



arts & culture

Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA



south african
cultural observatory

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UNIVERSITY

June 2019
(First Draft)



South African Cultural Observatory

KDI Report

Evaluation of the 2018 National Book
Week

Submitted to the Department of Arts and Culture

MEASURING & VALUING SOUTH AFRICA'S CULTURAL & CREATIVE ECONOMY

South African Cultural Observatory

KDI Report

National Book Week
First Draft

10 June 2019

Prepared by:
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With Prof Richard Haines

Submitted to the Department of Arts and Culture:



Summary

Literacy and reading is the lifeblood of any modern society. South Africa's reading skills could be improved substantially. Books followed by electronic media are the most common channel that are used in society to read today. Reading will not only approve literacy but will also contribute to personal development, socio-economic development, nation building and even social cohesion. It is therefore critical that South Africa must increase its literacy and levels of reading if the country is to achieve the vision set out in the National Development Plan. During his State of the Nation Address on 20 June 2019 president Ramaphosa included: "Our schools will have better educational outcomes and every 10 year old will be able to read for meaning" as one of government's five fundamental goals.

Although the reading value chain is quite complex, it can be broken down into four main components. The reading value chain starts with the writer. In South Africa, there are not enough South African stories told in South African languages. Secondly, after the manuscript has been written, complex publishing process results in a book that can be distributed. Thirdly, the book must be made accessible across South Africa to all communities in all areas. The distribution channels include, but not limited to, book retailers, online sales, book clubs, and importantly libraries. The fourth part of the value chain is to create a reading culture in the nation across the entire South African society.

South Africa has a sophisticated book publishing sector, the largest on the African continent. However, the sector is not fully representative of the diversity of the country. Since the inception of the new democratic state, there have been a number of initiatives aimed at changing this situation, but more substantive and focussed intervention is required to address the inequalities that persist. Considerable concentration of ownership and control is still evident in the sector.

There are several literacy and reading initiatives that take place in South Africa. Many of them are organised by Non-Government Organisations often with the support of government. The National Book Week (NBW) was launched in 2010 and is probably the longest-running book promotion event in South Africa. The initiative was started after a study by the South African Book Development Council in 2007 that investigated the reading habits of South Africans. The study found that South Africa did not have a reading culture. The NBW was set up as a joint venture by the Department of arts and culture and the SABDC to celebrate the book and promote a love for reading.

The event is held in the 1st week of September which coincides with the beginning of Heritage month in South Africa. It must however be noted that 23 April has been designated by UNESCO as World Book Day.

Key Findings

The National Book Week has been run by the South African Book Development Council with support from DAC for a decade.

Achieving the goals and objectives is critical to these socio-economic development and nation building in South Africa

There are number of overlapping initiatives, that should pool resources to ensure efficiencies

Formalised agreements with specific and measurable targets should be set

Objects and goals should align with national imperatives as set out by national government



The objectives that were identified by the SABDC for the NBW are very ambitious. Given these ambitious targets, the imperative to have the NBW celebrated in all 9 provinces, and limited resources have made it difficult to achieve all the targets that were set.

The information that was made available to the research team by the SABDC on the outputs of the 2018 NBW were rather dismal. Although there were events in all 9 provinces, the number of attendees was very low. Also given the fact that the NBW has now been going for almost a decade, very few changes have been identified in the behaviour of the majority of South Africans regarding reading. Therefore, on the face of it the impact of the NBW has been low. Some of the reasons for this are administrative (such as the late payments to the SABDC) while others are more practical.

It is critical that the NBW continue but that it be restructured such a way that it can achieve a bigger impact. Departments other than DAC must be involved in the formulation of the objectives of the SABDC. DAC must be involved in the development of more writers telling South African stories in South African languages. The Department of Science and Technology and the Department for Higher Education and Training must also be involved in encouraging writers of non-fiction books. Ensuring that most South African books are published and printed in South Africa is a function for the Department of Trade and Industry as well as the Department for Small Business Development. Making sure that all South Africans have access to books is a function of the libraries (DAC, provinces, and municipalities) as well as booksellers. Ensuring that prisoners have access to books is a function of the Department of Correctional Services. Developing a reading culture is a crosscutting issue but is mainly the responsibility of The Department of Basic Education (for learners), The Department of High Education and Training (for students at tertiary educational institutions) and DAC.

There are strong industry bodies are involved with these functions and each should play a greater role in assisting government promote not only the industries, but also to develop a reading culture that will serve to grow their respective industries and sectors.



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Abbreviations

BBBEE	Broad-Based Black Economic Empowerment
CAPS	Curriculum and Assessment Policy Statement
CBU	Community Book Units
DAC	Department of Arts and Culture
DBE	Department of Basic Education
EGRA	Early Grade Reading Assessment
ICT	Information Communication Technology
ILPP	Indigenous Languages Publishing Programme
IPA	International Publishers Association
MGE	Mzansi Golden Economy
MoA	Memorandums of Agreement
MoU	Memorandum of Understanding
NBW	National Book Week
NCLIS	National Council for Library and Information Services
NECT	National Education Collaboration Trust
NLSA	National Library of South Africa
NPO	Non-Profit Organisation
NRC	National Reading Coalition
PIRLS	Progress in International Reading Literacy Study
RLIS	Reading Library and Information Services
SAARF	South African Audience Research Foundation
SABDC	South African Book Development Council
TUS	Time Use Surveys
WIPO	World Intellectual Property Organisation

I



1 Introduction and Purpose

This report evaluates the National Book Week (NBW) that is a joint initiative between the South African Book Development Council (SABDC) and the Department of Arts and Culture (DAC). The evaluation of the NBW is undertaken in a broader context and includes the book value chain. The NBW is one of a number of reading-related initiatives in South Africa. This makes it difficult to evaluate the impact of the NBW or its stated outcomes. Nevertheless, these are discussed below.

This report analyses the book value chain and its components in South Africa:

- The policy environment influencing the sector.
- The state of reading in South Africa.
- The printing and publishing sector.
- Writing in South Africa.
- Finally, with this foundational information, an analysis of the NBW.

Although this report also makes recommendations based on the findings throughout the report, a concluding chapter summarises these findings and recommendations.

1.1 Background Information

South Africa has a rich and diverse literary history, and the local literature sector has the potential to become more competitive globally and the country's writers continue to command respect throughout the world.

1.1.1 Reading and Reading Material

The history of what is today known as "books" can be traced back to tablets, scrolls, and sheets of papyrus. Later hand-bound, expensive, and elaborate books or codices appeared. With the invention of the printing press by Fust, Schoffer and Gutenberg, mass printed material became widespread. (Rees 2005)

Although the book is still the most associated type of reading material, in reality this is changing. There are many similarities but also differences. Written information can come from virtually anywhere.

- media,
- blogs,
- books,
- journal and magazine articles, and
- web pages.



1.1.2 Reading Material in a Connected World

In the 2000s, with the increasing availability of affordable handheld computing devices, the opportunity to share texts through electronic means became an option for publishers. Thus, contemporary books may even have no physical presence with the advent of the e-book. With Braille the book also became more accessible to the disabled. Even traditional books have evolved with audio books blurring the distinction between what is a traditional book and other media. The Collins Dictionary (www.collinsdictionary.com/dictionary/english/reading-material accessed 20 June 2019) provides the following definition for reading material:

... any matter that can be read; written or printed text

As the information ages develops and the fourth industrial revolution matures, there will be a continued blurring between the reading material types. This has an important consideration on what the NBW is and what it should be.

1.1.3 Relevance of Reading in South Africa

Reading is important for a variety of reasons and is fundamental to functioning in the South African society today. Reading is a vital skill in finding a good job. Reading develops the mind. It is how we discover new things. Reading develops the imagination. Continuing reading is important in that it provides mental stimulation; it reduces stress; leads to the acquisition of knowledge; helps develop vocabulary and communication skills. Reading helps improve one's memory, focus and concentration. Further, it develops stronger analytical thinking skills. Better writing skills are a result of reading. (Wilkinson et al. 2017)

Reading improves the efficiency of the economy and is a necessary factor to functioning in an ever-globalising world and especially important for a country to compete with other countries. Quality higher education and training is crucial for economies that want to move up the value chain beyond simple production processes and products. Reading is essential for quality education. (Humphreys et al. 2017; Bornman 2016; Spaul 2015)

Literature shows that reading for pleasure makes a big difference to children's educational performance. (van Bergen et al. 2017; Topping and Wolfendale 2017) Evidence suggests that children who read for enjoyment every day perform better in reading tests than those who do not. It also develops a broader vocabulary, increased general knowledge and a better understanding of other cultures. Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Given that reading is so important, media are critical. In a world with Information Communication Technology (ICT), books are no longer the only way people read. Nevertheless, books are critical. Books play an important role of a teacher, guide, and friend in our life. Books are packed with knowledge, insights into a happy life, life lessons, love, fear, prayer and helpful advice. One can read about anything under the sun. Books have been here for centuries and without them today's knowledge of our past ancestors, cultures and civilisations would have been impossible.



2 Research Design

This research was essentially a desktop study with information provided by the SABDC, DAC, SACO and other sources. The aim of desktop study was to set the scene and present the environment in which the NBW takes place. The desktop analysis also provided the context in which the NBW is evaluated.

During this initial stage statistical data were obtained from both primary and secondary sources. The primary sources include official statistics from Statistics South Africa (Stats SA) and Customs and Excise. The sources of the secondary data are identified and discussed under each relevant section.

Although it was not always possible, the analysis followed the book/reading value chain. Understanding the impact of the NBW requires an understanding of the existing internal relations between the different elements comprising the book chain: literary invention, and the respective functions of the publisher and the printer. The Draft Revised White paper on Arts, Culture and Heritage (Department of Arts and Culture 2019) state that:

The term book describes and includes all the links in the book value chain: that is, the people, organisations and companies and all their separate skills, competencies, labour and activities that start with the creation of the Literary Work and lead to its consumption by the reader. The book value chain includes, but is not limited to: authors, translators, editors, illustrators, designers, typesetters, paper manufacturers and printers, publishers, book distributors and booksellers, libraries and readers.

For simplicity this value chain¹ has been divided into four components:

1. creators
2. producers
3. distributors
4. reader

In the South African context, each of these components has its own goals.

¹ A more comprehensive value chain is discussed later in this report.



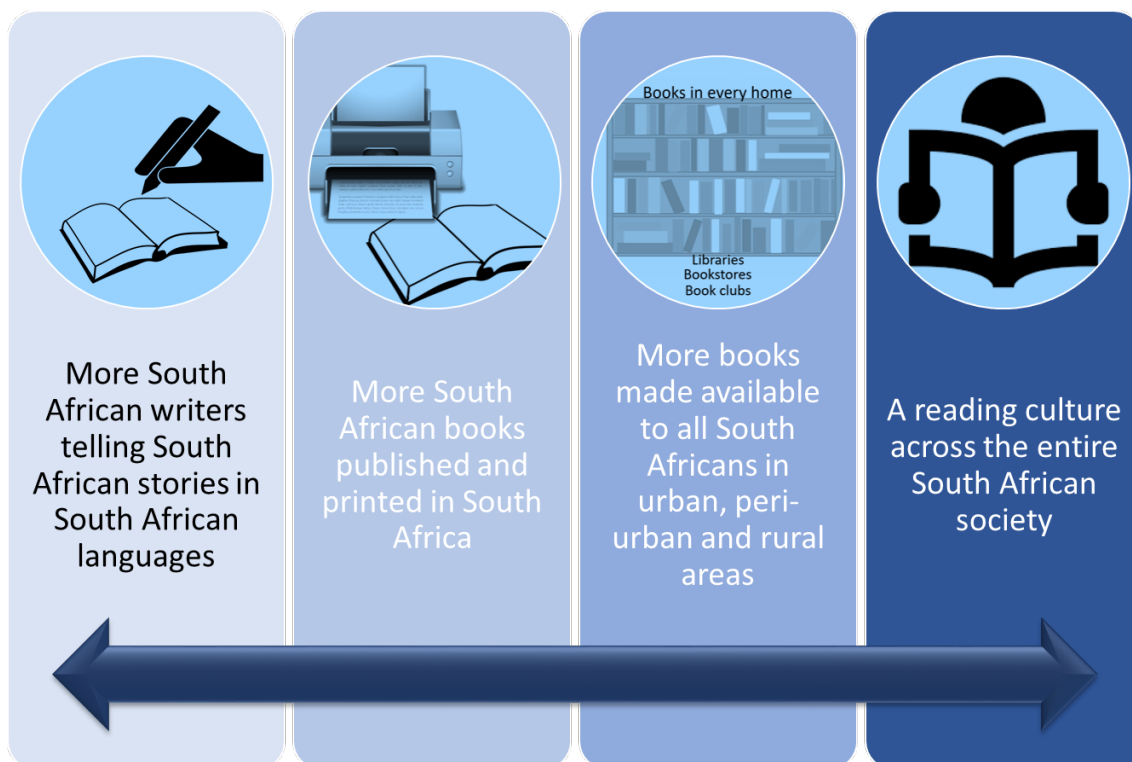


Figure 1: Goals for each component of the South African book/reading value chain

In addition to the desktop study, various interviews were undertaken, and several online surveys were conducted. The goal was twofold: firstly, to confirm the findings in the desktop analysis; secondly, to get a view of the stakeholders of the NBW. The methodology is discussed in the relevant sections.

3 Brief Background and History of the National Book Week

Launched in 2010, the NBW remains a joint initiative between the SABDC and DAC and has become a dedicated week on the South African calendar, to celebrate the book and promote a love for reading. The initiative was set up in response to the 2007 study commissioned by the SABDC into the book reading habits of adult South Africans. The dire statistics revealed through this study and subsequent research, clearly indicated that South Africans do not have a strong reading culture.

The NBW marks the beginning of Heritage month in South Africa. Books are integral in chronicling a people's history and serves to pass information from generation to generation. The importance of books as sources of knowledge and information makes reading a vital ingredient in the development of a progressive society.

