finance and manpower. While this is a positive action, it is questionable whether the donated material is always relevant to the intended beneficiaries. Some of the reading promotion projects send book boxes to South Africa with reading material that is randomly selected. The end result is that communities are flooded with reading material that is not relevant to their needs. In addition, NGOs sometimes send book boxes with specific themes that may not be useful to people in South Africa, like the donation of children's and juvenile books about historical or contemporary African American women. These NGOs do provide reading material, but their motives may be questionable. They may either be dumping their excess books or trying to advance their causes by donating reading material that support their activities or views.

Book donations are the preferred method in South Africa (see section 4.3.4). The reason why book donations are used is because they are a “quick fix” solution to reading. Furthermore, international NGOs prefer book donations as they are relatively inexpensive to implement and they reach a wider audience as compared to teaching reading. The rationale of using book donations is that it increases access to reading material. Perhaps, this is influenced by research by Krashen (quoted in Ross, McKechnie and Rothbauer 2006: 8) who argue that novices learn to read through access to large amounts of printed material, which they themselves have chosen. For a country such as South Africa where most people are not fluent readers the use of the book donation method is not always appropriate. This approach assumes that the populace does not purchase reading materials as they cannot afford to do so, and that if given the materials, they will read. Without consultation with the people so as to understand their perceptions about reading, this approach will most likely encounter serious challenges. It is also important to focus on readers who are not fluent readers by offering training in the acquisition of reading skills.

Reading promotion projects in South Africa take books to where people are. The study by Spencer and Mathieson (2003:400) alludes to the need for reading promotion projects to utilise environments that people are comfortable in. The study by Spencer and Mathieson found that taking books to where people are will make reluctant readers take time to look carefully at

reading materials. The use of methods such as book donations to urban and rural communities, mobile libraries which move from one community to another, wheelie wagons, community libraries, and the use of schools libraries and learning time shows that reading promotion projects in South Africa have adopted the findings of the study by Spencer and Mathieson.

Reading promotion projects in the country use either the book centred or the reader centred approach. These approaches have different methods. The methods that are used in the book centred approach in South Africa are similar to the methods that are found in the literature review. A notable project can be said to be unique to South Africa is the Rally to Read. Similarly, the methods used in the reader centred approach in South Africa are the same as those that are found in the literature reviewed. However, in the reader centred approach there are methods that are used elsewhere which are currently not being used in South Africa. These are internet based projects and summer reading programmes. An inquiry is required to determine how these methods can be used or if they can be used at all in the country as they are beneficial to reading promotion.

A positive characteristic is that the reader centred approach is widely used in the reading promotion projects that were reviewed. The reason why the reader centred approach is widely used is to improve the reading competence of the beneficiaries. The methods that are used in the reader centred approach can be categorised as follows: training for intermediaries, manuals for intermediaries, reading competitions, reading clubs, reading instruction, reading facilitation, reading campaigns, reading mentoring, reading and writing programmes, reading days, and lending facilities. The frequently used method is the training of intermediaries. The reason for this is because when using the reader centred approach reading promotion projects in South Africa often rely on the school context. The readers being developed are school children with teachers as their reading instructors. This is evident by the training of teachers, the use of school children in paired reading and the use of school resources for example school periods. The reason why schools are used, include the easy access to schools and children. Adults who are not involved in formal schooling are hardly catered for in the reader centred approach.

The reading promotion projects in South Africa that are using the reader centred approach adopted reading strategies suggested by the International Reading Association (2007:1). These strategies include word level strategies taught in reading workshops in South Africa, text level comprehension, reading-writing connections which has been adopted by publishers involved in reading promotion, and instructional approaches and materials which are used in hospitals, care centres and libraries when teaching mothers and care givers to read to their children in South Africa. Reading promotion projects in South Africa are have thus adopted strategies that are used internationally. This may suggest that there is an understanding of how readers can be developed.

Reading promotion in South Africa is mostly intended for children (see section 4.3.5). The study found very few projects that were exclusively for adults. The assumption may be that adults are fluent readers, since adults have been to formal schooling their reading has been developed, or that adult literacy organisations are responsible for adult reading. These reasons may not actually be correct. South Africa achieved independence in 1994 and access to education before then was not equal (Witbooi 2007:65). Reading skills for adults may not be what is assumed. Without consultation with adults so as to understand their perceptions about reading, reading will not be equitably promoted.

Reading promotion research reviewed highlights the need for reading promotion to be a social activity. One method that has been used in South Africa has been the creation of book clubs. An example found in this study has been the Shuter and Shooter Publishers social book club in Kwazulu Natal. This book club is for women between the ages of 40 to 69 who belong to one ethnic group. However, the number of these social book clubs is small. There is need for similiar book clubs to be formed. These should not be exclusive to one gender, age group or race.

Almost half of the surveyed projects did not carry out structured self-evaluation (see section 4.3.7). This may be because they do not wish to be seen in a bad light or because they do not have monitoring and evaluation skills. Similarly, sustainability indicators are reported by only 51% of the projects (see section 4.3.8), making it difficult or impossible to assess their longer-term viability. A combination of this lack of information about the projects, and their

widespread dependence on external funders, raises the need for further inquiry into how they can become self-sustaining.

