



National Reading Coalition

Access to Reading Resources

NECT
+ NDP =



Shape of commission

1. Conceptual framework for Access to Reading Resources
2. Getting to a 'Map' of Reading Resources and Reading Resource initiatives
3. Possible interventions in the 25% of circuits
4. How all of the above translates into a plan
5. Role of the community and the reference group

What reading resources? For whom?

Target:

- Phase 1: ECD, primary school aged children and resources to support family literacy
- Phase 2: secondary school aged young people
- Phase 3: teachers themselves

Reading resources:

- Books to stimulate reading for pleasure
- Books in indigenous languages (official and heritage languages)
- Both fiction and non-fiction
- Both print and digital.

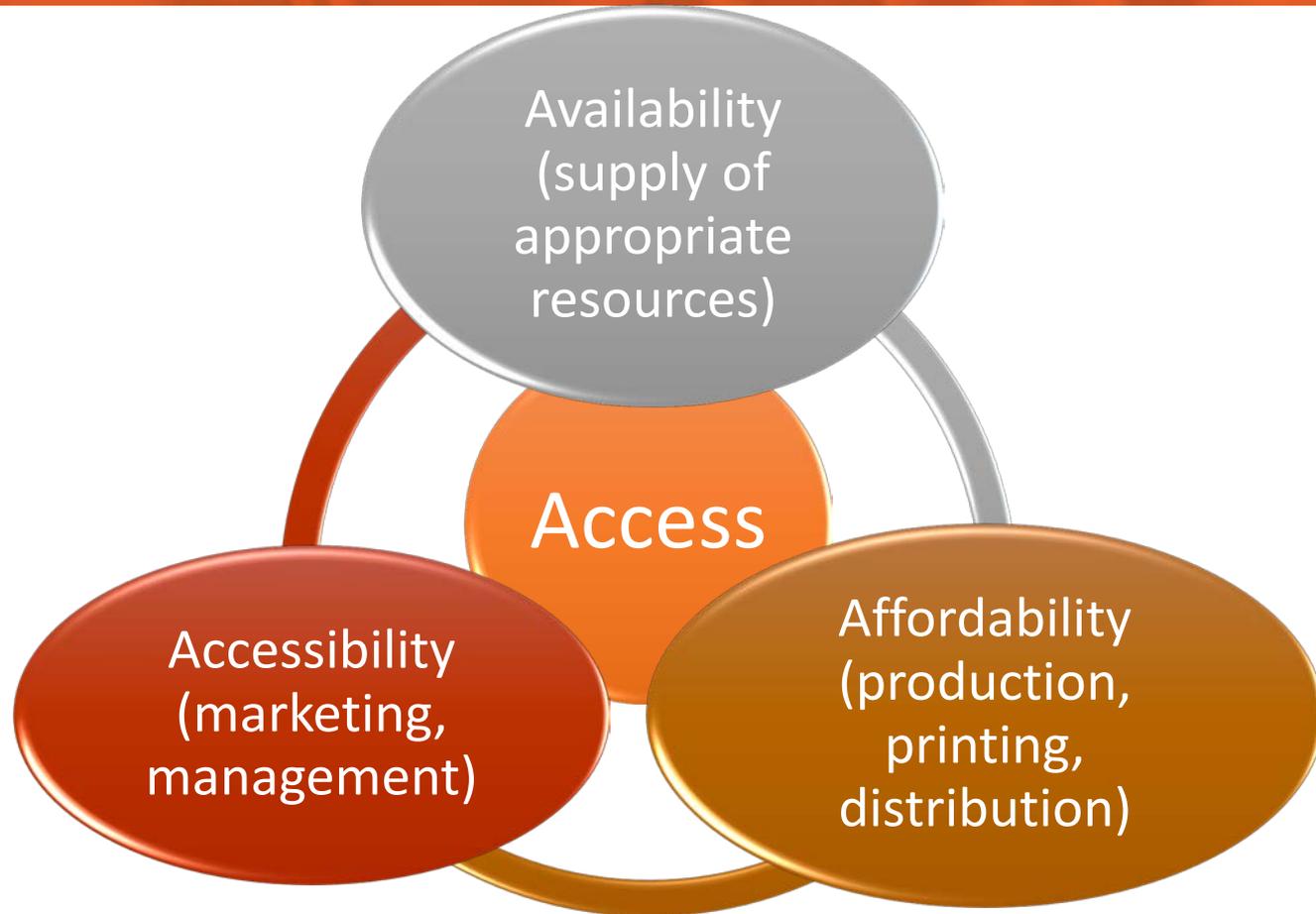
A note on graded readers

- Reading schemes with graded readers are listed in the approved national catalogues of the DBE
- NRC can however support PEDs to make these available to schools, in the right quantities to be used as designed.

Perhaps a committee with reps from ITE, CPD and Access to Reading Resources groups to support DBE and PEDs in this regard?

- The work of the Access node to focus on **reading for pleasure (with selected titles from reading schemes)**

What is meant by **Access** to Reading Resources?



Proposed criteria for appropriate reading resources

- At the right levels for early childhood, primary school aged children and family literacy
- In **indigenous languages**
- With **appropriate** fiction or non-fiction content
- That appeals to children and encourages them to read.

For greater detail see

What Makes a Great Storybook? Recommendations for Storybook Quality (DBE, Room to Read, World Bank, p.6)

'Map' of reading resources

Organised according to availability, affordability, and accessibility

Two levels:

1. Whole country focus – information on National Reading Coalition website
2. Focus on 25% of circuits – to inform intervention to improve access to reading resources in those circuits. These include the 10% pilot circuits.