3.1 A culture of reading and writing

The promotion of a culture of reading and writing is vital in South Africa's strategic socio-economic intervention as reading is central to the nation's development. A widespread culture of reading would create:



- a more knowledgeable society
- contribute to the acquisition of skills
- advance the economic contribution of the book sector

3.2 The Department of Arts and Culture and the Mzansi Golden Economy

This is in line with the Mzansi Golden Economy (MGE) strategy that intends to mainstream the book sector as a significant contributor to job creation, poverty reduction and skills development. The NBW is a vital instrument in DAC's pursuit of its strategic goals and contributes towards the fulfilment of the broader government's imperatives. (Department of Art and Culture 2011)

The NBW is implemented in association with DAC, as part of the MGE strategy to contribute to:

- job creation
- poverty reduction
- skills development
- economic growth

The NBW assists to fulfil DAC's mandate to

- promote reading
- improve access to books

3.3 Aims and Objectives of the National Book Week

The primary aims of the NBW is to promote and entrench a culture of reading in South Africa particularly in schools and to raise awareness of the critical role reading has to play in fostering socioeconomic development. The NBW also celebrates books as a means of facilitating and supporting education, culture and heritage. Improving access to books and other forms of printed media are also an important outcome. In addition, the NBW showcases and stimulates indigenous language publishing; South African and African writers, publishers, booksellers and related businesses. It raises the profile of the South African book industry with an emphasis on SMMEs operating in the industry.

According to the SABDC (2017), the objectives of the NBW are to:

- provide a bridge between rural and urban development
- sustain and coordinate existing efforts in promoting reading in South Africa
- create and innovate new ways of promoting reading
- work towards making reading a national priority in South Africa
- promote and grow indigenous language reading and publishing
- grow the public interest in creating a stronger reading culture
- highlighting the importance of reading and books in the social, cultural and economic output of the country
- increase the partnerships for National Book Week
- stage the South African Book Fair as part of National Book Week



- establish corporate social investment partnerships for National Book Week
- establish collaboration between National Book Week and other reading promotion initiatives on the continent
- promote local authorship through the book fair
- showcase local books, producers and distributors
- grow and develop the reading market in the country
- develop annual indicators for monitoring and evaluating of the campaign

There are too many objectives in the statement above. The effect is to take the focus away from critical areas. Some of the listed objectives are enablers rather than objectives that can be measured and should be removed. Given the state of the industry, the following actions are suggested:

Firstly, the NBW should be to promote and entrench a culture of reading in South Africa

Secondly, the NBW could be to celebrate South African authors and books (focusing on indigenous language publishing and supporting SMMEs and Broad-Based Black Economic Empowerment (BBBEE) enterprises operating in the industry).

Thirdly, publish and print more South African books

Fourthly, access to South African books should be improved.

3.4 The South African Book Fair

The vision of the South Africa Book Fair (SABF), that is a part of the NBW, is transformative in nature, and is used to contribute towards the addressing the complex challenges across the value chain. In particular, besides a very diverse programme:

- 129 established and new authors, of which 93 are black. This is an achievement for a South African mainstream industry event;
- Enterprise Development through skills development and subsidised small business exhibitions and 25 small businesses subsidised from all provinces to attend and exhibit.
- Writers as the conscience of the country – Do writers steer the course of a country's socio-political passage by pointing to and appraising the morals and values of its people and its leaders?
- African Philosophy Café – in partnership with the Institute for Pan African Thought and Conversation.
- Authors' Corner – representatives of industry available for information and consultation for walk-in aspirant authors and self-publishers.
- A host of well-known local writers, journalists and newcomers participate in illuminating discussions and impassioned debates on current issues, politics, land, publishing, literature and more.
- Dedicated schools programme 7 September in response to Progress in International Reading Literacy Study (PIRLS) 2016.
- A range of other activities and offerings.



There are a number of book fairs in South Africa. All fairs compete for audiences and sponsors. (These are discussed in more detail section 8 below)

4 Policy Framework

4.1 Legislation

A list of the applicable legislation is included in Appendix A. This section discusses and highlights legislation that impacts the objectives of the NBW.

4.1.1 The South African Constitution

South Africa is a multilingual country. This multilingual reality is reflected by the language clause in the Constitution, Section 6, which makes provision for 11 official languages, in addition to all the other language provisions in the Constitution, namely section 9(3), 29(2), 30, 31(1) 35(3)(k) and 35(4).

In addition, the preamble to the South African Constitution includes:

Improve the quality of life of all citizens and free the potential of each person

This cannot be achieved without universal ability to read and access to books (in all its various forms).

Further, the Bill of Rights stipulates that arrested, detained and accused persons must have access to reading material.

Schedule 5 Part A of the Constitution gives provinces the competency for “Libraries other than national libraries.”

4.1.2 The Use of Official Languages Act

South Africa is a multilingual country. The Constitution of the Republic of South Africa guarantees equal status to 11 official languages to cater for its diverse people and their cultures. The Use of Official Languages Act, 2012 (Act No. 12 of 2012), among other things, aims at promoting the equitable use of the 11 official languages, facilitating access to government services, knowledge and information and ensuring redress for the previously marginalised official indigenous languages.

These are²:

- English,
- isiNdebele,
- isiXhosa,
- isiZulu,
- Afrikaans,
- Sepedi,

² <https://www.gov.za/about-sa/arts-culture>



- Sesotho,
- Setswana,
- Siswati,
- Tshivenda and
- Xitsonga.

Other languages used in South Africa include the Khoi, Nama and San languages, Sign Language, and others. South Africa has various structures and institutions that support the preservation and development of languages.

4.1.3 The National Library of South Africa Act

The National Library of South Africa Act 92 of 1998 established the National Library to provide appropriate information products and services; leadership, guidance and advice to South African libraries and information services; undertake planning and coordination in cooperation with other library and information services; present, in consultation and cooperation with appropriate educational institutions and professional bodies, courses of training and education; undertake research and development: and to liaise with libraries and other institutions in and outside South Africa.

4.1.4 Education Legislation

There are various pieces of legislation governing education in South Africa. The South African Schools Act, no. 84 of 1996 recognised that a new national system for schools is needed to redress past injustices, and it supports the rights of learners, educators and parents and sets out the duties and responsibilities of the State. Basic Education Laws Amendment Act, No. 15 of 2011 provides for the determination of national policy for education and guarantees the rights of every person to basic education and equal access to education institutions. It also entrenches the rights of every person to use the language and participate in the cultural life of his or her choice within an education institution. The Adult Basic Education & Training Act No.52 of 2000 as amended by the Higher Education and Training Laws Amendment Act 25 of 2010 is co-ordinates adult education and training systems.

... we do not have a non-reading epidemic just yet but a national emergency nonetheless.

Minister of Basic Education, Mrs Angie Motshekga, at the launch of National Reading Coalition 15 Feb 2019

The South African curriculum (like most curricula) prescribes that in the first three years of schooling children must 'learn to read,' then from grade 4 onwards they must 'read to learn.' These goals are not been met ³, the South Africa education system performs extremely poorly along a number of dimensions. (Van Der Berg and Hofmeyr 2018) These are discussed below.

³ www.timeslive.co.za/news/south-africa/2019-06-21-heres-how-kids-can-learn-to-read-with-comprehension-expert-on-ramaphosas-pledge/ accessed 20 June 2019



4.2 Policies, Plans and Strategies

4.2.1 The National Development Plan

The preamble to the National Development Plan, where it describes the South Africa we see in 2030, states:

*We love reading.
All our citizens read, write, converse, and value ideas and thought.
We are fascinated by scientific invention and its use in the enhancement
of our lives.
We live the joy of speaking many of our languages.
We know our history and that of other peoples.
We have clear values.*



4.2.2 The Revised White Paper on Arts, Culture and Heritage

The revised White Paper on Arts, Culture and Heritage *inter alia* sets out the objectives, process, methodology, vision, mission, principles and values of Literature and Books.

The White Paper states that

The term book describes and includes all the links in the book value chain: that is, the people, organisations and companies and all their separate skills, competencies, labour and activities that start with the creation of the Literary Work and lead to its consumption by the reader. The book value chain includes, but is not limited to: authors, translators, editors, illustrators, designers, typesetters, paper manufacturers and printers, publishers, book distributors and booksellers, libraries and readers. (Department of Arts and Culture 2019)

In addition, the White Paper recommended the establishment of a SABDC as a statutory body to conceptualise, draft and implement a National Book Development Plan, using the objectives, principles and proposals contained in this National Book Policy.

4.2.3 National Book Policy

UNESCO describes a national book policy as a political commitment to consider books as part of a strategic cultural and economic sector. It is a consensus between the state and the private sector to stimulate literary creation; to create a fiscal and financial environment favourable to writers and publishers; and to promote the trade and distribution of books.



After some initial research into book development in 2004, the SABDC was appointed by DAC to develop such a policy for South Africa. The latest version of the Draft National Book Development Plan (SABDC, 2009), and it appears as though the process has not progressed.

The book market comprises of three segments:

- 1. **Educational books:** comprising books used in primary and secondary education, i.e. books for Grades 1 – 12.*
 - 2. **Academic books:** mainly non-fiction books aimed at the tertiary education sector.*
 - 3. **Trade books:** include both fiction and non-fiction books aimed at the general market.*
-

The proposed objectives of the Draft National Book Policy (PICC and SABDC 2005) are:

1. To obtain priority status for the book publishing sector;
2. To encourage literary creation (writing) with South African content for both local and international readership, thereby increasing access to the printed word;
3. To establish an appropriate legal framework for the protection of authors' rights through adequate copyright legislation and implementation;
4. To address the reading needs of people with print disabilities in a properly structured manner;
5. To provide fiscal, credit and administrative incentives to the book value chain;
6. To stimulate the development of local authorship;
7. To stimulate diversity in ownership, employment and product across the entire book value chain;
8. To create an environment that would stimulate exports of South African products;
9. To ensure an adequate, affordable and accessible supply of books for all segments of the population, including people with print disabilities;
10. To facilitate nation-wide distribution and unimpeded international circulation of books;
11. To facilitate and coordinate reading promotion activities;
12. To develop an infrastructure of human resources trained in the different skills involved in the book sector;
13. To ensure the participation of previously marginalised individuals, with particular:
 1. emphasis on black women, the youth and the disabled, including people with print disabilities; and
14. To ensure that book publishing mirrors the rich cultural heritage and diversity of South Africa.

It is proposed that Draft National Book Development Plan (SABDC 2009) objectives be achieved through a number of interventions across the value chain. It comes across more as a wish list. Unfortunately, these are not prioritised (including any sequencing), nor are there any budgets (or sources of the required resources). Without a lot more detail it is unlikely that such a policy will be able to be implemented.

Both the Draft National Book Development Plan (SABDC 2009) and the Draft National Book Policy (PICC and SABDC 2005) must be reviewed by all relevant departments and stakeholders and updated to reflect the change environment and resource constraints.

The NBW and other reading promotion projects should be part of the National Book Policy and integration with other initiatives and the National Book Development Plan.



4.2.4 Indigenous Languages Publishing Programme

The Indigenous Languages Publishing Programme (ILPP) is a sectorial priority implemented by the SABDC that aims to stimulate growth and development in the book sector, increase indigenous languages publishing and to support the ongoing production of South African authored books in the local languages. According to Ms Elitha van der Sand⁴,

The ILPP is really about original works in original language; therefore, translations are not really our focus. However, the job of the ILPP is to push and encourage more books to be published in indigenous languages and telling relevant stories in the language of the people. The ILPP sees a great deal of importance in this as it further develops the use and preservation of our languages. By encouraging people to read more books in their home language, not only are we securing the future of these languages, but we are also instilling a sense of pride and heritage in our people.”

The programme supports SMME and independent publishers in producing books in the indigenous languages. It funds up to 50% of the cost of publishing the book, while the publishers incur the remaining costs. This programme therefore shares the risks that publishers ordinarily carry on their own when publishing to new markets.

The SABDC sources funding from sources like the National Lotteries Commission and National Arts Council to implement the ILPP. DAC should coordinate all funding for this programme and ensure that all legislation including the Public Management Finance Act are complied with. The SABDC should make its audited statements available to DAC.

The short-term objectives include:

- publish a series of books in the recognised, previously marginalised indigenous languages of South Africa
- increase the diversity of books available beyond the school market
- increase the number of black authors earning royalties
- increase the support to small and independent publishers operating in the book sector.

The long-term objectives include:

- increase diversity in content available to all South Africans
- increase cultural diversity through books in indigenous languages
- contribute to the transformation of the South African book sector
- increase the number of readers through providing different kinds of material
- increasing the economic diversity in the book sector through supporting small and independent publishers

4.3 Organisations

There are several organisations that are (or that should be) involved in the NBW:

⁴ CEO of the SABDC



4.3.1 The South African Book Development Council

The core purpose of the SABDC is to increase access to and the consumption of book and print media. It is a Non-Profit Organisation (NPO) and received a R4,5 million grant as seed funding in 2002 by the DAC and has the following objectives⁵:

- promotion of reading, through coordinated programmes
- support for black economic empowerment in the print industries
- support for small and medium enterprises to increase diversity of ownership and product
- stimulation of writing and development of appropriate product
- reduction in the costs and price of print products
- increase in library budgets and expand services to improve access
- improvement of educational material provision and retention
- improvement of public access to print materials
- monitor and encourage legislative development and institute public copyright awareness campaigns

4.3.2 The Department of Arts and Culture

DAC is the national department responsible for the preserving, retaining, developing, protecting and promoting South Africa's heritage, culture and its art (including its literature). Its vision is "A creative and inclusive nation." To achieve its vision and mission, a number of entities have been establishing and other organisations have been supported. The SABDC is such as organisation.

The DAC entities that are (or should be) involved with NBW are discussed below:

4.3.2.1 National Library

The National Library of South Africa (NLSA⁶) is the custodian of South Africa's collective national heritage materials and the national depository of published output materials in the country. The NLSA's core functions include:

- Build a complete collection of published documents emanating from or relating to South Africa.
- Maintain and extend any other collections of published and unpublished documents with the emphasis on documents emanating from or relating to Southern Africa.
- Promote the optimal management of collections of published documents held in South African libraries as a national resource.
- Render a national bibliographic service and acting as the national bibliographic agency.
- Promote optimal access to published documents, nationally and internationally.
- Provide reference and information services, nationally and internationally.

⁵ <https://sabookcouncil.co.za/about/history-of-the-council/>

⁶ <http://www.nlsa.ac.za/>



- Act as the national preservation library and provide conservation services on a national basis.
- Promote awareness and appreciation of the national published documentary heritage.
- Promote information awareness and information literacy.

The NLSA is administered in accordance with the following Acts:

- National Library of South Africa Act 1998 (Act No. 92 of 1998); and
- Legal Deposit Act, 1997 (Act No. 54 of 1997).