Reading promotion is done in isolation. There is little collaboration amongst the reading promotion projects. The literature reviewed shows examples of how partnerships can be created between governments, NGOs, and the private sector. One such example is the Reading Partnership referred to by Denham (2003:75). The reason for the little collaboration is due to lack of networking between the projects or lack of awareness of other projects. An example of collaboration can be between local NGOs distributing donated reading material from International NGOs. Collaboration will reduce duplication of activities, will enable sharing of resources, ideas and will ensure that material is distributed to a large number of people.

5.5 Recommendations

The study would like to pose a few recommendations with regard to improving reading promotion projects in South Africa by addressing the following issues:

- Content: learners should be guided in their selection of reading material, and their opinions taken into consideration. Texts are needed at varied levels of difficulty and language, with interest levels appropriate to the range and skills of readers.
- Language: the issue of the language of the reading material is critical to success in learning to read. As Machet and Tiemenmsa (2009:60) argue, becoming literate is easier when the language of learning is either the person's mother tongue or a well-mastered second language. Partnerships with publishers and other agencies should therefore be formed in order to devise ways of increasing the amount of reading material available in local languages. Projects could also consider looking at community publishing, where materials and learning guidelines are created locally, as a way of increasing this need for reading material. This is an idea endorsed by the Publishers' Association of South Africa (2005), and can have the advantage of increasing both the number and the relevance of books.
- Promotion of reading should cover all members of the community, regardless of disability, income or gender, with a love for reading being fostered among all members of

society. Adults, in particular, should be encouraged to read so they can act as role models for children.

- In following the preferred reader centred approach the training of reading instructors must be considered. Training in reading promotion for care givers, reading champions, teachers and community volunteers is critical to expanding the number of readers in the country, and techniques used should reflect the needs of South Africa. One tested technique that could be considered is Reciprocal Teaching of Reading (RTR). This is a group questioning technique where the teacher and students take turns leading discussions about the content of texts they are reading or listening to. After the teacher and students have read an assigned piece of text silently, the teacher models and labels different comprehension strategies to help guide the leader's discussion: questioning, summarizing, clarifying and predicting (Roth-Smith 2001:394). Each student then takes on the role of teacher while the teacher offers coaching on how to perform the strategy. Significant benefits of using this RTR have been documented (Palincsar and Brown, in Nicaise and Gettinger 1995). In South Africa, poor basic reading ability is widespread and many parents do not have the skills, and therefore confidence, to help their children. Methods such as RTR could help to overcome this problem.
- The role of the book trade needs to be investigated. The literature reviewed highlighted how the book trade was involved in reading promotion in other countries. This included themed celebration days such as Bedtime Reading Week, Swap a Book Day, and the World Book Day. The book trade in South Africa through the Publishers Association of South Africa needs to come up with similar initiatives.
- People trained to put projects into effect should be encouraged and incentivised to stay with them, rather than leaving and taking with them the knowledge and experience they have gained.
- The reasons for the frequent lack of monitoring and evaluation of projects need to be investigated, as monitoring and evaluation can assist in determining if projects are having their intended effects. Successful monitoring and evaluation models should, as far as possible, be replicated (Shongwe & Treffgarne 2000: 101), and their key indicators used or adapted. These are likely to include whether the project has improved learners reading habits, increased their reading for pleasure, developed cross-sectoral links with

other educational, commercial or media initiatives, and collaborated with relevant providers of reading materials.

- Evaluations should form part of projects' reporting processes. The information will be of value to researchers involved with evaluating reading promotion projects in South Africa and elsewhere, and also to funders and other interested individuals and organisations.
- This study has shown that distribution of reading projects across the provinces is very uneven, and this needs to be addressed through strategies such as partnerships between government and NGOs, more local government involvement in reading promotion in all provinces, and an increased reach by NGOs into areas not presently assisted.

For these recommendations to be realised a body, preferably set up by government, should facilitate collaboration amongst existing reading promotion initiatives. Given the reading crisis facing South Africa this is an issue that should be dealt with on the highest level.

5.6 Suggestions for further research

Further research is needed into how children and others learning to read can become authors of stories and other material which reflect their experiences and can extend the range of material available in local languages.

Regarding the effective use of reading material, further research could determine the need for the training of community librarians, teachers, caregivers and parents. Although it is assumed that teachers play an important part in reading promotion, it is not sufficiently clear exactly what competencies they and other roleplayers need in order to promote and teach reading and to identify exact reading needs. Knowing more about this could assist in the development of best practices to ensure that learners derive the maximum benefits from reading.

Project sustainability needs to be investigated so that projects are better able to ensure that they continue to operate without relying indefinitely on external funding.

Book clubs could make an larger contribution to reading promotion than they currently do. At present, their membership consists mainly of white women, and research could investigate why other groups tend not to form social book clubs. Given that South Africa is a multicultural country, it could be expected that these clubs be made up of members of different races and sexes. The reasons why this is not the case should be looked into, and recommendations made to address this issue.

The conceptualisation of what a reading campaign is, should be investigated. A reading campaign needs specific goals and appropriate resources. Successful campaigns could be studied to establish what has led to their success, with findings providing a blueprint for others.

The apparently low number of partnerships between government and NGOs should be investigated, and further research could provide information into ways of enabling more such partnerships. Related to this, it would be useful to have more detail on the effectiveness of the work of NGOs in reading promotion.

