National Reading Barometer 2023 Launch Presentation

13 June 2023

This project was commissioned and led by the Nal’ibali Trust in partnership with the National Library of South Africa (NLSA), with funding from the NLSA, Zenex Foundation, DGMT and the National Education Collaboration Trust.
The National Reading Barometer Project has two elements:

**National Reading Survey**
Nationally representative survey (N=4250) of individual reading practices

**Topics**
- Adult reading practices, motivation, contexts
- Reading with children
- Reading materials access and preferences
- Library use
- Digital reading

**Objectives**
- Understand reading cultures, motivation and attitudes, and access challenges
- Track change over time
- Inform research, policy and practice
- Enable sector coordination

**National Reading Barometer**
Compilation of primary and secondary data on the national reading ecosystem

**Topics**
- Reading ability
- Access to reading materials
- Institutional framework
- Reading practices

**Objectives**
- Understand system constraints and opportunities
- Track change over time
- Inform research, policy and practice
- Enable sector coordination
2023 NRS in context

The 2023 NRS is part of a longitudinal series of studies about adult reading in South Africa.
Defining ‘reading cultures’ for our context

**Multidimensional understanding of reading:**
- Purpose
- Habits
- Volume
- Depth
- Motivation and Identity
- Materials Access

**Pluralistic view of reading that considers:**
- Different purposes
- Many types of materials
- Print and digital mediums
- All South African languages

**Balancing appreciative enquiry and policy focus**
Survey Methodology

Complete survey (196 questions, 800 variables, 4251 respondents)

- **Adult Reading**
  - 4251 respondents (100%)
  - Some Qs only if able to read (3783, 89%)

- **Reading with Children**
  - 1980 respondents who live with children (47%)

- **Digital Reading**
  - 3101 respondents who have access to the internet (73%)

- **Libraries**
  - 2804 respondents who have ever visited a library (66%)
Framing

Survey Sample

Race

- Black African: 82%
- Coloured: 9%
- White: 7%
- Indian/Asian: 3%

Age

- 16-17: 5%
- 18-24: 17%
- 25-34: 26%
- 35-49: 29%
- 50+: 23%

Province

- Northern Cape: 2%
- Eastern Cape: 9%
- Free State: 5%
- Western Cape: 12%
- Gauteng: 28%
- KwaZulu Natal: 19%
- Natal: 7%
- Limpopo: 9%
- Mpumalanga: 8%

Area Type

- Township: 43%
- Rural village: 29%
- Urban suburb: 16%
- Small town: 11%
National Reading Survey
Reading Practices

How many South Africans read?

- **83%** read
- **78%** read for enjoyment
- **75%** homes with at least one book
- **32%** frequently read books
- **22%** read for enjoyment >1.5 hours per day

Total South African Adult (16+) Population (100%) = 43 million

- Read (83%) = 35.7 million
  - 17% never read = 7.3 million
- Read for enjoyment (78%) = 33.5 million
- Live in house with at least one book (75%) = 32.2 million
- Read books frequently (32%) = 13.8 million
- Read > than 1.5 hours a day (22%) = 9.5 million
Access to materials

**Volume of books in homes is increasing**

75% of adults have *any books* at home

but homes with (non)fiction not changing

37% of adults have *any fiction or nonfiction print books* at home

Among book owners, the number of books in homes is increasing

- 11-20 books
  - 2016: 4%
  - 2023: 17%
- >20 books
  - 2016: 3%
  - 2023: 15%

2016: 58% no books

*n=4251*
52% of South Africans with children in their households have ever read with them.

In 2016, 35% of adults with children said they read with their children.

Only 5% of caregivers read digital materials with their children.
Digital reading

Digital reading has grown

- 55% of adults read online materials
- 27% of adults have no access to the internet
- 48% of book readers prefer print
- 82% read print at least some of the time
- 53% read digital books

\[ n=4251 \]

\[ N=3024. \text{ Excludes those who cannot read and those who 'rarely or never read books'} \]
The demand for reading in African languages is high and co-exists with reading in English, but availability of texts lags behind demand.
Libraries are important places for reading material access

but are still not accessible to all, and many users don’t borrow books

66% have ever visited a library

58% have access to the community library

43% preferred location to get free reading materials to own

28% visited a community library in the past year

19% visit a community library regularly or frequently

17% name libraries as their ‘usual place to get books’

9% have a library membership

8% borrow books from the library
Reader identity matters

Self-identification as a reader is a strong predictor of reading behaviour

Adult attitudes towards reading are more positive

Agreement with positive statements about reading

2016: <10%  2023: >50%
Adult Reading Personas

We built six multi-indicator indices to analyse key dimensions of reading:

1. Reading Purposes
2. Reading Habits
3. Reading Volume
4. Reading Depth
5. Reading Motivation and Identity
6. Reading Materials Access

What’s weighted more heavily?
- Reading for enjoyment
- Reading frequently
- Reading long texts
Personas and reading with children

Personas and Reading with Children

- **Non-Reader**
  - Ever read with young children: 16%
  - Have children’s books in home: 21%
  - Agree that should read with children before can talk: 12%

- **Functional Reader**
  - Ever read with young children: 37%
  - Have children’s books in home: 40%
  - Agree that should read with children before can talk: 23%

- **Occasional Reader**
  - Ever read with young children: 54%
  - Have children’s books in home: 47%
  - Agree that should read with children before can talk: 34%

- **Regular Reader**
  - Ever read with young children: 60%
  - Have children’s books in home: 59%
  - Agree that should read with children before can talk: 42%

- **Committed Reader**
  - Ever read with young children: 71%
  - Have children’s books in home: 65%
  - Agree that should read with children before can talk: 48%
Personas and print reading materials

Personas and Print Reading Materials in the Home

- **Non-Reader**
  - Own any books: 35%
  - Religious materials: 32%
  - Newspapers: 19%
  - Fiction or Nonfiction books: 6%

- **Functional Reader**
  - Own any books: 66%
  - Religious materials: 49%
  - Newspapers: 31%
  - Fiction or Nonfiction books: 17%

- **Occasional Reader**
  - Own any books: 78%
  - Religious materials: 65%
  - Newspapers: 43%
  - Fiction or Nonfiction books: 30%

- **Regular Reader**
  - Own any books: 93%
  - Religious materials: 70%
  - Newspapers: 52%
  - Fiction or Nonfiction books: 57%

- **Committed Reader**
  - Own any books: 95%
  - Religious materials: 69%
  - Newspapers: 58%
  - Fiction or Nonfiction books: 69%
Personas and digital reading practices

Personas and Digital Reading Practices

- **Non-Reader**
  - Ever access the internet: 29%
  - High & Very High Social Media Use (+1 hr pw): 8%
  - Always read for enjoyment on cellphone: 9%
  - Own any e-books: 0%

- **Functional Reader**
  - Ever access the internet: 64%
  - High & Very High Social Media Use (+1 hr pw): 29%
  - Always read for enjoyment on cellphone: 9%
  - Own any e-books: 4%

- **Occasional Reader**
  - Ever access the internet: 73%
  - High & Very High Social Media Use (+1 hr pw): 41%
  - Always read for enjoyment on cellphone: 24%
  - Own any e-books: 8%

- **Regular Reader**
  - Ever access the internet: 92%
  - High & Very High Social Media Use (+1 hr pw): 59%
  - Always read for enjoyment on cellphone: 34%
  - Own any e-books: 27%

- **Committed Reader**
  - Ever access the internet: 100%
  - High & Very High Social Media Use (+1 hr pw): 71%
  - Always read for enjoyment on cellphone: 49%
  - Own any e-books: 60%
Personas and reading practices

Reading Practices by Reader Persona

- Frequentely read to communicate
- Frequently read books
- Average hours per week reading for enjoyment

<table>
<thead>
<tr>
<th>Reader Type</th>
<th>Non-Reader</th>
<th>Functional Reader</th>
<th>Occasional Reader</th>
<th>Regular Reader</th>
<th>Committed Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>4%</td>
<td>11%</td>
<td>14%</td>
<td>91%</td>
<td>82%</td>
<td>51%</td>
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<tr>
<td>84%</td>
<td></td>
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</tr>
</tbody>
</table>

19
Personas and demographics

Demographics affect reading, but avid readers are present in all demographic groups.

Figure 22

N=4251
HAPPLY EVER AFTER
National Reading Survey Recommendations
Recommendations

ACCESS TO READING MATERIALS

• Run large-scale campaigns to get a few books into every home, starting from birth.

• Ensure every classroom has a library; ensure children borrow books from schools; and work towards every child owning an anthology of storybooks and an anthology of graded readers.

• Increase accessibility of free and low-cost print reading materials in African languages at people’s preferred pickup points – libraries, post offices, schools, supermarkets/retail stores and clinics.

• Release libraries from generic government procurement systems so they can acquire new reading materials quickly and in response to user interests.

READING WITH CHILDREN

• In addition to increasing access to children’s books...

• Continue promoting reading with children, and introduce more nuanced messaging that focuses on building caregivers’ confidence (any amount is good; give it a go; don’t worry about doing it right), and focuses on starting early, before children can talk or read themselves.