4.3.2.2 Centre for the Book

Through its programmes, the Centre for the Book⁷, advocates the importance of reading, writing and publishing for development and nation building. The Centre also donates books and posters to schools, libraries, art centres and organisations involved in reading promotion.

4.3.2.3 Funda Mzantsi Championship

The NLSA through its outreach unit, Centre for the Book in collaboration with the Department of Correctional Services and the George Municipality hosted the ninth Funda Mzantsi Competition in George from 1 to 5 October 2018. The Funda Mzantsi project was started as part of the NLSA's mandate to promote a culture of reading among South Africans. The project was in response to a survey conducted by the SABDC in 2007 on general reading habits of South African communities. The survey revealed that South Africa is not a reading nation. The NLSA, through the Centre for the Book intervene by way of establishing book clubs in communities and schools.

It would have contributed to the National Book Week had the Funda Mzantsi Competition been held to coincide with the NBW. All reading and literacy programmes should be coordinated and run at the same time to create a bigger impact.

4.3.2.4 The National Council for Library and Information Services

The National Council for Library and Information Services (NCLIS) was established in terms of the National Council for Library and Information Services Act, 2001 (Act No 6 of 2001). NCLIS is an advisory council that advises the Minister of Arts and Culture, the Minister of Basic Education and the Minister of Higher Education and Training on matters relating to library and information services; to support and stimulate the socioeconomic, educational, cultural, recreational, scientific research, technological and information development of all communities in the country. The functions of the Council are to develop and coordinate library and information services in the country.

4.3.2.5 Legal Depository Libraries

The legal depository libraries are supported by the Legal Deposit Committee and the OPDs which, as mentioned, receive deposit copies of each publication as soon as it becomes

⁷ http://www.nlsa.ac.za/index.php?option=com_content&view=article&id=53&Itemid=41



available. Following the Legal Deposit Act of 1997, this is a requirement with which all publishers must comply. The places of legal deposit are the:

- NLSA in Pretoria and Cape Town;
- City Library Services in Bloemfontein (its new name is Mangaung Library Services)
- Natal Society Library in Pietermaritzburg (now Msunduzi Municipal Library); and
- National Film, Video and Sound Archives in Pretoria.
- The new names will be reflected in the amended Legal Deposit Act, which is currently being revised.

4.3.2.6 The South African Public Library and Information Services Bill

The South African Public Library and Information Services Bill (Arts and Culture 2013) proposed various types of libraries and resource centres play a vital role in providing information, supporting formal and non-formal education, and promoting a culture of reading and learning. These include:

4.3.2.7 Community Book Units (CBU):

These are also known as 'wheelie wagons'. A CBU is a large cabinet with doors and is mounted on small wheels. The doors can be locked and the cabinet pushed around a flat floor by one person. CBUs can hold up to 2 500 books. The units will be placed in a Community Reading Room. In the hierarchy of libraries, CBUs are used to serve areas with very low population densities.

4.3.2.8 Container Library:

These are small libraries that are housed in single or double containers or in prefab buildings. In practice, single containers are more common because they are easily fitted out and easily moved. A container library is a cost-effective way to test the demand for library services. They should not be a permanent means of providing the service, but can be adequate temporary facilities.

4.3.2.9 Basic Public Library:

These are small, purpose-built libraries. In practice, many of these libraries are housed inside municipal buildings or other multi-purpose centres. These libraries focus on providing a book lending service to the local community.

4.3.2.10 Branch Public Library:

Branch public libraries provide the core library services to large local communities. These libraries are only established in areas with population sizes and densities above the threshold that will ensure the range of services provided will be effectively used.

4.3.2.11 Central Public Library:

A central public library provides a comprehensive library service. They will be established in municipalities with a population size threshold greater than 150 000 people.



4.3.2.12 Regional Public Library:

A regional public library is a very large library that provides a comprehensive range of services and at least one specialised reference service. These libraries will only be established in large urban areas with populations larger than 400 000 people.

4.3.2.13 Mega Public Library:

A mega public library is the central public library in a major urban area. These libraries provide professional and specialised services. A larger proportion of the collection at these libraries is reference and study material. These libraries will have direct arrangements with UNISA and other universities offering distance learning to hold their materials. They will only be established in metropolitan areas with populations above one million.

DAC should revisit this policy and begin with a phased implementation and encouraging sub-national government especially in rural areas and areas without facilities to start with the process with CBU.

4.4 The Department of Basic Education

The Department of Basic Education (DBE) was formed when the former National Department of Education was split into two: Department of Basic Education and the Department of Higher Education and Training. The DBE deals with all schools from Grade R to Grade 12 and importantly adult literacy programmes. This vision is where all South Africans will have access to life-long learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa. DBE is integral for the development of a reading culture in South Africa.

4.4.1 The Read to Lead Campaign

The Read to Lead Campaign was officially launched in 2015 was a four-year campaign, led by DBE⁸, with the aim to improve the reading habits among all South African children. The Campaign is geared towards helping to ensure that all learners are able to demonstrate age appropriate levels of reading. The campaign provides teachers and schools with clear directives on DBE's expectations and expected levels of performance.

The Campaign called on a variety of partners and stakeholders to engage in developing and maintaining a reading culture. The Campaign provided teachers and schools with clear directives on the Department's expectations of achieving the expected levels of performance. Whilst the improvement in learner achievement is an important aim of the Campaign, children should be motivated to make reading a lifestyle choice.

The DBE encouraged schools to

- Book Displays in foyers, corridors and principal's office;
- Signs on display boards with quotes about reading;

⁸ <https://www.education.gov.za/Programmes/Read2Lead.aspx>



- Notices of reading events;
- Photographs of children reading, staff reading and other reading role models;
- The principal's recommended "book of the week;" and
- Promotion of the public library.

Schools are also encouraged to celebration of reading events including the National Library Week, The NBW, Readathon Week etc. Schools are clearly best placed to address the challenges South Africa has with respect to the reading skills and to develop a reading culture of learners. An important focus of the SABDC should be to support schools efforts and to implement monitoring and evaluation (M&E) systems to measure the impact.

I am aware of various initiatives to address this reading for comprehension conundrum. Fore-instance four years ago we launched a reading initiative dubbed 'Read to Lead'. We registered some notable successes, stumbled a bit, but most importantly, we learned how not to do it. In a way, this National Reading Coalition is an offshoot of the 'Read to Lead' campaign.

Minister of Basic Education, Mrs Angie Motshekga, at the launch of National Reading Coalition

4.4.1.1 Reading Roundtable

The DBE convened its very first Reading Roundtable earlier in 2015. At the Reading Roundtable, various education stakeholders were engaged on ways and means to ignite the Reading Revolution. The Reading Roundtable discussions were held under the theme "A Reading Nation is a Winning Nation."

Throughout the world, school education systems are focusing on literacy and numeracy initiatives as a means to improving the performance and learning outcomes. A learner's ability to read, write and calculate is considered a vital toolkit in the pursuit of success and in managing life in general.(Ball 2016; Piper et al. 2018)

4.4.1.2 Drop All and Read Campaign

Another initiative, the Drop All and Read Campaign advises schools to observe at least 30 minutes per week of mandatory reading as part of this programme. Beyond the reading at schools, DBE are encouraging families, churches and communities to reinforce the Drop All and Read Campaign at home and at various community engagements. The aim of Drop All and Read Campaign is to establish regular reading as part of both children and parents' daily routine.

4.4.1.3 School Libraries

School libraries are critical to improve literacy and reduce the number of learner drop outs and to make reading fashionable. This requires fully functioning libraries in our schools. Libraries are a key player because they have a role in almost all of the requisite literacy factors - from access to materials and training to promotion and cooperation. The role of libraries is to offer learners more than just prescribed books but reading material that will expand their horizon beyond the confines of their schools and villages.



In this regard we have declared Reading Library and Information Services (RLIS) an apex priority.

Hence in July 2015, in a bid to make reading fashionable, DBE launched the 1 000 School Libraries Campaign to target all needy schools per year from 2015 until 2019. 18 new libraries (two in each province) were completed and resourced with the required reading materials, including ICT enabled and compliant.

4.4.1.4 1 000 School Libraries Campaign

As part of this project DBE also held a business breakfasts to mobilise the private sector and non-governmental organisations to partner with DBE to ensure that all libraries have all required reading materials to make them both viable and sustainable. The support DBE received is overwhelming.

4.4.1.5 Other Reading and Literacy Initiatives

DBE is also forming Reading Clubs, initiating Spelling Bee projects as well as Book Flood Campaign throughout the country. We appeal to all who are able to donate at least one book for the benefit of our young learners. Book collections points are scattered all around the major shopping malls throughout Gauteng.

4.4.1.6 Early Grade Reading Assessment

In 2015, 1000 schools offering Grades 1-3 implemented the Early Grade Reading Assessment (EGRA). The EGRA is an international benchmarked assessment which assesses reading proficiency through letter sound recognition, word recognition and passage and comprehension. Over and above this, the Curriculum and Assessment Policy Statement (CAPS) now gives high weighting to reading and writing skills in Grades R to 12. DBE has also completed the implementation of the Reading Norms for Grades R-12.

4.4.2 Read to Rise

Read to Rise⁹ is a NPO committed to promoting youth literacy in schools in South Africa's under-resourced communities. The Non-governmental Organisation (NGO) aims to address what they see as the root causes of this low reading level:

- Most children come from homes without books and have never owned a reading book.
- Most children do not have access to adequately-stocked libraries at their schools or in their communities.
- Most children are not inspired and motivated to read.

⁹ <https://www.readtorise.co.za/>





Figure 2: Impact of the Read to Rise initiative

Source: <https://www.readtorise.co.za/>

4.4.3 Sub-national

At provincial and municipal levels there are related departments to DBE and DAC. They are directly involved in many of the reading initiatives discussed.

4.5 Organisations and Institutions

4.5.1 The National Education Collaboration Trust¹⁰

The National Education Collaboration Trust (NECT) is an organisation dedicated to strengthening partnerships within civil society and between civil society and government in order to achieve South Africa's national goals for basic education. It strives both to support and to influence the agenda for reform of education.

4.5.2 Mzansi Libraries Online

This project, funded by the Bill and Melinda Gates Foundation, has been implemented in 27 pilot libraries. These libraries are provided with computers, educational gaming, equipment for the visually-impaired, e-readers, and other related equipment. This pilot project will be rolled out countrywide if successful.

¹⁰ <http://nect.org.za/about/about>



4.5.3 Nal'ibali

Nal'ibali¹¹ (isiXhosa for “here is the story”) is a national reading-for-enjoyment campaign to spark children’s potential through storytelling and reading. The most inspiring part of promoting a reading culture in South Africa is that many parents, caregivers and community-based organisations are already reading and telling stories to their children! Nal'ibali is about recognising and respecting the power and potential of these communities in literacy development.

4.5.4 Room to Read

Room to Read’s REACH project in South Africa, funded by the World Bank with a public-private partnership at its heart. Room to Read focuses on literacy and gender equality in education and works in collaboration with local communities, partner organisations and governments. The help develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the relevant life skills.

To help increase equal access to quality children’s literature throughout South Africa, the team embarked on a project to bring the government, publishers, and NGOs together. Given their experience training creators and publishing children’s books in South Africa they made public-private collaboration a key piece of the project plan.

The project has three key steps:

1. To create national storybook quality recommendations for use by South African publishers and government book collection managers;
2. To publish 20 new storybooks in each of five languages: Sepedi, IsiZulu, Siswati, Tshivenda, and Xitsonga; and
3. To use pooled procurement to distribute 65.500 copies of these books to the three provinces: Mpumalanga, Kwa-Zulu Natal, and Limpopo.

4.5.5 African Storybook

According to their website¹²:

The African Storybook initiative aims to address the shortage of contextually appropriate books for early reading in the languages of Africa. Our vision is for all young African children to have enough enjoyable books to read in a familiar language to practise their reading skills and learn to love reading.

On the African Storybook website, www.africanstorybook.org, users can find, create, translate or adapt stories for early reading. They can download and copy the stories and/or illustrations without having to ask for permission or pay a fee. The stories can be read online or offline or printed from the website.

¹¹ www.nalibali.org)

¹² <http://my.africanstorybook.org>



Our digital open licence publishing model is providing a growing number of stories in a growing number of languages without having to consider the size of the market for stories of a particular type in a particular language. In just of over two years, over 400 stories with nearly 2000 translations in over 60 languages have been generated and published, and the site grows each month.

To encourage and learn from use, the project is working with teachers, librarians, teacher educators and literacy development organisations in Eastern and Southern Africa.

4.5.6 Book Clubs

Book clubs provide an opportunity for readers to share information and the pleasure of reading. The main purpose of establishing book clubs is to encourage people to read and share information. There are a number of book clubs already in existence and operating successfully in South Africa.

The DBE has provided guidelines (that can be found at <https://www.education.gov.za/Programmes/Read2Lead/BookClubs.aspx>) on how to start a book club.

The ninth Funda Mzantsi Competition organised by the, Centre for the Book saw over 70 book clubs participating.

The Department of Correctional Services has more than five thousand inmates and high school learners across the country that are members of book clubs and participate at the annual Funda Mzansi national championship.

4.5.7 Publishers

The total number of publishers operating in South Africa are estimated at around 150. Most of these are small micro businesses, with fewer than five staff members. The industry however is dominated by a small group of very large publishers who together represent more than 80% of production a revenue.

Most publishers are members of the Publishers Association of South Africa (<http://www.publishsa.co.za/>).

The role and importance of publishers is discussed below.

4.5.8 Book Retailers

Booksellers are an important cog in the book/reader value chain. Bookstores are generally found in all metros and towns, but the distribution in rural areas is uneven.

Most book retailers are members of the South African Booksellers Association (www.sabooksellers.com/about/)



5 Reading a National Priority

During his State of the Nation Address on 20 June 2019 President Ramaphosa (Ramaphosa 2019) identified five fundamental goals for South African for the next decade. Included among the five fundamental goals is “Our schools will have better educational outcomes and every 10-year-old will be able to read for meaning.” He further said:

If we are to ensure that within the next decade, every 10-year-old will be able to read for meaning, we will need to mobilise the entire nation behind a massive reading campaign.

Early reading is the basic foundation that determines a child’s educational progress, through school, through higher education and into the workplace.

All other interventions – from the work being done to improve the quality of basic education to the provision of free higher education for the poor, from our investment in Technical and Vocational Education Training colleges to the expansion of workplace learning – will not produce the results we need unless we first ensure that children can read.