5.7 Conclusion

This exploratory study examined the status of reading promotion projects in South Africa. It inquired how reading promotion projects can be identified and categorised, and what the characteristics of reading promotion projects are.

The picture of reading promotion in South Africa is bleak. The main cause of this is that support from the highest levels of government does not exist. Apart from the few government initiatives that are not well planned, funded or executed, reading promotion has to rely on what may be termed “reading Samaritans” from the local and international NGOs and the private sector whose capacity to reach a wider audience is limited. The funding from these “reading Samaritans” is haphazard and the sustainability of their efforts is limited.

Even though these “reading Samaritans” are assisting with reading promotion, little collaboration with the government exists. The government cannot be faulted alone in as far as collaboration is concerned. The NGOs and private sector organisations do not seek collaboration with others and

with the government. It appears as though one project has no or little awareness of the existence of other projects.

This study is important in the field of reading promotion. Although, it is not an exhaustive attempt to try and present the status of reading promotion in South Africa, it is just the beginning. More research is required to highlight what is actually happening, and what needs to happen if South Africa is to be a reading nation.

It is hoped that the findings of this study will provide policy makers and funders of reading promotion with information that could be used to seriously review reading promotion in South Africa.

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Appendice A

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation criterion	Sustainability
Amabhuku Express	Gauteng Department of Art, Sport, Recreation and Culture in partnership with the Department of Education.	Gauteng Department of Art, Sport, Recreation and Culture.	School children	Gauteng Province	Book centred	Mobile library bus to encourage reader awareness.	No information is provided.	No information is provided.
Battle of the Books	City of Johannesburg	City of Johannesburg Library Services.	School children in Grades 6 and 7.	Johannesburg, Gauteng	Reader centred	A book-based inter-school, knock-out quiz. Teams consist of 4-6 members with 1 or 2 reserves. Between the participants, the team must read the 25 listed titles on which the quiz is based.	No information is available.	A general pattern is followed each year. The reading list is finalised in December for the next year. Schools have the first half of the year to read the books and hold intra-school rounds.
Biblionef's Love to Read	Lotto, Biblionef in Netherlands, Department of Arts and Culture and the Stichting Kinderpostzengel	Biblionef	Children between the ages of 3 and 18.	All provinces in South Africa, with particular emphasis on farming areas, disadvantaged schools and communities.	Book centred	Biblionef donates books to disadvantaged communities. These books are written in the eleven official languages of the country. Biblionef also	Since 1998, the programme has donated more than 400 000 books. This has provided 1,8 million children with access to new story books. Braille and large print books have also	The extensive funding that Biblionef enjoys from different funders ensures that the project is sustainable. Biblionef also has been able to forge key partnerships with the major role players in the book

						establishes farm and community libraries.	been donated to visually impaired children. Popular children's books have been translated and published in the eleven official languages of the country.	industry. Examples of these are the Family Literacy Trust and Exclusive Books.
Black Women Studies and the Academy	Black Cultural Centre Library, part of the Purdue University, USA.	Black Cultural Centre Library, Purdue University, USA.	Children between the ages of 6 to 18 years.	All provinces in South Africa.	Book centred	Children's and juvenile books about historical or contemporary African American women were donated to libraries or community centers in South Africa.	No information is available	The project was discontinued due to a lack of funding.
Book Development Foundation of South Africa	Department of Arts and Culture	Centre for the Book	All people in South Africa.	Every province in South Africa.	Book centred	Book donations	No information is available.	No information is available.
Books Abroad	Landfill Tax Credit Award, Aberdeenshire Library Information Services, schools, colleges and publishers around Scotland	Books Abroad	School children	Every province in South Africa.	Book centred	The NGO sends parcels of 50 books each to educational establishments.	Seventeen recipients received 723kg of books.	No information is available.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Born to Read	City of Johannesburg	City of Johannesburg Born to Read project	Young children and their mothers.	Johannesburg, Gauteng	Reader centred	An interactive approach is followed where mothers are introduced to the project through workshops in hospital wards. A book access programme is used to provide mothers and their children with books which they take home. Mothers are also taught how to read to their children. Reading awareness campaigns that target mothers and young children have also been used.	Benearo Community library, has established programmes for story-telling with older children. Vanderbijlpark Community library, established a “Born to Read” programme targeting expectant mothers.	No information is provided.
Brother’s International Book Cartoons	McGraw, Apotex, Pearson Education, Crocs, and other companies in the USA	Brother’s Brother Foundation	All people in South Africa.	All provinces in South Africa.	Book centred	Book donations	No information is available.	No information is available.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Centre for the Book National Reading Campaign	National Government	Centre for the Book	Everyone in South Africa.	All provinces in South Africa.	Reader centred	A national campaign which donates books, teaching reading and organizes workshops.	No information is available.	No information is available.
Community Publishing Project	National Library of South Africa	National Library of South Africa	Everyone in South Africa.	All provinces in South Africa.	Book centred	The project makes it possible for individuals, community groups and community-based organisations to publish books of interest to a particular community. The books are not necessarily of interest to commercial publishers.	No information is available.	No information is available.
Cotlands Helderberg Book Donation	Kalahari.net	MySchool and Kalahari.net	School going children	Western Cape	Book centred	Book donations.	No information is available.	No information is available.
Donate-a-Book campaign	GreaterGood South Africa Trust which solicits for funding from	GreaterGood SA	Pre-schools and early childhood centre children.	All provinces in South Africa	Book centred	Donate-a-Book campaign urges South Africans to empower	No information is provided.	No information is provided.