Questions for discussion

1. Where are the gaps in supply?
 - Indigenous language material, particularly teenage literature (Grade 4 upwards)
 - Resources for children with disabilities
2. What are innovative ways to increase affordability (for the system, for the individual)?

Where and how to get information on availability/affordability/accessibility?

- National Library has information on published titles
- Information will emerge from the research NECT is doing on 25% of circuits

- Questionnaire for community?
- Other?

Possible interventions in 25% of circuits

- Print
- Digital

- School
- Home
- Community Libraries
- Other

Possible intervention in 25% of circuits - PRINT

The DBE's National Guidelines for School LIS lists a variety of models, eg central libraries, trolley libraries.

- Na'ibali has experimented with 'hanging libraries' in both homes and schools
- EGRS is experimenting with classroom libraries in North West
- READ has long experience with book boxes

Need to look at these from the point of view of

- Availability of titles (particularly in indigenous languages)
- Affordability of books and packaging, and
- Accessibility (distribution and management for access)

Examples of classroom libraries



⇒ Perhaps Library in a Box for classrooms, homes, and community libraries?

Elaboration of Library in a Box concept for schools

AVAILABILITY

- What about 40 titles for each class of Grade R, Grade 1, Grade 2, Grade 3 in all primary schools in 25% of districts?
 - Based on minimum # books each child needs to read each year
 - And on average # learners per class
- In the languages of the schools in the circuits – (Sepedi, Tshivenda, Xitsonga, Setswana, isiZulu and English)
- Process for finding and selecting appropriate titles?
- What to do if there are not sufficient appropriate indigenous language storybooks?

Elaboration of Library in a Box concept for SCHOOLS

AFFORDABILITY

Maximum cost for contents of each box?

Options for packaging and delivery of boxes?

Possibilities for funding?

- Corporate sector – social impact

Elaboration of Library in a Box concept for SCHOOLS

ACCESSIBILITY

Guidance for management of boxes once they reach the schools?

Guidance for ensuring the books get read by the teachers and the learners (and get taken home by the learners)?

With Professional Development Group, scheme to set up Reading Clubs managed by young prospective teachers?

Nalibali Story Sparkers?

Elaboration of library in a box concept for COMMUNITY LIBRARIES and HOMES

Each COMMUNITY LIBRARY receives all four boxes

- How will guidance on management of the books be adapted?
- Perhaps two sets of boxes received – one for outreach, and one for library lending?

Library box for HOMES

Will these be a subset of the 160 books?

How will selection and distribution and follow up be managed?

Working with parents to help them read with their children?

Possible intervention 25% of circuits - DIGITAL

Options could include:

1. Provision of laptop and projector to community libraries for story reading sessions using multilingual digital reading resources
2. Provision of set of tablets to community libraries for a DIGITAL READING KIOSK, managed by library volunteers with stipend



Other ideas for Access to Reading Resources interventions in 25% of circuits?

- Distribution in community beyond schools, libraries and homes, eg clinics.

How will this translate into a plan?

Rationale

Collaboration principles

Goal

Objectives

Activities

Timeline

Measures of success

Risks

Overall goal and objectives for 2019

Increase access to resources for reading for pleasure (particularly in indigenous languages) for children and their families

In 2019

- To develop a conceptual map of availability, affordability, and accessibility of reading resources to inform long term efforts
- To broaden awareness of what is already being done, and ways that people can access support and resources
- To identify gaps/limitations in access to reading resources
- Develop plan to address the gaps/limitations in selected areas

Collaboration principles

- Shared aspiration
- High leverage activities and mutually reinforcing activities (particularly in focus areas)
- Inclusive community engagement and continuous communication (ever widening community, as become aware of new initiatives)
- Strategic learning (based on agreed outcomes?)
- Backbone /container for change (NECT with convenor/champion, with reference group)



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Activities

- Prepare a conceptual map of reading resource provision across languages/provinces/levels/genres with input from community.
- Feedback to community/reference group on the above and discussion of next steps.
- With support from NECT, develop an advocacy campaign to inform schools and the general public about what is available, where, and who to contact for support.
- Feedback from and to community/reference group and planning of next steps.
- Develop a plan to identify and address the most urgent gaps

We invite you to participate and contribute

What you do

You provide information on your resources regularly to contribute a conceptual map of access to reading resources in South Africa.

You contribute to short, medium and longer term strategy for increasing access to reading resources.

How you benefit

Unparalleled opportunity for others to understand what you are doing, where you are doing it, and how you are doing it.

Supported opportunities to engage in collaborative projects for collective impact.

Expanded possibilities of linking your work to corporate partners/funders



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Community – any others?

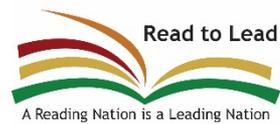
- Relevant government depts: Arts & Culture, DBE, DSD
- South African Book Development Council
- National Library of South Africa
- LIASA (Library Association)
- LITASA (Literacy Association of South Africa)
- PASA
- APA
- Nalibali Reading Campaign
- Biblionef SA
- NPOs: Molteno, African Storybook, Book Dash, READ, Fundza, Room to Read
- British Council SA
- Adult and Family Literacy NPOs: Project Literacy, Family Literacy Project, Shine Literacy
- SA National Council for the Blind
- South African Library for the Blind
- DeafSA
- SAPESI Mobile Library Service

Reference group - volunteers



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Thank you!



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