It is through initiatives like the National Reading Coalition that we will be able to coordinate this national effort.

Reading is therefore a national priority with the National Reading Coalition identified as a key partner.

5.1 The National Reading Coalition

National Reading Coalition (NRC) under the aegis of the NECT was launched in February 2019. It is an effort to provide a national response to the reading challenges faced in South Africa.

One of the greatest challenges facing South Africa’s basic education today is an inability of our learners to read for meaning. As we know literacy skills represent a meta-tool that enables people to access multiple other tools, acquire fundamental rights and amass a wide range of competencies, information and knowledge.

Minister of Basic Education, Mrs Angie Motshekga, at the launch of National Reading Coalition 15 Feb 2019

The aim of the coalition is to improve coordination among various stakeholders to reduce inefficient overlaps and gaps in the numerous forms of support for reading, promote the adoption of approaches that have evidence of success and increase the opportunities for economies of scale.

The coalition has recognised the following six areas as critical in the improvement of reading:

1. Initial teacher preparation;
2. Access to relevant resources;
3. Continuing professional development;



4. Community support;
5. Policy;
6. Research and evaluation.



FIGURE 3: THE NATIONAL READING COALITION'S VALUE CHAIN

The following are patrons of the

- Cyril Ramaphosa, President of South Africa
- Bobby Godsell, Former Chair of Business Leadership South Africa
- James Motlatsi, former President of the National Union of Mineworkers
- Phumzile Mlambo-Ngcuka, former Deputy President of South Africa

5.2 The National Education Collaboration Trust

Although the NECT is an organisation dedicated to strengthening partnerships within civil society and between civil society and government in order to achieve South Africa's national goals for basic education, it seems as though it, through it the NRC, is recognised as the apex organisation of a national reading campaign.

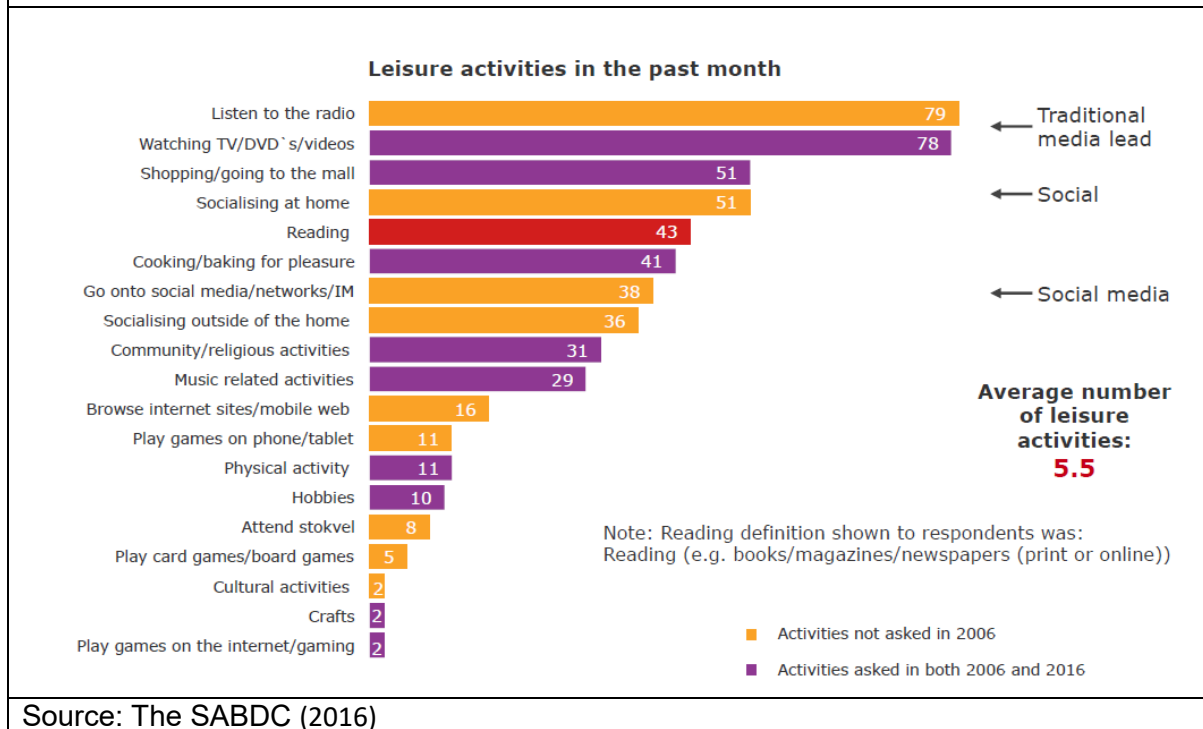
The SABDC, under the leadership of DAC, should liaise with the NECT regarding the NBW and how to focus it. Firstly, so that duplication of efforts are avoided; and secondly, to align the NBW with the NRC.

6 Current State of Reading

The SABDC (2016) found that reading is the fifth highest leisure activity (43%) done in the past month by SA adults.



Figure 4: Leisure activities in the past month



South Africa is one of the few countries in Africa that conduct Time Use Surveys (TUS). The first South African Time Use Survey was conducted in 2000 and the second in 2010

Code Description	Male		Female		Both sexes	
	Thousand	Minutes	Thousand	Minutes	Thousand	Minutes
910 Reading						
2000	1 191	65	1 094	78	2 285	71
2010	1 586	68	1 408	70	2 994	69

Table 1: Number of respondents who engaged in a particular activity and mean minutes per day spent by them on that activity by sex (10 years and above)¹³

Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. The NBW is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle (DAC¹⁴).

6.1 The Vicious Circle of a Weak Reader

In the general analysis poverty is a contributing factor to poor literacy. It hampers access to books which in turn limits reading and keeps the poverty cycle going. Odusola et al. (2017) identifies the unequal distribution of essential facilities, such as schools, as one of the drivers of wide income disparities. Higher-quality education improves the distribution of skilled workers

¹³ <http://www.statssa.gov.za/publications/Report-02-02-00/Report-02-02-002010.pdf#page=117>

¹⁴ <http://www.dac.gov.za/content/national-book-week-2013>



that leads to a fairer society in which all people, rich or poor, have equal opportunities. As it is now, only the elite who benefit from quality education. Literacy is a critical component if South Africa is to alleviate poverty, create jobs and a more equal society.

Poverty and illiteracy are mutually reinforcing.



Figure 5: The vicious circle of a weak reader

Source: Author

On the other hand, the more you read the more likely you are to read more. The more you read, the more you learn. The more you learn the more focused and intentional you become about reading. With wider knowledge and skills you can get better employment with better wages and are able to afford more reading material.

It is important to break the vicious circle



6.2 The Virtuous Circle of an Avid Reader

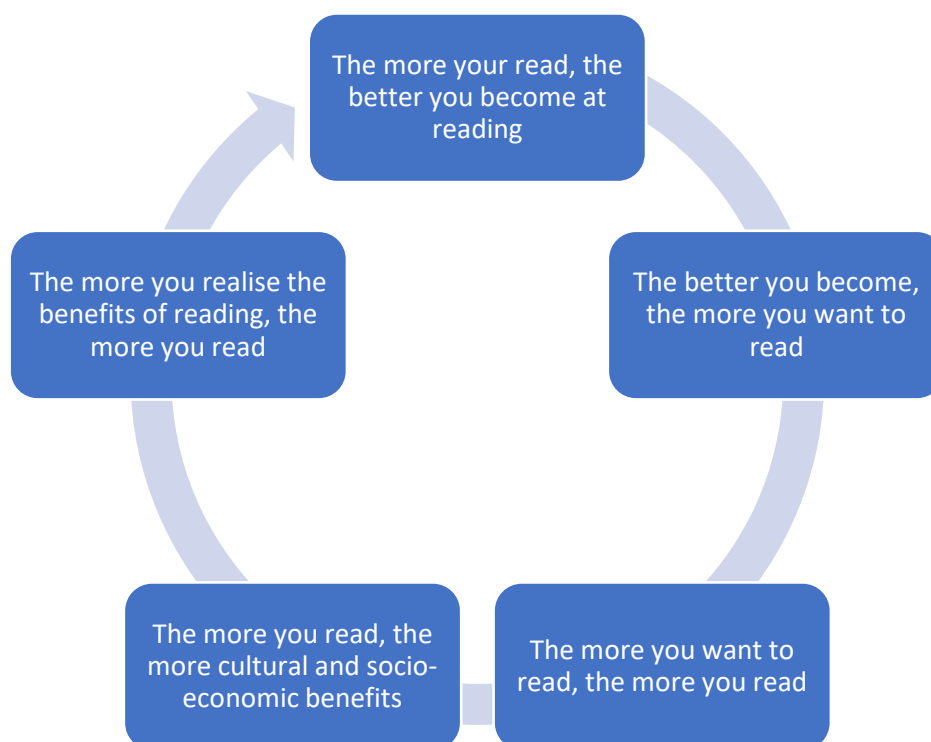


Figure 6: The virtuous circle of an avid reader

Source: Author

There is a direct correlation between poverty and illiteracy. Research has shown as the literacy rate increase, so does the per capita income. Vocabulary attainment in early grades is a significant predictor of reading comprehension later. Vocabulary is needed to truly comprehend a topic or skill. If children go to school, it is generally expected that they will learn to read. This is not the reality. Many children who attend primary school struggle to read even basic words.

6.3 Possible Solutions

According to Willenberg (2018) ¹⁵Several strategies for the improvement of South Africa's literacy have been proposed:

- Promoting a culture of reading;
- Encouraging parents to read to their children;
- Making books accessible in schools and
- Improving initial teacher education.

¹⁵ <https://mg.co.za/article/2018-05-20-south-africas-reading-crisis-focus-on-the-root-cause-not-the-peripherals>



Willenberg (2018) points out that addressing the problem by increasing access to books and developing a reading culture is helpful but only to a limited extent.

An important aim of the NBW must therefore be to:

- Facilitate the establishment of libraries in schools that do not have them; and
- Assisting in getting appropriate books (through its members and network) into libraries in the poorest schools (with the guidance and assistance of the DBE).

The #BUYABOOK campaign should also make it possible for poor households to acquire books more cheaply.

Measurable annual targets should be set in this regard.

6.4 Literacy Level on Economic Development

Economic development usually is the term for the adoption regarding new technologies, transition from agriculture-based to industry-based economy. This usually leads to general improvement of living standards. Economic development is the sustained, concerted actions regarding policy makers and communities that promote the standard of living and economic health. Literacy level plays a critical role in a nation's economic development. If everyone is literate, economic development is facilitated and growth prospects improve. Literacy also leads to good employment opportunities.¹⁶

6.5 Other Reading Initiatives: World Book Day

In 1995, UNESCO designated 23 April 'World Book Day' (and later Copyright Day) as a worldwide celebration of books and reading, and is marked in over 100 countries around the globe. This is a significant date for literature; on 23 April 1616 both Miguel de Cervantes and William Shakespeare died. World Book Day highlights the power of books to advance positive change. This is especially true for people from disadvantaged backgrounds.¹⁷

Celebrations take place all over the world to recognise the magical power of books – 'a link between the past and the future, a bridge between generations and across cultures. By championing books and copyright, UNESCO stands up for creativity, diversity and equal access to knowledge...'¹⁸

7 The Reading Material Value Chain

A typical value chain describes the process or activities by which economic agents (companies, organisations or individuals) add value to an article and include elements such as production, marketing, and the provision of after-sales service. The reading value chain is far more complex much follows similar principals.

Before the book reaches the reader there are a few processes that broadly include:

¹⁶ <http://www.assignmentpoint.com/business/economics/literacy-level-economic-development.html>

¹⁷ <http://uil.unesco.org/library/world-book-day-2019-easy-reading-activities-bibliotheca-alexandrina>

¹⁸ <http://www.worldbookday.com/>



1. Conceptualisation, creation or writing of the book;
2. Production of the book;
3. Distribution of the book or giving access to the book possible.

This is shown below.

As can be seen, there are many influences along the value chain that effect the quality of the final product and its sustainability. If any of the elements are missing or weak the entire value chain will be weak. To sell more books you need more readers. To get more readers, there must be good material available.

However, with e-commerce, writers can avoid the value and seller directly to their readers. Similarly, brick and mortar bookstores or libraries are no longer critical for the book to reach the reader.

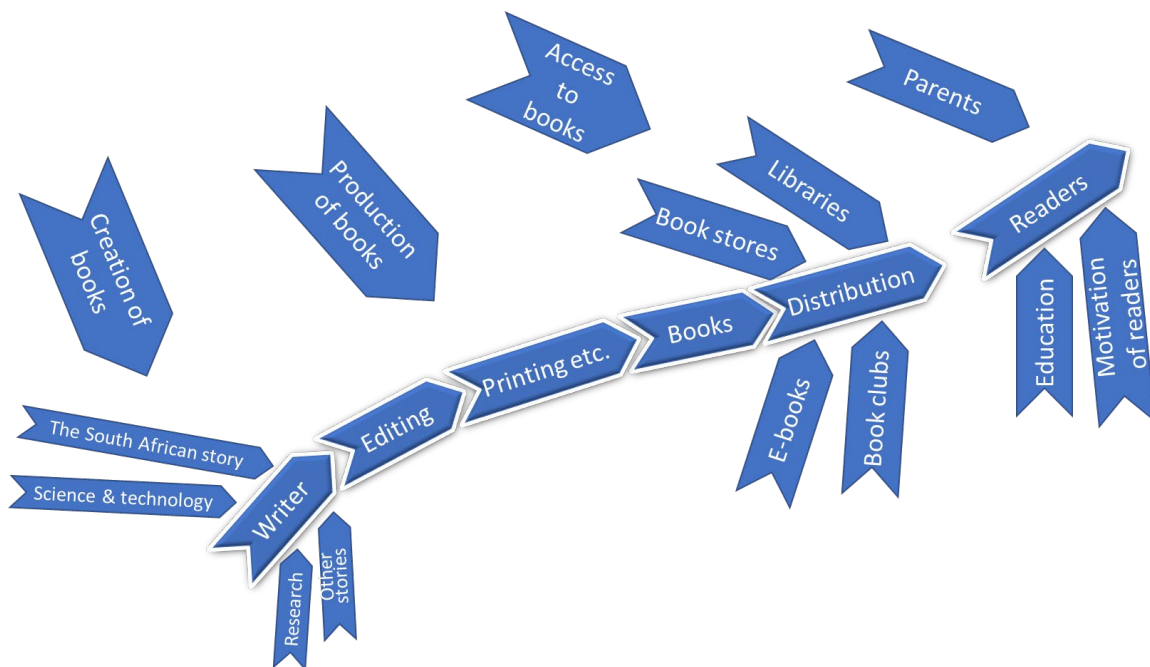


Figure 7: A simple traditional book value chain Source: Author

Given these new channels of distribution, the SABDC should re-evaluate one of its aims to “... improve access to books and other forms of printed media” to “... improve access to South African reading material.”