	individuals in the country through a website.					future generations by buying mother-tongue story books for pre-schools and early childhood centres. The Donate-A-Book campaign website allows givers to fund mother-tongue books for early learning centres in one's own province or countrywide. The website also contains information about each learning centre's needs in terms of reading material.		
Drop and Read campaign	National Department of Education	National Department of Education	School children	All provinces	Reader centred	The Reading Programme focuses on support to schools; increasing access to books;	No information is available	No information is available

						providing support to teachers through provision of resources as well as techniques for inculcating a love for reading; scheduling time for reading within the school time table and developing reading skills.		
Emfundisweni Primary School project	Exclusive Books	Exclusive Books Reading Trust	School children	Gauteng	Reader centred	Book donations and reading facilitators from private schools are used to teach reading at the primary school.	No information is available.	Increased funding and book donations from the Exclusive Books Trust will ensure the project remains sustainable.
Every Child a Reading Child: Western Cape Education Department (WCED) 100+ Books Project.	Western Cape Provincial Government	WCED, Publishers Association of South Africa (who submit titles), SA Booksellers Association (who compile book orders	School children	Western Cape	Book centred	Multilingual book donations and implementing half an hour reading in primary schools and twenty minutes reading for	Every learner has access to 100 reading books in the classroom.	The project seeks to have a ratio of 12 500 classrooms : 1 250 000 books. To be sustainable, funding is provided by the WCED.

		and deliver the books) and schools who use the teachers as active participants.				Grades 8 and 9.		
Exclusive Books Children's Festival	Exclusive Books (a private sector company)	Exclusive Books	School children/	Gauteng, Free State, Kwazulu Natal, Western Cape.	Book centred	Authors and entertainers bring the characters in the books to life through plays, storytelling and musical shows.	No information is available	Brings famous authors to the festival and varies the themes for the year. The sponsorship from Exclusive ensures that it continues to grow.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Exclusive Books One Club Children's Reading Promotion	Exclusive Books	Exclusive Books (book sellers)	Everyone	In all provinces in South Africa.	Reader centred	Children read a selection of books and vote for their favourites. Children between the ages of 9 and 15 are encouraged, through the campaign, to expand their minds and engage with literature from a diverse range of genres. After reading some or all of the eight titles, the young critics cast a vote for their favourite titles.	No information is provided	Exclusive Books has enlisted the help of school teachers and librarians to recruit young critics, motivating them to put their thinking caps on as they read through the list of eight popular titles. Schools are rewarded for their voting which encourages them to take part in the project as the book prizes help to boost their library stock.
Family literacy child to child literacy projects	National Lottery Board of South Africa, Firelight Foundation, D G Murray Trust, Bernard van Leer Foundation, and DVV International	Family Literacy Project and local volunteers.	Everyone	Kwazulu Natal	Reader centred	Establishes community libraries, child to child literacy programmes such as storytelling for grades 1- 4, book donations	386 children attended child to child programmes. 240 adults are involved in road to reading maps programme, eighty grade 3 and 4 children	Volunteers from the project area are trained to be trainers, coordinators, and managers of the project.

						to families, road-to-reading maps that capture the number of books a child has read.	read 10 books each, 65 grade 1 and 2 children read 5 books, and 28 adults read 10 books with their children.	
First Words in Print	An initiative of the Centre of the Book, an organisation responsible for literature and reading development in South Africa. The Centre of the Book is supported by the South African government.	Centre for the Book	All people in South Africa.	All provinces in South Africa	Book centred	Reading material in English, Afrikaans, isiNdebele, seSotho and isiXhosa is distributed to households, early learning centres, clinics and schools. A video and pamphlets are produced to market the project. This video is an instructional guide on how caregivers should read to children.	About 40 000 sets of books in 11 home languages have been distributed, which has ensured access to books. The result of this has been at least a quarter of the children who received the books say they still read them daily. They are able to read as children have four books provided that they keep.	The project is funded by the Government of South Africa as one of the core services offered by the Centre of the Book.
Flavius Mareka High School Reading project	University of South Africa's Academic Literacy Research Unit (ALRU).	University of South Africa's Academic Literacy Research Unit (ALRU).	School pupils and teachers.	Atteridgeville, Pretoria, Gauteng	Reader centred	Established a library, building capacity among staff and developing reading skills through word level strategies.	No information is available.	Project has been discontinued/

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Foundation for Empowerment through Afrikaans (SAB)	SAB and the Western Cape Education Department	SAB, a local NGO	School children.	Western Cape	Reader centred	Workshops focusing on the promotion of quality language and poetry instruction. The project uses facilitators in a programme of 15 weeks, teaching reading in schools.	No information is provided.	Facilitators are trained to run the project in the province.
Fundza for Fun	Mpumalanga Provincial Government	Mpumalanga Provincial Government Archives, Library and Information Services.	All the people of the province.	Mpumalanga	Reader centred	Campaign to promote reading, reading awareness through reader development workshops and improving reading facilities in Mpumalanga.	No information is available.	R8.6 million was set aside in the 2009/2010 budget for the campaign.
Help2read	DG Murray Trust, National Lottery Distribution Trust Fund, Ernst and Young, MTN South Africa, Unitrans, Coronation Fund Managers, Juta, British Airways	Help2read, a local NGO	School children	Western Province	Book centred	Book donations, trained reading helpers.	22000 books had been distributed by the end of 2008.	Trained volunteers distribute books to school libraries and classrooms, and teach reading.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
International Book Project	International Book Project general fund which sources for donations online, at schools and private companies.	International Book Project	All people	All provinces in South Africa.	Book centred	The International Book Project sends books to organizations in the country.	No information is available.	No information is available.
Kalahari Kids Lit Quiz	Kalahari.net a private organisation	Kalahari.net and Marj Brown	Children in grades 6 and 7.	All children in South Africa.	Reader centred	Literature quiz where children answer questions about literature ranging from the classics to comics to contemporary novels. The quiz includes books in English by authors from many countries, thus exposing children to the international richness of reading.	No information is available.	No information is available.
Kayamandi High School Reading Club	Department of English at Stellenbosch University	Department of English, Stellenbosch University	Pupils at the school.	Western Cape	Reader centred	Reading clubs aimed at developing a culture. To be a member of the reading club, a pupil has to bring a book. Pupils	No information is available.	No information is available.

						then read the books and can discuss them with their peers.		
Khayelisha Mobile Library project	Japanese non-Governmental organisation and Department of Education.	Western Cape Department of Education	School children	Western Cape	Book centred	Uses a mobile library service to provide access to books at schools.	4 mobile libraries, serving 60 schools.	No information is available
Khayelitsha express book club	Metrorail and the Pan South African Language Board (PanSalb).	Metrorail and the Pan South African Language Board (PanSalb)	All people in Khayelitsha township in Cape Town	Western Cape	Reader centred	Reading circles with 300 members are established. Reading corners which are book displays are also used in the classroom. A reading day is also set aside where children read.	No information is available.	No information is available
Ladysmith Library Promotion Reading Workshop	Ladysmith Library Services	Ladysmith Library Services	Adult educators	Ladysmith Kwazulu Natal.	Reader centred	Workshop to show adult educators the importance of reading, how best to use books in the classroom to coach reading.	No information is provided.	No information is available.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Ladysmith Library Service Read and Grow Programme	Ladysmith Library Service	Ladysmith Library Service	School children	Kwazulu Natal	Reader centred	Reading competitions and storytelling	No information is available	No information is available
LAPA reading promotion project for women and children	LAPA Publishers a private company	LAPA Publishers	Women and school-going children.	Northern Cape	Reader centred	Book donations were used, and book clubs created. Children wrote poems and these are then used in a story book which is made available to the communities.	300 books are being read monthly.	A train-the-trainer approach for volunteers is being used to ensure the project remains sustainable.
Limpopo Mirror Reading Supplements project	Limpopo Mirror a newspaper group	Mrs Bennie Barker	School children	Limpopo Province	Book centred	Published reading supplements titled "Science of Life" which were distributed to children to be used as a teaching aid. Workshops were also held to show teachers how to use the supplements.	Supplements distributed to 28 schools in the province.	Project has been discontinued.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Masechaba Saturday School of Excellen	Sechaba Development Organisation supported by Alterra Global Initiatives	Masechaba Saturday School of Excellence	Students from three high schools.	Soweto, Gauteng	Book centred	Has established a library.	No information is available.	No information is available.
Masifunde Sonke	National Department of Education	National Department of Education	All people in South Africa	All provinces in South Africa.	Book centred	The project sought to take a leading position in reading promotion through advocacy of reading promotion resources. It also provided promotional material that was used to promote reading.	No information is provided.	The project has been discontinued.
Masifunde Sonke: Let Us Read Together	Bank of America, Aid for Africa, Blue Cross Blue Shield, The Blum Family Foundation, Coopers Industries Foundation, Breadbox Fund, City Year, State Street Bank, Tides Foundation, The	South Africa Partners Incorporated, a USA NGO.	All people in South Africa	All provinces in South Africa	Book centred	The project takes the approach of ensuring that South African children's books are distributed to children in the country. The books are written and illustrated by South Africans and	No information is available	The project works in partnership with partners in the United States of America such as MassAchievements, an organisation of entrepreneurs who assist in making funds available for reading material. Books are written and illustrated by South Africans and incorporate themes

	Perq Fund, Old Muttal Asset Management, Overbrook Foundation, The Menino Committee, Funding Exchange and other organizations in the US.					incorporate themes of justice, hope and renewal, and are distributed by the South African office of the project to rural and township schools.		of justice, hope and renewal. These books are then sold in the United States. For every book sold in the United States, a copy of the same book is donated to a township or rural school in South Africa.
Masixhasane's –Let us help one another	JAG Foundation, and the Department of Education	Masixhasane, a non-profit organisation based in South Africa.	School children	All provinces in South Africa.	Book centred	Uses mobile library units which are sponsored by large companies and organisations worldwide.	No information is available.	No information is provided.
Matwabeng Reading Club	Pan South Africa Library Board Provincial Office	Pan South Africa Library Board Provincial Office	School children	Free State	Reader centred	Reading Club	No information is available.	No information is available.
New Readers Publishers Reading Programme	School of Community Development and Adult Learning at the University of Kwazulu Natal.	School of Community Development and Adult Learning at the University of Kwazulu Natal.	All people in the country.	All provinces in South Africa.	Reader centred	Publication of easy-to-read books in all of South Africa's official languages; writing and editing workshops and training; in-service reading-promotion workshops run	No information is available.	No information is available.