8 The Current State of Writing in South Africa

There have been significant changes in South Africa. What and how South African writers wrote and still write, has been affected by these changes. These shifts have also influenced languages, readers, publishers and book market in South Africa. According to Möller (2014)” authors have adapted to their environment and that their writing is representative of this. While



English-language books have always had a strong readership market, Afrikaans has surged in popularity, while African languages continue to be poorly represented.”

The small market for writing in African languages, this has led many African writers to write in English. The first texts produced by black authors were often inspired by missionaries and frequently deal with African history. Later writings focused on the suffering under apartheid and the struggle for independent.

South African English writing has produced two Nobel Prize winners: Nadine Gordimer and JM Coetzee.

8.1 Literary festivals

The Franschhoek Literary Festival has been held annually since 2007 and the Knysna Literary Festival annually since 2009, focus on English South African literature and includes fiction, non-fiction and poetry. Every year a few distinguished international authors are also invited. The Open Book Festival launched in 2011 in Cape Town wants to be international with authors and audience. It also sees itself as a place where South African writers can promote themselves. All three festivals also aim to draw children and young adults into reading by organizing special events for these audiences and funding projects such as school libraries.

Book fairs include:

- The Jozi Book Fair took place from 30 August 2018 to 02 September 2018,
- South African Book Fair took place from 7 to 9 September 2018.
- Time of the Writer International Festival
- Franschhoek Literary Festival
- Open Book Festival
- Kimberley Book Fair
- Abantu Book Festival
- South Africa's Children's Book Fair

It is recommended that the NBW consider partnering with all other book fairs and that the resources used by DAC and the SABDC for the SABF be rather used to meet its other objectives.

8.2 South African literary awards

South African literary awards Include: Alan Paton Award, Alba Bouwer Prize, Amstel Playwright of the Year Award, ATKV Prose Prize, Barry Ronge Fiction Prize, C.P. Hoogenhout Award, Central News Agency Literary Award, David Higham Prize for Fiction, Dinaane Debut Fiction Award, Exclusive Books Boeke Prize, Eugène Marais Prize, Hertzog Prize, Ingrid Jonker Prize, M-Net Literary Awards, Maskew Miller Longman Literature Awards, Media24 Books Literary Awards, Olive Schreiner Prize, Percy FitzPatrick Award, Sol Plaatje Prize for Translation, South African Literary Awards, The Cape Tercentenary Foundation, Thomas Pringle Award, University of Johannesburg Prize, and the W.A Hofmeyr Prize.



The award should also form part of the NBW in some way, even if it is to recognise the winners of these awards in the past year.

DAC should consider giving an apex award under the President.

9 Current State of Publishing in South Africa

9.1 International Comparison

The International Publishers Association (IPA) and the World Intellectual Property Organisation (WIPO) undertook a pilot survey of global publishing activity in 2016 covering three market segments:

- Retail;
- Educational; and
- Scholarly, academic and scientific.

South Africa has a tiny sector compared to international figures. This is despite the fact that South Africa has two Nobel prize-winners in literature. Unfortunately, the figures are not broken down by language. South Africa should be publishing a great deal more books given the stories it has and the number of official languages. China reported a combined total of 57.8 million published titles in 2016; followed by the UK (149.443), South Africa (136.403), France (103.534), the Russian Federation (94.436) and Turkey (93.526).

The total revenue from sales and licensing for the retail sector in 2016 (USD million) is given in the table below.

Country	Total revenue
US	15 903,6
Japan	8 361,0
Germany	5 716,5
Republic of Korea	2 823,8
UK	2 629,9
France	2 049,6
Spain	1 946,1
China	1 047,4
Russian Federation	1 023,5
Norway	207,0
Sweden	194,7
Greece*	166,1
Finland	162,4
Denmark	161,5
Turkey	157,7
Mexico*	154,0
Belgium	94,8
Serbia	93,1



Slovenia	77,0
South Africa	55,1
Colombia	52,6
Georgia*	4,7
Iceland	0,03

Figure 8: Total revenue from sales and licensing for the retail sector, 2016 (USD million)

Source: The Global Publishing Industry in 2016 (WIPO and IPA 2017)

The research found that the bulk of the total retail sector revenue is generated by print editions; with digital editions accounting for around 28% of the total in China, 24% in Colombia and around 18% each in Japan and America. The digital market only accounted for 15%.

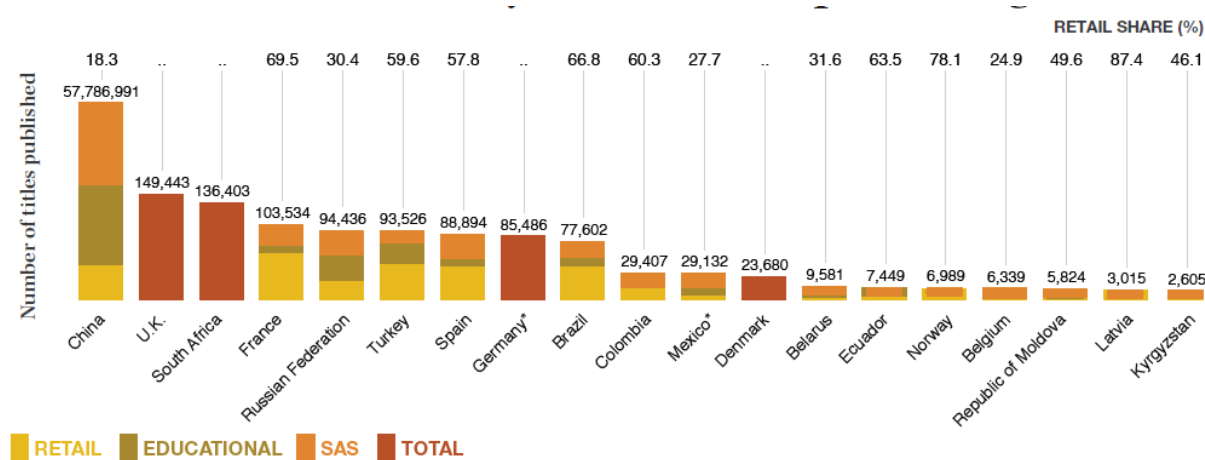


Figure 9: Total number of titles published covering retail, educational and scholarly and scientific publishing, 2016

Source: The Global Publishing Industry in 2016 (WIPO and IPA 2017)

Given the low digital share in South Africa, DAC should investigate how this share could be increased. Given the number of titles published, it seems as though digital books could be a solution to the high fixed costs in printing and the possibility of reaching rural areas in South Africa.

9.2 Background and History of the Book Sector in South Africa

Möller (2014) stated that during the British colonial period, western companies controlled the publishing houses of Africa because of their expertise and financial backing. Very limited book production took place and books were imported. Christian missionary presses were important in the publishing of South Africa's indigenous languages and generally sought to educate black South Africans (Mpe and Seeber 2000). After 1910 publishers were still controlled by expatriates and even though South African languages were given limited support "they held back the developments of the local publishing industry by preventing local decision-making as to what



should or should not be published...with little attempt to redress the balance in favour of African needs” (Krynauw 1994). Afrikaner publishers emerged after the Anglo-Boer War and thrived after the National Party came into power. The liberation struggle brought forth a number of writer who could write from their own pain, but many of these authors were force to publish abroad. According to Tomaselli (1997) even though government supported Afrikaner publishing, English capital still constituted the dominant economic fraction. Both the Afrikaner and English publishers, while nominal supporting black authors, if at all, were suppressed. African language titles are almost absent from the trade book market.

Möller (2014) points out that:

Black authors are often unwilling to write in African languages because of the perceived lack of African language readers, and also because their work is then inaccessible to anyone outside of South Africa, and to many even in South Africa.” She also points out that there are “still few translators proficient enough to translate books from the African languages into good English editions and financial constraint also plays a role in preventing multilingual publishing from becoming more successful in this country.

In addition to the challenges faced by black authors in South Africa, publishers are wary of publishing African language books because reading markets are too small and there still may be too few bookshops to adequately serve South Africa’s population Möller (2014).

Möller (2014) concludes that

Authors from different races and both genders are being published in this country, but the themes of their writings have changed from resistance to reconciliation literature. Today, a greater number of publications on political disaster and crime are appearing, while books detailing South Africa's history remain popular with readers. Authors are also attempting to write ‘lighter’ material, such as romance, adventure and crime fiction. While there are more women writers on the scene than before, there is a paucity of black women writers. In general, though, women writers still lag behind their male counterparts in the popularity stakes.

9.3 Structure of the Publishing Sector

Le Roux et al. (2019) estimates that there are approximately 150 publishers. Of these 127 members of the Publishers Association of South Africa. Most publishers are small or micro businesses and have less than five staff members. The industry is therefore heavily dominated by a small group of very large publishers. These publishers represent more than 80% of production and revenue.

Based on their survey, le Roux estimates that only 20% of the firms are either level I or level 2 according to the BBBEE legislation.

BBBEE level	
Level I	10%
Level 2	10%
Level 3	20%



BBBEE level	
Level 4	5%
Level 5	5%
Level 6	-
Level 7	-
Non-compliant	50%

Table 2: BBBEE level

Source: Le Roux et al. (2019)

The majority of new additions in African languages were produced by the education sector. Le Roux points out that: “[t]he increased new digital editions in these languages are likely a result of increased focus on the development of African language digital publications in this [the education] sector. The data indicates a rise in the publication of African languages, although these are still underrepresented.”

The publishing industry can be divided into three sectors:

1. Academic;
2. Trade; and
3. Education.

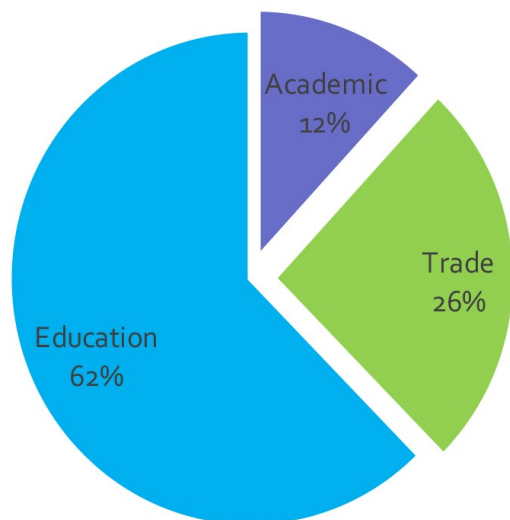


Figure 10: Publishing sectors in South Africa

Source: Le Roux et al. (2019)

Academic and education books are either prescribed reading or purchased by government or other institutions.



9.3.1 Trade

Trade publishers produce books for the general reader. The sector is characterised by large international and local imprints, as well as several small to medium specialised niche publishers. It is dominated by multinational publishers that use a variety of distributors to import the books for the South African market. Only a small portion of these imports are captured by the Publishers Association of South Africa (PASA) survey. The trade sector includes specialist publishers focusing on the religious market.

The PricewaterhouseCoopers (PwC) Entertainment and Media Outlook: 2018 to 2022 estimate a slight increase in the consumer publishing market (0,9%) by 2022. The PwC report expects that the e-book market will double its market share by 2022.

From the table below it is clear that the lion's share of revenue from fiction sales is from imported publications.

Genre of publication	2016/17 (R'000)	Column1	2017/18 (R'000)	Column2
	Locally published	Imported	Locally published	Imported
Adult fiction print	39 218	166 653	36 285	158 247
Adult fiction digital	16 664	753	14 435	687
Children's fiction print	26 425	115 320	33 822	113 683
Children's fiction digital	818	369	550	489

Table 3: Revenue from fiction

Source: Le Roux et al. (2019)

By far the most titles published are in English followed by Afrikaans. Other languages form a very small percentage of sales revenue.

Language	Print	digital	print2	digital3
English	927 178	42 829	1 380 676	50 317
Afrikaans	236 516	2 414	913 222	23 448
IsiZulu	35 155	35	124 708	516
IsiXhosa	90 207	1	32 162	1 325
Sepedi	4 528	-	37 163	247
Sesotho	3 854	-	19 807	551
Setswana	2 757	-	42 805	271
IsiNdebele	3 504	-	1 312	14



Language	Print	digital	print2	digital3
Xitsonga	659	-	16 472	81
Tshivenda	3 965	-	6 556	35
SiSwati	2 871	6 105	2 431	1
Multilingual	1 223	274	2 429	15
Other languages	1 776	45	1 601	45
Total	1 243 194	51 703	2 581 344	76 866

Table 4: Revenue from local titles by language

Source: Le Roux et al. (2019)

Given the constitutional imperatives, other legislation and government policy, the publishing of books in languages other than English or Afrikaans is unacceptably low. The National Arts Council should make grants available to suitable writers and these should be featured during the NBW.

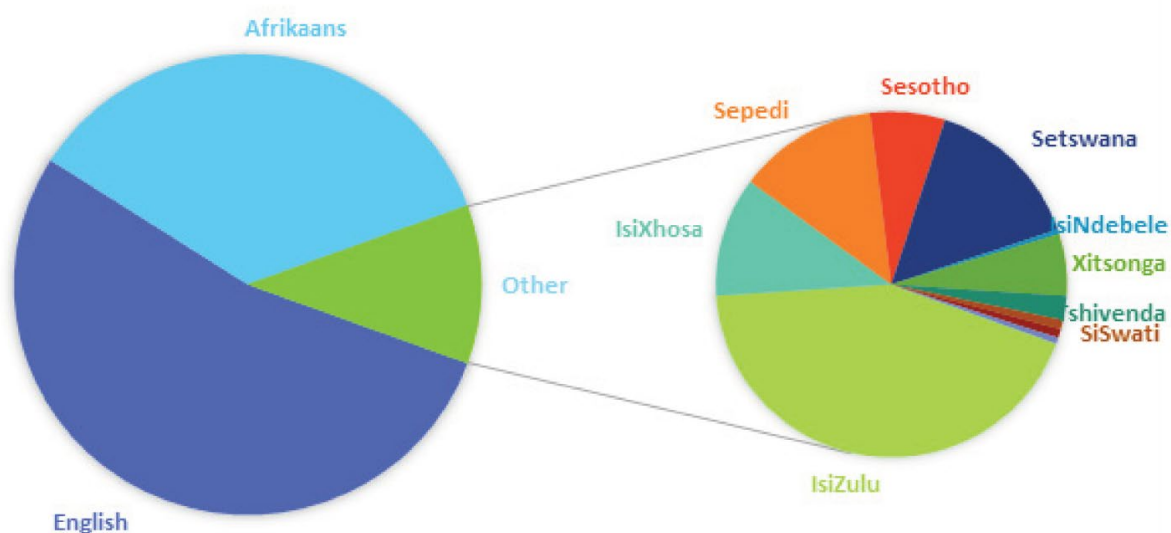


Figure 11: Revenue from local title by language (Education sector)

Source: Le Roux et al. (2019)

The publishing industry is pursuing alternative revenue streams. This is largely due to fluctuating support from the DBE, a relatively small reading market, and unstable economic conditions.



Activity	2016	2017/2018
Local print book publishing	82%	75%
Local digital publishing: e-books and electronic formats downloaded into reading devices and apps	77%	75%
Distribution of locally published print books published by third parties (not related to self or holding company)	32%	30%
Distribution of imported print books published by third parties (not related to self or holding company)	32%	27%
Distribution of electronic formats downloaded onto user owned reading devices and apps	50%	55%
Online subscriber access services to professional educational content databases	32%	25%
Local production of book -related materials (e.g. loose-leaf ring books, posters, maps, activity sheets et cetera)	41%	40%
Local production of digital book -related material (CDs, DVDs, audiobooks et cetera)	41%	50%

Table 5: Publishing revenue streams

Source: Le Roux et al. (2019)

The percentages do not add up to 100% as they represent proportions of publishers who responded that were obtaining revenue from this channel, and respondents could select multiple channels.

9.3.2 Turnover Per Sales Channel

According to le Roux et al. (2019), there was a drop in reported income especially in sales to schools and government institutions. It is difficult for small publishers to survive with erratic sales. Efforts should be made to purchase books more consistently.

Type of sales outlet	2015/16	2016/17	2017/18
National regional bookseller chains	737 566	1 132 567	699 540
Independent booksellers and other book retailers	266 403	233 326	189 504
Non-book retail outlets	55 565	30 435	7 246
Internet booksellers	40 241	19 312	9 427
Book clubs and direct mail booksellers	6 462	56 882	43 884
Business and corporations (direct sales)	90 491	6 520	3 008
The public (direct sales)	38 991	27 390	80 704
Libraries	15 026	7 984	7 672
State and provincial departments	978 824	23 220	9 280
Schools and educational institutions	193 067	984 260	294 945
Schoolbook distributors and tenders	510 637	199 378	198 501
Export sales	19 161	445 929	181 152



Supermarkets and department stores	940	32 973	20 505
Other	5 724	143 619	131 548
Total (as reported)	2 888 102	3 343 795	1 876 916

Table 6: Turnover per sales channel (R'000)

Source: Le Roux et al. (2019)

In the past three years there have been sales of R2,5 billion to national regional bookseller chains. Since these are easy to identify, the SABDC should approach them to become involved more directly in the NBW. Independent booksellers who were interviewed knew about the NBW but were not involved. A clear strategy should be presented to DAC regarding how these will be integrated into the NBW and importantly how they will contribute financially or in kind.

9.4 General Performance of the Publishing Industry

Although there are well-known South African authors whose works are known internationally, the South African publishing industry is relatively small and has room to grow.

According to Stats SA publishing consists of :

- Publishing of books, brochures, musical books and other publications (SIC: 32410)
- Publishing of newspapers, journals and periodicals (SIC: 32420)
- Publishing of recorded media (SIC: 32430)
- Other publishing (SIC: 32490)

9.4.1 Production Volumes

The publishing sector's performance in terms of production volumes has declined in the past seven years. The index (2015=100) has dropped from 185 in Oct 2012 to 64 in January 2019. Although there are seasonal highs (during October and November) that may disguise the downward trend, a 12 month moving average distinctly shows the alarming decline.



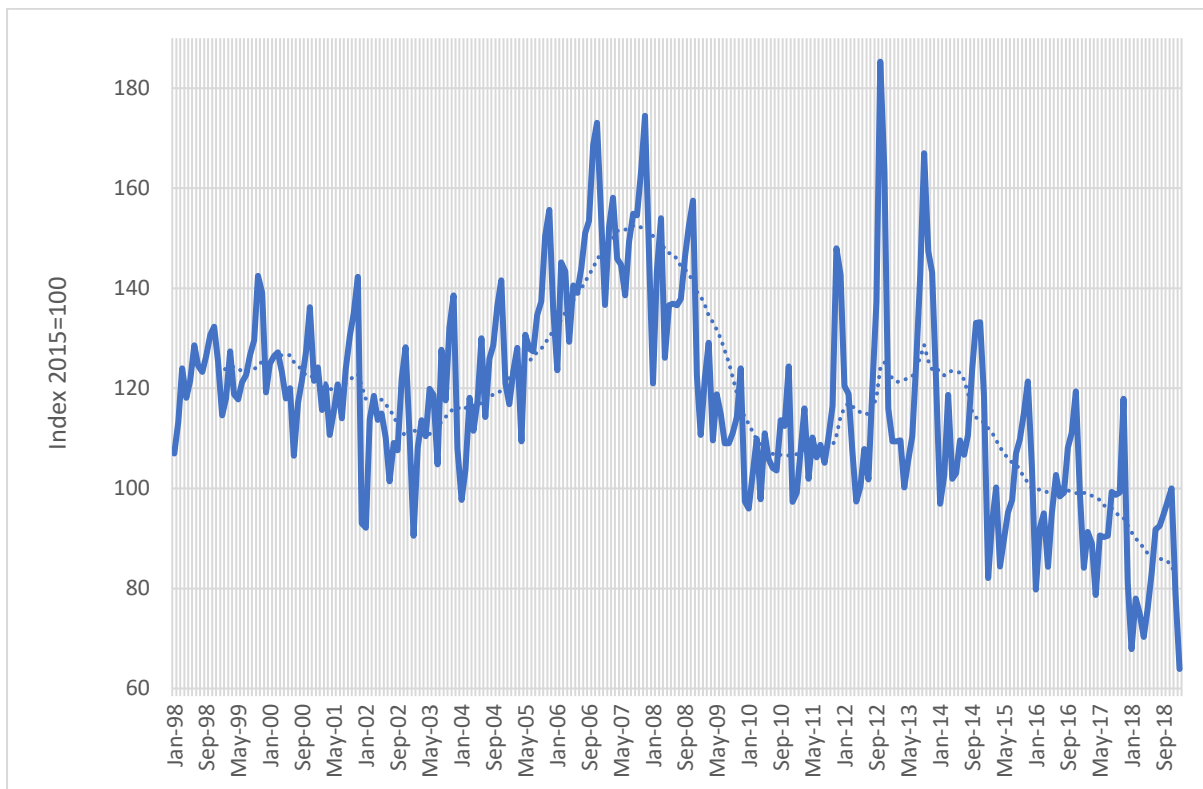


Figure 12: Publishing: Index of Physical Volume Production

Source: Stats SA (2019)¹⁹

It would appear as though a decline in from 2007 (probably due to the Global Recession) until mid-2010 was followed by a slow recovery before the eventual decline.

9.4.2 Trade

South Africa's important exports of books are fairly low.

It would seem as though imports of books (in terms of nominal South African Rand) has been growing slowly until approximately 2014. Since then there has been a gradual decline in the value of books been imported.

Exports show a similar pattern. The value of exports was very low until 2010. The value of exports grew moderately, averaging just over R600 per annum, a level that it continues to maintain.

It is possible, but not very likely that given that the NBW started in 2009, it is possible that some of the increased exports may be attributable to this initiative. The South African Book Fair would probably be responsible for the growth if it could be attributed to the NBW at all.

¹⁹ Manufacturing: Production and sales (Statistical release P3041.2) is available on the Stats SA website: www.statssa.gov.za



The fact that there has not been any growth since 2012 would indicate that the SABDC should re-evaluate how it does the South African Book Fair.

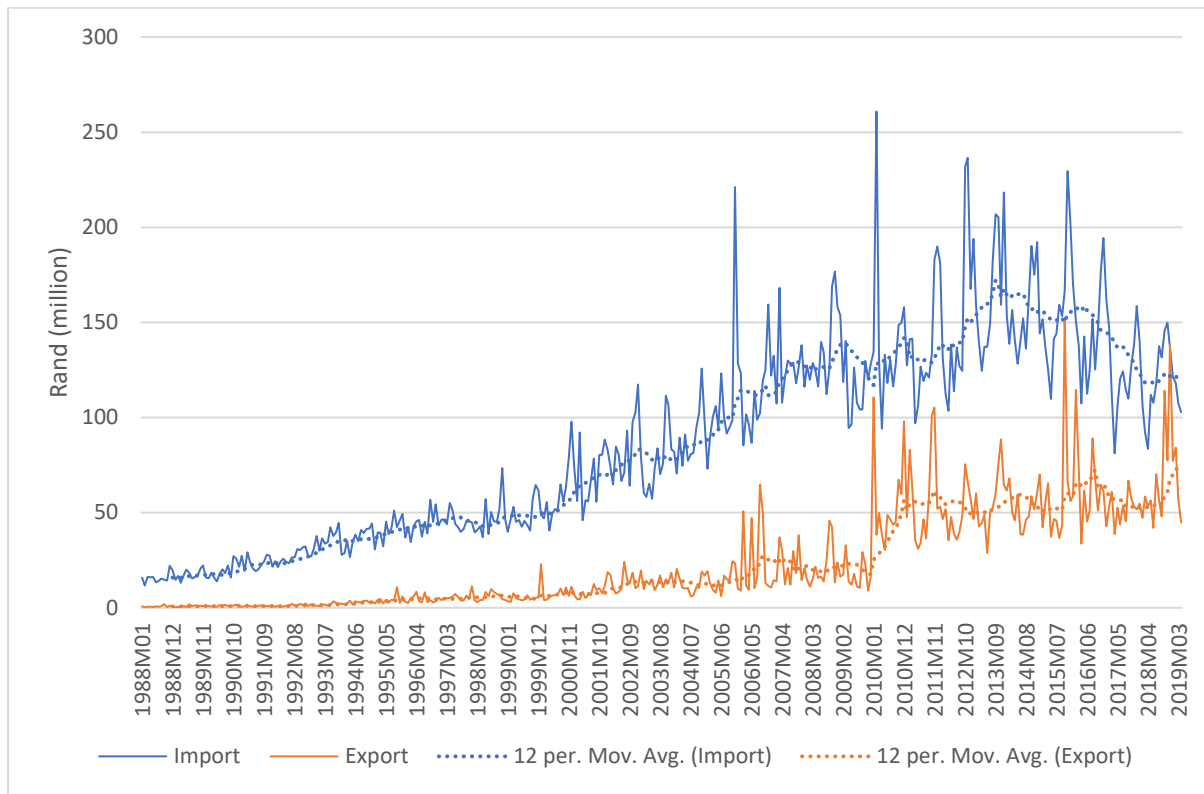


Figure 13: Exports and imports of publications

Source: Customs and Excise (2019)



9.5 Current State of Access to Books in South Africa

Generally books are distributed from the publishers through national regional bookseller chains; independent booksellers and other book retailers; non-book retail outlets; internet booksellers; book clubs and direct mail booksellers; business and corporations (direct sales); the public (direct sales); libraries; state and provincial departments; schools and educational institutions; schoolbook distributors and tenders; export sales; and supermarkets and department stores.

Books are made available to readers through these retail methods, libraries and other channels such as book clubs.

9.5.1 Turnover Per Sales Channel

National retail chains have been the largest single means of distribution to the public directly. It is however important to note that the state through schools and educational institutions; state and provincial departments and schoolbook distributors and tenders have bought almost R3,4 billion books over the past three years. According to le Roux et al. (2019), there was a drop in reported income especially in sales to schools and government institutions. It is difficult for small publishers to survive with erratic sales.

Type of sales outlet	2015/16	2016/17	2017/18
National regional bookseller chains	737 566	1 132 567	699 540
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Supermarkets and department stores	940	32 973	20 505
Other	5 724	143 619	131 548
Total (as reported)	2 888 102	3 343 795	1 876 916

Table 7: Turnover per sales channel (R'000)

Source: Le Roux et al. (2019)

9.5.1.1 Challenges Facing the Publishing Industry

Le Roux and Cassells (2018) state:



Due to fluctuating support from the DBE, a relatively small reading market, unstable economic conditions, and continuing international competition, a clear movement towards alternative revenue streams can be seen in the publishing industry. While still content-related, these movements are not necessarily related to traditional publishing.

To assist publishers, especially small publishers, efforts should be made by government to purchase books more consistently.

Government should harness its buying power to improve its efficiency as well as to ensure that socioeconomic objectives are achieved.

9.5.2 Libraries

Libraries are an important means access to books, especially for those that do not purchase their own books. The South African library system has been discussed above but consists of:

- The National Library
- Public and municipal libraries
- School libraries
- Specialist libraries
- Community Art Centres²⁰

There are approximately 800 public and municipal libraries. These libraries have the widest geographic spread in South Africa, although more could be done to improve access to rural communities.

However, the NBW officially only focuses on one or two libraries per province. There seem to be libraries that are hosting their own NBW events, but these are not coordinated.

All public libraries need to be part of the NBW if it is to become a truly “national” event. The SABDC should focus on empowering the public and municipal librarians to hold their own NBW events. Franchise-type agreements should be entered into where the SABDC makes material available to public and municipal librarians through the respective provinces and municipalities.

Many schools have their own libraries and there are measures been put in place to ensure that all schools are equipped with well-resourced libraries. Again given the large number of schools with or without libraries, more should be done to make the NBW a nation-wide event that incorporates ALL schools. Some schools are hosting their own NBW events, but these are not coordinated.

Given the work that the NRC is doing, the SABDC should enter into a Memorandum of Understanding (MoU) or Memorandums of Agreement (MoA) with the NECT, (especially seen as the President is a patron) to ensure that more schools are involved in the NBW.