						in collaboration with teachers, librarians and policy-makers.		
Northern Cape Provincial Government Container Library Project.	Northern Cape Provincial Library Services.	Northern Cape Provincial Government Library Services.	All people in the province.	Northern Cape	Book centred	Establishes container libraries. Up to 5 000 titles can be loaned from this library as well as a wide range of DVDs, CDs and art prints.	No information is available.	No information is available.
North West Provincial Government Library project	North West Provincial Government	North West Provincial Government Library Services	All people in the province	North West	Book centred	Mobile libraries	No information is provided.	No information is provided.
Paired Reading	Limpopo Provincial Government	Limpopo Provincial Government	School children	Limpopo Province	Reader centred	The project takes the approach of using pupils from advantaged schools to tutor the reading of learners from poor rural schools. Mini libraries are also established.	Mini libraries are established in the rural farm schools that are part of the project. These are Inzana Primary and at Merensky farm.	No information is provided to show that the project was not a once-off initiative.
Passport to Read	Hilton College (a private school)	Hilton College	Grade 8 pupils at Hilton	Hilton College in the Kwazulu	Reader centred	The project is school based.	No information is available	It is part of the school curriculum

			College	Natal		It follows the approach of providing pupils with an opportunity to read at home and in the classroom. The school library is equipped with books which pupils can borrow and read.		which means that it will continue.
Rally to Read	The project has approximately 115 corporate sponsors, which include Financial Mail, McCarthy Motor Holdings and Volkswagen South Africa. The Education Departments of eight provinces who also play a part	READ, an NGO	All people in South Africa	All provinces in South Africa	Book centred	The project takes a book-promotion approach. Books are distributed to communities by convoys of off-road vehicles which deliver sponsored books and other teaching materials to schools. Participants pay R19 000 per sponsored vehicle. This sum is used to purchase 2 box libraries, each containing R6 500 worth of	Since 1998, this literacy development programme has invested over R21.5 million in rural South African schools. In 2006, R2, 9 million worth of books were delivered to 135 schools benefitting over 28 000 learners. The visits to schools by the convoys has led to the establishment of a teacher development programme for 950 teachers worth R1,4	The project has approximately 115 corporate sponsors, which include Financial Mail, McCarthy Motor Holdings and Volkswagen South Africa. The Education Departments of eight provinces who also play a part. These all provide assistance to the project on a yearly basis, ensuring that it continues to grow.

						books, and contributes R6 000 to the teacher development programme. Teachers are trained in the 3 year Balanced Language Programme administered by READ.	million, with the end goal of improving the reading and writing skills of over 34 500 learners	
READ for Tomorrow	The project has approximately 115 corporate sponsors, which include Financial Mail, McCarthy Motor Holdings and Volkswagen South Africa. The Education Departments of eight provinces who also play a part	READ	School children and teachers	In all provinces in South Africa	Reader centred	READ follows an interactive approach in which the classroom teachers use various strategies to develop the reading comprehension of their students. The teachers are taught how to use these strategies to promote reading.	It has managed to supply to 665 schools. This material includes: 5456 classroom resource collections received, 5 456 wooden displays and storage boxes received, 665 children's reference collections received.	Forming partnership with other organizations ensures that it is sustainable. These partnerships provide the necessary funding and resources for the project to continue. In 2006, R2, 9 million worth of books were delivered to 135 schools through the Rally to Read. Low cost, high quality books were designed and printed, known as the Big Book pack, by READ and distributed to the schools.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
READATHON	READ and the Department of Education	READ	All people in South Africa.	All provinces in South Africa.	Book centred	A reading campaign which distributes READATHON posters and a handbook containing fun and imaginative reading exercises to classrooms throughout South Africa.	No information is available.	No information is available.
Reading Circles: Bridges To Literacy in the Midrand Community.	City of Johannesburg	Midrand Public Library	All people in Midrand (part of Johannesburg).	Gauteng	Reader centred	Reading circles are established where readers meet and discuss what they have read.	No information is available.	No information is available.
Reading is FUNDamental	University of South Africa's Academic Literacy Research Unit (ALRU)	University of South Africa's Academic Literacy Research Unit (ALRU)	Everyone	Atteridgeville Pretoria, Gauteng	Reader centred	Creates functional school libraries and a family literacy component where workshops are held to draw parents' attention to reading.	A functional library with 5000 books at Bathokwa Primary School, and 2500 books at Patogeng School.	Functional libraries with full time librarians.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Reading Workshop at Tongaat Library	Tongaat Library which is supported by the Kwazulu Natal Provincial Government	Pastor Ron Naidoo	School children	Kwazulu Natal	Reader centred	Reading workshop which teaches reading strategies.	No information is available.	No information is available.
Readucate's The ABC of illiteracy	Standard Bank, Liberty, Sabi and Sabi, BHP, Fundani, Vodacom, Alpha, Sanlam, and Ithuba Trust	Readucate	Adults	Gauteng	Reader centred	Provides literacy instruction.	No information is available.	No information is available.
Ready to Read	City of Johannesburg	City of Johannesburg	Children between the ages of three to six years.	Gauteng Province	Reader centred	Provision of reading materials; training of library staff so that they are able to guide teachers in the use of the materials provided; and guiding teachers and caregivers in the use of the materials provided. This is through talks and workshops and a manual to support the development of pre-literacy skills. Care givers who use	No information is available.	No information is available.

						the material are monitored by the programme.		
Room to Read's Reading Room	Barclays, Credit Suisse, Goldman Sachs Foundation, Microsoft, Caterpillar, Book Off, Bloomberg, Pearson Foundation, Google, Asia Foundation and Atlassian	Room to Read	School children	Mpumalanga and Eastern Cape	Book centred	Establishing libraries and creating local language children's literature.	No information was provided in terms of the actual achievements in South Africa.	Increased funding of the project in South Africa ensures it continues to grow. Reading Rooms are to be established, jointly owned by Room to Read and local communities.
Rotary International, District 9300, Book Project	Rotary International and Book Aid	Rotary International, District 9300, Gauteng, South Africa.	School children	Gauteng	Book centred	Book donations.	No information is available	No information is available.
Run Home to Read	Pearson Education, Project Literacy International, Exclusive Books, Nedbank, RB Hagart, CIDA, Coates Brothers, MacRobert, Give As You Earn, BMW, AECE, AKTV, Carl and Emily Trust, Edward Cadbury Trust and other organisations	Project Literacy	Pre- primary school children.	Limpopo Province and Gauteng Province	Reader centred	Families are visited weekly by Run Home to Read staff, the Reading Champions, who work with the caregivers on how to read to their children. The Reading Champions utilize the Run Home to Read starter pack. The starter packs are	By the end of 2007, 1000 families had been trained in the two provinces.	Reading champions train care givers and families how to use books. These Reading Champions visit the project members regularly to monitor progress, and work with local libraries to make books readily available.

						given to each family when they join the programme. A starter pack includes 4 storybooks, a Caregiver Manual, an Activity Book, a Run Home to Read t-shirt, and crayons. The materials in the starter pack guide the caregiver on how to read to and engage their child.		
School Library Association of Victoria (SLAV) / KwaZulu Natal Support Project	SLAV, an Australian NGO in partnership with Education Library Information and Technology Services (ELITS).	SLAV	School children	Kwazulu Natal	Book centred	Establishes libraries in schools and provides schools with wheeler wagons for the storage of their library collection	No information is available.	No information is available.
Shoma Project	Multichoice	READ non-governmental organization	School children	Mpumalanga Province.	Reader centred	Teaching reading. Text level comprehension strategies	No information is available.	No information is available.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Shuter and Shooter Publisher Social Book Clubs	Shuter and Shooter publishers a private company in Kwazulu Natal.	Shuter and Shooter publishers	Women	Kwazulu Natal Midlands	Reader centred	Takes an interactive, book club approach where groups of people form a book club, with groups of 10 or 12 women meeting once a month.	241 social book clubs exist in Pietermaritzburg and surrounding towns in the KwaZulu-Natal Midlands. The majority of these have between 10 and 12 members. Three-quarters of the members of the book clubs are aged between 40 and 69 years. There is a high number of active readers in the area due to the book clubs.	No information is provided.
Siyafunda Literacy Campaign	Department of Education and Richmond Town Council.	Richmond Town Council Library Services	School children, teachers and families.	Richmond area in Kwazulu Natal.	Reader centred	The project takes a reader centred approach to reading promotion as it provides access to reading material while at the same time promoting reading. The project provides reading	No information is provided.	No information is provided.