Community art centres can play a bigger role in ensuring more rural and peri-urban communities are involved in the NBW. There are more than 160 community art centres in operation, varying from community-initiated to government-managed centres. The centres are

²⁰ <https://www.gov.za/about-sa/arts-culture>



located in different places such as craft centres, community halls and theatres. DAC endorses and supports programmes in needy centres that are community-initiated or non-governmental. In 2015, 100 community arts programmes were implemented.

9.5.3 Book Clubs

More book clubs should be established. The NBW should incorporate this as one of its outputs.

10 Evaluation of the National Book Week

The evaluation of the NBW is based on the brief analysis of the book value chain and the problems facing the sector as well as interviews and surveys.

10.1 Background and Rational for the National Book Week

As has been discussed above, reading is important to the socioeconomic development of South Africans. There are a number of factors that hamper the reading by more South Africans. The NBW is an initiative that aims to address this.

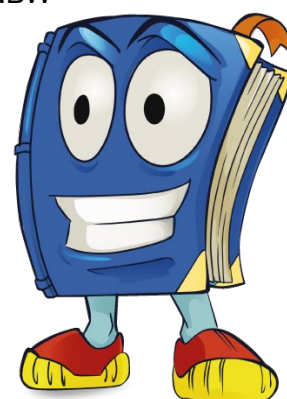
The NBW was set up in response to the 2007 study commissioned by the SABDC into the book reading habits of adult South Africans. The dire statistics revealed through this study and subsequent research, clearly indicated that South Africans do not have a strong reading culture. The NBW is one of South Africa's longest and most successful national reading campaigns. It began in 2010, and remains a joint initiative between the SABDC and DAC to celebrate the book and promote a love for reading. It has become a dedicated week on the South African calendar, in the first week of September each year which coincides with the United Nations International Literacy Day.

10.2 The 2018 National Book Week

The annual NBW was celebrated from 3 to 9 September 2018 and the NBW mascot, Funda Bala, visited new regions in all nine provinces of South Africa to reignite the African passion for stories told by the fireside to the beat of a drum.²¹

Each regional community hosting an NBW event in September showcased their storytelling style and tradition, encouraging appreciation of their local talent and mother tongue. This culminated in a storytelling festival at the South African Book Fair on 7 September.

The theme for the 2018 event was **#OURSTORIES**, which was intended to highlight not only the fact that storytelling is deeply ingrained in African culture, but that South Africans could and should be the authors of their own stories.



²¹ <https://www.gov.za/about-sa/arts-culture>



Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. National Book Week is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle (<https://www.gov.za/national-book-week-1>).

10.2.1 Evaluation of the Events of the 2018 NBW

The 2018 NBW was celebrated from 3 - 9 September in all nine provinces.

03 September

- Limpopo – Polokwane,
- Free State
- Western Cape – Op die Berg

04 Sept -

- Mpumalanga – Mgobodzi
- Northern Cape – Kathu
- Eastern Cape – Komga
- Western Cape – Bella Vista

05 Sept

- Western Cape – Nduli
- Eastern Cape – Komga

06 Sept

- KwaZulu-Natal – Mzingazi
- North West Province – Letsopa

07 Sept

- Gauteng – Newtown
- Eastern Cape – Port Elizabeth

Although there is coverage in all nine provinces, there is by no means national coverage. Although the diary includes the “official” events, there are other events undertaken locally. However, these are relatively low key and may only involve the display of a poster or distribution of a few leaflets. The NBW should be a truly national week where all libraries, schools, publishers and book sellers are involved, and the impact felt widely.

It is recommended that the DBE introduce the week at all their primary schools and early childhood development facilities. It is important that parents are involved and the importance of reading to their children is stressed. The SABDC should set up measurable criteria to evaluate any progress and impact on parents reading to their children.



10.3 Budget for the National Book Week

There is a certain amount of ambivalence on the findings regarding the budget. Promoting reading is a huge task.

10.3.1 National Book Week Sponsors

The following organisations sponsored the NBW:

- nb uitgewers publishers;
- DAC;
- Exclusive Books;
- SABC Foundation;
- Bargain Books;
- Pan Macmillan;
- Penguin Random House; and
- takealot.com.

The sponsors only represent a very small proportion of the publishing industry and the book retailers. It would seem that the publishing industry and are the book retailers direct beneficiaries in both the short term and the long term. It is not clear how they supported the NBW but if all of the major industry sectors contributed, it would not only provide the resources required to make an impact, but would allow DAC to focus its resources on political imperatives such as promoting publishing in all languages and not only in English and Afrikaans.

SABDC should compile a funding prospectus that would inform stakeholders and other interested parties what happens at the NBW and how they can contribute to it.

10.3.2 Donors

As discussed above, Mzansi Libraries Online is a project, funded by the Bill and Melinda Gates Foundation. Besides getting them involved in the NBW, it would seem prudent to find other sources of donor funding.

SABDC should compile a funding prospectus that would inform stakeholders and other interested parties what happens at the NBW and how they can contribute to it.

10.3.3 DAC funding

The budget is critical for any initiative. An initiative such as the NBW that promotes the development of books, publication of books, the distribution of books, as well as the reading of books is enormous. The SABDC has several partners some of whom support the project financially and others in kind. Lotto has also contributed in the past. Nevertheless, the resources allocated to ensuring that the objectives are reached or totally inadequate. Therefore, there is an ambivalence on the findings regarding the budget. The financial contribution from DAC has grown over the past decade as follows:

2010	R 300 000
2011	R 400 000



2012	R1 180 000
2013	R1 000,000
2014	R2 600 000
2015	R3 150 000
2016	R4 500 000
2017	R4 500 000
2018	R4 500 000

It is recommended that the NBW either become a government-wide project (where each department focuses on their core competencies); or that the SABDC are simply tasked by DAC to coordinate and promote the various activities. The three spheres of government collectively have huge resources that can be used without incurring additional costs or affecting their service delivery. For example, there are approximately 800 public libraries across the country. With R4 500 000 there is just over R 5 000 that can be spent per library. This is woefully inadequate and with budget constraints additional funding seems unlikely. It would make more sense if the librarians were empowered to run the NBW with financial and logistic support from the respective provinces and municipalities; but with the theme (together with material, mascots, et cetera) been developed by a national body such as the SABDC. Similarly, material could be supplied either by or through the National Department of Education or the provincial departments to schools and school libraries.

A problem that the SABDC has experienced for the past few years is that the funding is received very late. This has created uncertainty and made it difficult to plan efficiently and effectively. It is therefore recommended that DAC enter into a long-term agreement (3 to 5 years) with the SABDC to manage the NBW. Service Level Agreements Based on DAC's Annual Performance Plans should be signed at the beginning of each financial year. The Service Level Agreements would ensure that there is adequate reporting and accounting for all funding.

The National Department of Arts and Culture should also enter into a MoU or MoA with all relevant national departments involved in either reading or the book industry. These memorandums would identify each department's role and the expected deliverables. This would ensure that resources are optimally utilised to achieve this very important goal.

Similar agreements should be entered into with the provincial departments responsible for culture. They in turn would have either formal or informal agreements with the respective provincial departments and the district and local municipalities.

Agreements should also be entered into with various private sector organisations. Book distributors and retailers have a vested interest in a successful NBW. Retailers especially should be encouraged to host events such as book signing during the NBW. The agreements would indicate how material developed for the NBW may (or should be) used.

Fundraising and donor support is also critical. There are a number of international and local donors that focus on literacy and reading that should be approached. Many firms will also



benefit from a successful NBW. The book publishers themselves would have an opportunity to increase their turnover.

DAC should consider approaching National Treasury for a once off budgetary allocation to develop auxiliary material for the NBW. This would include developing material that would assist and encourage parents to read more to their children, help teachers (especially early childhood development teachers at primary school teachers) to ensure that the children in their care are adequately developed for the age and had to deal with those who are not.²²

The National Arts Council should also focus on developing appropriate material to ensure that readers, especially young readers, have suitable material in their mother tongue. DAC should consider a specific allocation to the National Arts Council for this purpose.

The NBW, especially focuses on improving South Africa's literacy should become a Presidential project. This would assist with the harnessing of resources necessary to achieve the initiatives goals and objectives.

10.4 Value for Money

From an impact or outcome perspective, it is doubtful that DAC got value for money. Even though they are several similar literacy initiatives in South Africa. Isolating the NBW's impact is almost impossible. Despite the various interventions and initiatives, the level of literacy and reading in South Africa remains low.

The outputs in terms of participants is also very low and it would be expected that given the networks that have been established over the past 10 years, there would be more visitors.

Interviews with stakeholders also indicated that the promotional budget, despite the amount of additional publicity that was received, was not effective. If stakeholders were at all aware of the NBW, they were not sure how they could become involved and contribute.

The publishing industry has also been in decline in the past few years. There are other factors that may be influencing this. Nevertheless, it would seem as though the NBW has not made a significant impact.

When looking at the outputs of the NBW the figures too are unsatisfactory, especially when looking at the attendance figures at the NBW events. According to the SABDC's report for the 2018 NBW, the attendance at the various events totalled approximately 5 279 people.

HOST	ECD	PRIMARY	HIGH	YOUTH/ ADULTS	DISABLED
Free State	20	30	50	60	0
KZN	40	60	30	50	10
Mpumalanga	30	100	100	250	10

²² see https://www.literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017?utm_source=retargeting2019&utm_medium=banner&utm_campaign=books;
<https://www.grow-it.co.za/products/read-to-lead-kit>



HOST	ECD	PRIMARY	HIGH	YOUTH/ ADULTS	DISABLED
Eastern Cape NMBM	221	1 066	259	370	10
Northern Cape*	40	30	100	150	
North West	200	280	44	200	22
Polokwane	40	60	120	37	0
Western Cape	200	500	100	300	
TOTAL	791	2 216	803	1 417	52

Table 8: Attendance at the various NBW events

It costs just under R1000 per person who attended each of these events. It could be that those that were recording the numbers did not capture all the attendees (perhaps attendance registers were lost). The costs also do not reflect the benefits that were gained from hosting these events and the coverage that was received in the press and other media. These will be discussed below.

As discussed above, parents play an integral in the ability of their children to read. According to Stats SA, just over 5% of children are read to or told stories by the parents or guardians. This low figure has a negative impact on literacy, reading and writing in South Africa. It is therefore surprising that the SABDC did not collect information on how many parents or guardians attended their events. This is a shortcoming that must be addressed in future NBWs. It is further recommended that special programmes and materials be developed to assist and encourage parents to read or tell their children stories.

10.5 Promotion of the National Book Week

Media were engaged from all platforms. Magazines, newspapers, radio, television and online media in the different categories from literature to lifestyle and business were engaged, with messaging being targeted to the following and alter the message to suit the selected medium's style and market as below categories:

- a. Lifestyle;
- b. Arts and Culture;
- c. Business;
- d. Education;
- e. Literature; and
- f. Current Affairs.

Apart from national and mainstream media, regional and community media were also engaged because according to South African Audience Research Foundation (SAARF) research, media consumers prefer community and regional media because of proximity. Additionally,



community radio is in a language that the listener is comfortable with and understands better and can respond to.

The promotion and awareness of the NBW is critical to its success. Promotion generally refers to any type of marketing communication used to inform or persuade target audiences of the relative merits of a product, service, brand or issue. The aim of promotion is to increase awareness, create interest, generate sales or create brand loyalty. The SABDC uses approximately R1 215 000 (slightly more than quarter of the budget that was allocated by DAC) to promote awareness of the National Book Week (R575 000 on Public Relations Campaign; R600 000 on National & Provincial Marketing Materials and R40 000 on the NBW Media Launch). For a national campaign this amount seems rather small. However, most of the funds are spent on specific locations with partners that have been identified by the SABDC.

According to the SABDC the late payments by DAC hampers media and promotion planning. Nevertheless, the NBW received extensive coverage, with strong coverage from community media. There were 365 media clips in total, with increased coverage online.

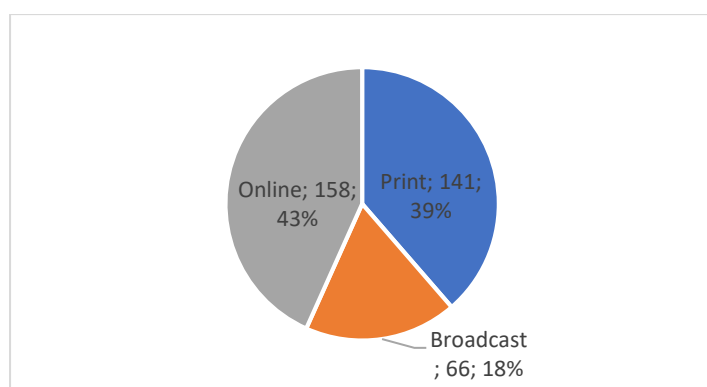


Figure 14: Total combined monitoring units for the SABDC

Source: SABDC (2018)

Even together with the NBW ambassadors and media coverage, the SABDC reported good value for money, many stakeholders were unaware of the NBW, did not know how to become involved or even if they wanted to be involved.

It is however recommended, that DAC's own communications department should work with the national Department of Communications to ensure that this initiative gets wider coverage. A media or Public Relations (PR) plan needs to be drafted in accordance to a Service Level Agreement that the SABDC signs with DAC, with the support of the Department of Communications. Clear messages need to be identified and a monitoring and evaluation framework must be developed to ensure that the promotions campaign achieves its goal.

The NBW mascot Funda Bala seems to have wide recognition given the budget that has been spent on developing the brand. Future promotional activities should therefore include Funda Bala more prominently.



11 Impact on of the National Book Week

The NBW (together with all the other literacy and writing programs in South Africa) have failed to make an impact on the number of South African writers telling South African stories in South African languages. It is anecdotal evidence that some writers have benefited from programs that have been initiated, but far more needs to be done to ensure that the school is achieved.

Similarly, the number of South African books been published and printed in South Africa has not improved significantly effort all over the past few years. Although there are the challenges that the industry faces, more needs to be done to assist especially small and medium enterprises that are owned by youth, woman, disabled and black South Africans.

The network of libraries has a relatively large geographic footprint but there are areas where alternative book distribution methods are necessary. School libraries (if they exist at all), especially in under resourced areas is inadequate. More attention needs to be given to books been made available in languages other than English or Afrikaans.

The number of booksellers in major metropolitan areas and larger cities is adequate to serve the needs of those nearby. Alternative channels need to be investigated to ensure that people in rural areas can acquire books in stores that are closer. The cost of books is also prohibitive especially to poorer families who probably needed most.