						material and organises reading promotion activities at schools and at home.		
Sony SA and Free State Education Department Mobile Library Project	Sony SA and Free State Education Department	Free State Education Department	School children in primary and high school.	Free State Province	Book centred	The project acquires used mobile libraries from Japan. South Africa's provincial Departments of Education operate them to provide the loan of books to children and teachers at primary and high schools that do not have libraries. Librarians travel onboard the vehicles and advise teachers at schools how to select appropriate books and use them in their lessons.	5700 books were donated by Sony employees, a further 3 000 children's books in South Africa's indigenous languages were donated, and the provincial education bought another 3 000 books.	Sony Corporation in Tokyo contributes funding for the purchase of books. The provincial education department also provides funding to ensure that the project remains in existence.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
South Africa Mobile Library Project	Joint venture between the Department of Education and the South Africa Primary Education Support Initiative (SAPESI) and supported by Sony.	Provincial Governments in Free State, Western Cape, Gauteng and Kwazulu Natal.	Primary school children and their teachers.	Free State, Western Cape, Gauteng and Kwazulu Natal	Book centred	Uses mobile libraries to lend books to learners and teachers at primary schools .	19 mobile library units which visited 455 schools.	Increased funding from the Joint venture between the Department of Education and the South Africa Primary Education Support Initiative (SAPESI) and supported by Sony.
Strongest Link Reading Program for Gr. 6 - 12 Readers	City of Ekurhuleni Library and Information services in collaboration with the Gauteng Provincial Library services	City of Ekurhuleni Library and Information services	School children in Grades 6 and 7.	Gauteng	Reader centred	An annual "Strongest Link Library Reading Competition" is held at Boksburg Council Chambers. Participants in the competition are restricted to children who have participated in a reading programme. The competition runs over a period of no longer than 6 weeks.	No information is provided.	The event is budgeted for as part of library services by the Gauteng Provincial Government.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
The International Board on Books For Young (IBBY) People South Africa Programme.	IBBY	IBBY	Everyone.	Western Cape	Book centred	Readers, writers, illustrators, translators, editors, publishers, booksellers, librarians, teachers, parents, care-givers and book enthusiasts of all sorts meet and talk regularly; send out a bi-monthly newsletter; have a website; co-ordinate various awards.	No information is provided.	No information is provided.
The Shine Centre (Support and Help IN Education)	The Shine Centre	Observatory Junior School	Young teachers	Western Province	Reader centred	Story-reading for meaning	No information is available	Twenty volunteers have been trained, who each have to assist two or three other learners.
The Story Skirmish	City of Johannesburg	City of Johannesburg Library and Information Services.	School children in Grade 4 and 5	Gauteng	Reader centred	The Story Skirmish is a book-based inter-school knock-out quiz.	No information is available	An annual event sponsored by the Gauteng Library Services who ensure that the project takes place.
Umzimkhulu Library Road Show	Umzimkhulu Municipality	Umzimkhulu Municipality	All people in the community.	Kwazulu Natal	Book centred	Road Show promoting books.	No information is available.	No information is available.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Want to Read	City of Johannesburg and the Carnegie Corporation, USA	City of Johannesburg Library Services.	Disadvantaged children	Johannesburg, Gauteng.	Reader centred	The project identified and resourced 15 appropriate and located libraries throughout Johannesburg with a sufficient number of appropriate books and skilled staff to actively support and promote the development of reading skills.	The project has managed so far to benefit approximately 45 514 children from 52 schools and 53 crèches. The project is benefitting children in and around the city as approximately 10 8842 books have been added to the collections in the different libraries.	With continued support from Carnegie Corporation from the United States of America, the project has been able to continue to operate.
Waterkloof Primary School Reading Programme	Waterkloof Primary School in Pretoria	Waterkloof Primary School	School children	Gauteng Province	Reader centred	Reading period. Children then dress up as a character from a novel they have read.	No information is provided.	No information is provided.
Western Cape Education Department Foundations for Learning Campaign	Western Cape Education Department	Western Cape Education Department	School children	Western Cape	Book centred	Each classroom is provided with packs of reading material. Teachers are then trained to use the reading packs.	Reading packs have been distributed to 250 schools. Teachers at all the 250 schools have been provided with teaching and learning support.	Provision has been made for the two years of the project's life span. 49 circuit teams have been deployed to provide support to schools.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Western Cape Education Department School Library Project	Western Cape Education Department	Western Cape Education Department	School children	Western Cape	Book centred	Establishes school libraries and mobile libraries.	654 libraries have been established in schools.	Full time librarians have been employed and a library specialist for each of the department's 8 provinces who manage the libraries.
Wheelie Book wagons	Afribuka	Afribuka, a local non-governmental organization	Children between the ages of 6 and 18 years.	All provinces	Book centred	Provides a mobile library unit.	All provinces	All provinces
Wheelie Wagon service	Western Cape Department of Cultural Affairs and Sport	Western Cape Department of Cultural Affairs and Sport	All people in the community.	Western Cape	Book centred	Uses mobile libraries known as "Wheelie Wagons".	27 communities have benefited from this service by 2009.	Funding from the Western Cape Provincial Government on a yearly basis makes the project sustainable.
Words Open Worlds	Stellenbosch University	Stellenbosch University	School children	Western Cape	Reader centred	Reading circles with 300 members are established. Reading corners which are book displays are also used in the classroom. A reading day is also set aside where children read.	No information is provided	No information is provided
Wordworks Literacy Project	Wordworks	Volunteers trained by the project.	Children	Western Province	Reader centred	Reading support programme.	No information is available	Five volunteers have been trained to oversee the project.

Project	Funders	Management	Beneficiaries	Geographic Location	Approach	Method	Evaluation Criterion	Sustainability
Woz'obona Lets Make Books Programme	Woz'obona	Woz'obona a local NGO	Parents, teachers and children.	Gauteng and Limpopo Provinces	Reader centred	Workshops (“Let’s Make Books!”) to show trainers, teachers and parents how they can generate meaningful text, and how they can encourage learners to do the same.	No information is available	Trainers are trained and in turn train teachers at schools. To ensure optimal transmission of the learning, mentoring on-site and self-assessment and trainer assessment are used.
Zenex English First Language Additional Programme Reading Festival.	Schools Development Unit at the University of Cape Town and Zenex Foundation.	Schools Development Unit at the University of Cape Town.	School children and their teachers	Western Cape	Reader centred	Schools are provided with classroom libraries and teachers are trained on how to use the books. A Reading festival where learner are rewarded for poetry writing (based on a book from the classroom library collection), speech writing, poster design, book reviews and reading aloud is then organized.	No information is provided	No information is provided