The impact on the reading culture in South Africa by the National book week is also rather insignificant. The initiatives by the President will probably augment the efforts of the National Book Week to inculcate the reading culture.

According to the SABDC (2017), the objectives of the NBW are to:

- provide a bridge between rural and urban development
- sustain and coordinate existing efforts in promoting reading in South Africa
- create and innovate new ways of promoting reading
- work towards making reading a national priority in South Africa
- promote and grow indigenous language reading and publishing
- grow the public interest in creating a stronger reading culture
- highlighting the importance of reading and books in the social, cultural and economic output of the country
- increase the partnerships for National Book Week
- stage the South African Book Fair as part of National Book Week
- establish corporate social investment partnerships for National Book Week
- establish collaboration between National Book Week and other reading promotion initiatives on the continent
- promote local authorship through the book fair
- showcase local books, producers and distributors
- grow and develop the reading market in the country
- develop annual indicators for monitoring and evaluating of the campaign

As already has been discussed, it would seem as though there are too many objectives given the resources available. The South African Book Development Council should re-evaluate its objectives and narrow these down to achievable levels. Partnerships must also be developed to help reach these goals.



DAC and the South African Book Development Council must develop indicators for each of these objectives against which success can be measured.

12 Conclusion

The importance of having a literate society cannot be overemphasised. To achieve this, it is necessary that more South African writers tell South African stories in South African languages that are of interest to South African readers. There are many initiatives to promote more writing, but this has not been successful as it could be in languages other than English or Afrikaans. Given the history of South Africa and the stories that can be told it is expected that more writers would be publishing.

Even though South Africa has the best developed book publishing and printing sector in Africa, it lags behind the developed countries. Concerted efforts together with the Department of Trade and Industry and the Department of Small Business Development must work together to develop strategies and incentives that will ensure that the printing and publishing sector enjoys its rightful place.

Developing reading culture in South Africa will require leadership and commitment from a range of government departments and organisations. Efforts need to be coordinated where necessary and resources shared to ensure that the maximum results can be achieved

The South African Book Development Council has set itself very high targets to reach. Nevertheless, some success has been achieved and should be built on. The NBW as well as other related events should continue to take place in a more structured and coordinated manner to ensure that the foundations laid can be built upon and a flourishing book sector with internationally recognised writers and an entrenched reading culture develops and can contribute to the socio-economic goals and nation-building in South Africa.



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Appendices

Appendix 1: Legislation impacting reading in South Africa

Date	Title
19-Sep-11	Basic Education Laws Amendment Act No.15 of 2011
28-Oct-11	South African Schools Act No 84 of 1996 (As Amended By BELA Act 15 Of 2011)
28-Oct-11	South African Council for Educators Act No 31 Of 2000 (As Amended By BELA Act 15 Of 2011)
28-Oct-11	National Education Policy Act No 27 Of 1996 (As Amended By BELA Act 15 Of 2011)
28-Oct-11	Employment of Educators Act No.79 of 1998 (As Amended By BELA Act 15 Of 2011)
28-Oct-11	General and Further Education and Training Quality Assurance Act No 58 of 2001 (As Amended By BELA Act 15 Of 2011)
04-Feb-09	Higher Education Amendment Act No. 39 of 2008
31-Dec-07	Education Laws Amendment Act No. 31 of 2007
11-Dec-06	Further Education and Training Colleges Act [No. 16 of 2006]
26-Jan-06	Education Laws Amendment Act No.24 of 2005
26-Apr-04	Education Laws Amendment Act No. 1 of 2004
15-Dec-03	Higher Education Amendment Act No.38 of 2003
19-Dec-02	Higher Education Amendment Act No.63 of 2002
28-Nov-02	Education Laws Amendment Act No. 50 of 2002
05-Dec-01	Education Laws Amendment Act No. 57 of 2001
05-Dec-01	General and Further Education and Training Quality Assurance Act No. 58 of 2001
08-Jun-01	National Council for Library and Information Services Act, 2001
13-Dec-00	Adult Basic Education & Training Act No.52 of 2000
22-Nov-00	Education Laws Amendment Act No. 53 of 2000
22-Nov-00	Higher Education Amendment Act No. 54 of 2000
02-Aug-00	South African Council for Educators Act No. 31 of 2000



03-Feb-00	Promotion of Access to Information Act No. 2 of 2000
09-Nov-99	Higher Education Amendment Act No. 55 of 1999
19-Nov-99	Education Laws Amendment Act No. 48 of 1999
18-Nov-99	National Student Financial Aid Scheme Act No. 56 of 1999
01-Jun-99	Public Finance Management Act No. 1 of 1999
21-Apr-99	University of Cape Town (Private) Act No. 8 of 1999
21-Mar-99	Skills Development Levies Act No. 9 of 1999
02-Nov-98	The National Library of South Africa Act No. 92 of 1998
02-Nov-98	Further Education and Training Act No.98 of 1998
02-Nov-98	The South African Library for the Blind Act No.91 of 1998
20-Oct-98	Skills Development Act No. 97 of 1998
12-Oct-98	Employment Equity Act No. 55 of 1998
29-Sep-98	Employment of Educators Act No. 76 of 1998
19-Dec-97	Higher Education Act 101 of 1997
28-Nov-97	Education Laws Amendment Act No. 100 of 1997
05-Nov-97	University of Durban-Westville (Private) Amendment Act No. 32 of 1997
05-Sep-97	Abolition of Corporal Punishment Act No. 33 of 1997
30-Apr-97	Basic Conditions of Employment Act, 1997 - Popular Summary
15-Nov-96	South African Schools Act No. 84 of 1996
24-Apr-96	National Education Policy Act No. 27 of 1996
04-Oct-95	South African Qualifications Authority Act 58 of 1995



Appendix 2: Literacy and reading

1 Importance of Literacy

Literature is a powerful tool for social dialogue, cohesion and nation building. It is a means to better understand the human condition.

1.1 Why Is Reading Important?

Reading is fundamental to functioning in today's society. Normal, everyday activities become a source of frustration, anger and fear. Poor readers cannot:

- Read well enough to understand the instructions on a medicine bottle;
- Filling out applications;
- Reading road or warning signs; or even
- Following a map.

Reading is:

- A vital skill in finding a good job;
- Is important because it develops the mind;
- How we discover new things;

1.2 Develops the imagination;

- Develops the creative side of people; and
- Fundamental in developing a good self image.

Lacking vital literacy skills holds a person back at every stage of their life. As a child they will not be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they will not be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult. (<https://literacytrust.org.uk/information/what-is-literacy/>)

“Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens.” (Bill Clinton, 1994)

<http://www.wordsalive.org/blog/2018/2/22/what-is-the-connection-between-literacy-and-economic-development>

1.3 Defining Literacy

It is generally accepted that people with low literacy skills may not be able to read a book. It also implies that they may be able to read a newspaper, understand road signs or price labels, fill out a form, read instructions (e.g. how to use medicines) and use the internet.



There are a number of different definitions for literacy.²³ Literacy Advance defines literacy as follows:

Literacy is the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and in wider society. Achieving literacy is a life-long learning process.

The OECD (Organisation for Economic Cooperation & Development) simplifies this idea:

Literacy is more than just reading, writing, and numeracy. It is not about being literate or illiterate anymore, but having adequate skills for today's demands.

According to UNESCO

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

NAAL (National Assessment of Adult Literacy) states that

Literacy is using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

People with low literacy skills may not be able to read a book or newspaper, understand road signs or price labels, make sense of a bus or train timetable, fill out a form, read instructions on medicines or use the internet.

1.4 Literacy in South Africa

According to the PIRLS (an international comparative assessment that measures student learning in reading), South Africa ranked last out of 50 countries in the 2016 PIRLS study which tested reading comprehension of learners in their fourth year of primary schooling. The study found that 78% of South African pupils at this level could not read for meaning.

1.4.1 Causes for Poor Literacy

Reading and literacy are at the heart of personal growth, community development, and a thriving nation. The SABDC (2016)²⁴ identified the fact that there is no reading culture in South Africa and there is limited access to books.

²³ https://www.literacyadvance.org/About_Us/Defining_Literacy/

²⁴ National survey into the reading and book reading behaviour of adult South Africans at <https://sabookcouncil.co.za/wp-content/uploads/Final-Report-NRS-2016.pdf>



1.4.2 Reading Culture

A love of reading is instilled in a child at an early age with the child being read to by his or her parents or guardians. According to Stats SA only?? get read to (told stories or sung to)

Schools also play an important role in developing the love for reading. Spaull (2016)²⁵ found that foundation phase teachers (grades 1-3) do not know how to systematically teach reading. Teacher education programmes are not producing graduates sufficiently equipped to teach reading.

According to Jansen (2006)²⁶ educators reported that the shortage of learning and teaching material had an influence on learning. Although the situation is improving, few schools have libraries. A majority of poor households have less than 10 books. The SABDC (2016) found that “having as few as 20 books in the home has a significant impact on propelling a child to higher levels of education.”

²⁵ <https://nicspaull.com/2016/04/01/the-biggest-solvable-problem-in-sa-reading/>

²⁶ <http://www.read.org.za/useful-info/literacy-in-sa-schools/>



Appendix 3: Total net publishing industry revenue

Country	Total	Retail (trade)	Educational	Scholarly, academic and scientific
Australia	..	..	..	..
Belarus	..	..	..	..
Belgium	262.5	94.8	45.9	121.8
Brazil	..	..	..	..
China	1,852.6	1,047.4	646.8	158.3
Colombia	335.1	52.6	84.9	197.5
Denmark	..	161.5	89.9	..
Ecuador	..	..	..	..
Finland	..	162.4	102.7	..
France	2,995.7	2,049.6	447.0	499.2
Georgia*	..	4.7	..	..
Germany	..	5,716.5	..	..
Greece*	..	166.1	..	..
Iceland	..	0.03	..	..
Japan	..	8361.0	..	..
Kyrgyzstan	..	..	..	..
Latvia	..	..	..	..
Lebanon	..	..	..	..
Mauritius	..	..	0.04	..
Mexico*	634.8	154.0	329.8	151.0
Montenegro	..	..	..	..
Norway	393.3	207.0	79.9	106.4
Peru	..	..	..	..
Republic of Korea	..	2,823.8	..	..
Republic of Moldova	..	..	..	..
Russian Federation	..	1,023.5	..	..
Serbia	..	93.1	..	..
Slovenia	..	77.0	..	..
South Africa	205.3	55.1	..	..
Spain	3,467.4	1,946.1	1,000.7	520.6
Sweden	..	197.2	..	..
Turkey	999.7	157.7	811.0	31.0
UK.	6,870.8	2,629.3	820.1	3,421.4
US.	23,864.0	15,903.6	7,684.6	275.8
Yemen	..	..	..	..

Note:.. indicates not available. * indicates 2015 data.



Appendix 4: Total number of titles published

Country	Total	Retail (trade)	Educational	Scholarly, academic and scientific
Australia	..	13,776	..	..
Belarus	9,581	3,025	4,923	1,633
Belgium	6,339	1,581	614	4,144
Brazil	77,602	51,819	12,064	13,719
China	57,786,991	10,572,010	24,543,248	22,671,733
Colombia	29,407	17,723	1,582	10,102
Denmark	..	23,680	..	..
Ecuador	7,449	4,730	1,527	1,192
Finland	..	6,263	2,604	..
France	103,534	71,909	10,731	20,894
Georgia*	..	1,544	..	..
Germany	..	85,486	4,966	..
Greece*	..	25,088	..	..
Iceland	..	933	..	..
Japan	..	1,293,000	..	..
Kyrgyzstan	2,605	1,200	1,200	205
Latvia	3,015	2,635	164	216
Lebanon	..	..	..	..
Mauritius	324	246	44	34
Mexico*	29,132	8,074	10,286	10,772
Montenegro	..	..	..	10
Norway	6,989	5,455	446	1,088
Peru	..	6,463	..	..
Republic of Korea	..	380,523	22,055	..
Republic of Moldova	5,824	2,886	962	1,976
Russian Federation	94,436	28,699	40,428	25,309
Serbia	..	14,833	..	..
Slovenia	..	5,543	..	..
South Africa	136,403	..	..	..
Spain	88,894	51,354	10,884	26,656
Sweden	..	3,148	..	..
Turkey	93,526	55,782	30,263	7,481
UK.	149,443	..	..	..
US.	..	..	..	..
Yemen	..	..	..	65

Note:.. indicates not available. * indicates 2015 data.

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Appendix 5:

1 What Schools Can Do

Reading researchers, Dr Alice Sullivan and Matt Brown found that: "Reading for pleasure was more important for children's cognitive development between ages 10 and 16 than their parents' level of education. The combined effect on children's progress of reading books often, going to the library regularly and reading newspapers at 16 was four times greater than the advantage children gained from having a parent with a degree."

In the short term, schools are encouraged to do the following:

- Book Displays in foyers, corridors and principal's office;
- Signs on display boards with quotes about reading;
- Notices of reading events;
- Photographs of children reading, staff reading and other reading role models;
- The principal's recommended "book of the week;"
- Promotion of the public library;
- Celebration of reading events such as the National Library Week, the NBW, theReadathon Week etc.

2 What Parents and Caregivers Can Do

Reading is, without doubt, the most important linguistic skill that needs to be developed in young children. Reading serves as a building block upon which all other learning takes place. Reading can also be fun. By developing a love for reading in young children, we will be giving them one of the greatest gifts of life, namely, life-long learning.

Parents [those who are literate] must read to children from when they are small, even before they can talk. Parents talk and sing to babies, and that is how they learn to talk. Reading to them is part of this process.

If parents read to children daily, even after they have learnt to read themselves, they associate reading and books with closeness, caring and happiness. They develop a love for books that is likely to last throughout life. They also learn how a book works and how it is handled. This gives them a head start when they go to school.

3 What Religious and Community Organisations Can Do

Literacy impacts on society in several ways namely, literate parents are more likely to send their children to school; literate people are better able to access continuing educational opportunities; and literate societies are better geared to meet pressing development.

Religious and community organisations are urged to also regularly highlight the importance of reading for personal and social development, not only the reading of the Bible and religious literature. We must extend the reading scope to include reading for pleasure.

- Reading is part of nation building.
- Reading promotes confidence as an individual in a modern society, and as a member of a national and world community.



- Reading enables us to act creatively and critically in a world which is ever-changing and competitive.
- Reading provides rapid, ready access to new information and knowledge that will help us in life-long learning.