• Raises more awareness about where to access free and low-cost reading materials, including libraries, schools, stationery shops, supermarkets, second-hand booksellers, and digital platforms (including Nal’ibali, the African Storybook Project and Book Dash).
Recommendations

**DIGITAL READING**

- Reduce barriers to internet access to enable more reading.
- Shift the narrative: using social media and reading for enjoyment are not a zero-sum game. Use social media, like Facebook and TikTok, to draw people into other types of reading.
- Recognise that less active readers and most parents prefer print; in reading campaigns, use appropriate materials for the target audience and age group.

**LANGUAGES**

- In addition to increasing access to free and low-cost materials and enabling more effective library procurement as noted above:
- Provide more support to authors who write in African languages, including those who self-publish and sell their books directly to the public, and showcase them through awards.
- Include African language materials in programmes targeting less active readers.
- Expand initiatives that provide free African language reading material beyond young children to teens and adults.
Recommendations

**LIBRARIES**

- Continue to increase accessibility and promote libraries in communities.
- Raise more awareness about libraries’ digital services, such as checking out ebooks.
- Develop strategies to retain young library users as they grow older.
- Make it easier and more enticing for library users to borrow books – for example, by streamlining sign-up requirements, running campaigns and removing late fines.
- Collaborate with campaigns that give away free reading materials on a large scale, such as the Nal’ibali campaign, Book Dash and others, to distribute via libraries.
National Reading Barometer
National Reading Barometer

Functions of a Barometer

WHY
Establish shared picture of the country’s current condition and trajectory enabling Conversation across sectors and Shared sense of urgency to Galvanise collective action

HOW
Simplify complex multi-dimensional context using Uncontested data presented through Visual storytelling to Show present status in relation to Comparators/targets and Track trajectory over time
National Reading Barometer

Approach to the Reading Ecosystem in South Africa

Multidimensional
- Reading Ability
- Materials Access
- Institutional Framework
- Reading Motivation & Practices

Recognising strengths and weaknesses

Consultative

Debating targets and progress
- Constraining
- Emerging
- Enabling

Exploratory
How does the ecosystem relate to reading cultures?

- Enabling/Constraining Environment
  - Publishing industry
  - NGO literacy sector
  - Corporate literacy investments
  - Government Policies
  - Schooling
  - Libraries
  - Influencers (media, artists, leaders)

Demographics

Broader context of child wellbeing, societal growth, citizenship, democracy building, social cohesion...

Reading as part of the society we want to be
2023 NRB Results

- **National Reading Barometer**

- **Reading Ability:**
  - Enabling: 29%
  - Constraining: 25%
  - Not Available/Incomplete Data: 16%
  - Emerging: 13%

- **Reading Materials Access:**
  - 6: 28%
  - Not Available/Incomplete Data: 22%
  - Emerging: 44%
  - Enabling: 22%

- **Institutional Framework:**
  - 11: 37%
  - Not Available/Incomplete Data: 16%
  - Emerging: 37%
  - Enabling: 16%

- **Motivation and Practice:**
  - 10: 10%
  - Not Available/Incomplete Data: 10%
  - Emerging: 80%
  - Enabling: 10%
Reading Ability: Types of Measures

- Averages
- Distribution / inequality
- Rate of change
## Reading Ability

<table>
<thead>
<tr>
<th></th>
<th>Emergent literacy and language skills at age 4/5</th>
<th>Thrive by Five Index</th>
<th>55%</th>
<th>Constraining</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Inequality in emergent literacy and language skills</td>
<td>Thrive by Five Index</td>
<td>17%</td>
<td>Emerging</td>
</tr>
<tr>
<td>3</td>
<td>Foundation Phase reading skills</td>
<td>FUNS</td>
<td>n/a</td>
<td>Not yet available</td>
</tr>
<tr>
<td>4</td>
<td>Inequality in Foundation Phase reading skills</td>
<td>FUNS</td>
<td>n/a</td>
<td>Not yet available</td>
</tr>
<tr>
<td>5</td>
<td>Grade 4 reading skills</td>
<td>PIRLS</td>
<td>19% (288)</td>
<td>Constraining</td>
</tr>
<tr>
<td>6</td>
<td>Improvement in Grade 4 reading skills</td>
<td>PIRLS</td>
<td>-3% (-32)</td>
<td>Constraining</td>
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<tr>
<td>7</td>
<td>Youth functional literacy</td>
<td>World Bank</td>
<td>98%</td>
<td>Enabling</td>
</tr>
<tr>
<td>8</td>
<td>Adult functional literacy</td>
<td>World Bank</td>
<td>95%</td>
<td>Emerging</td>
</tr>
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</table>
National Reading Barometer

Reading Materials Access: Actors

Libraries | Dept. of Education | Publishing industry | Civil society | Digital
# Reading Materials Access

<table>
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<tr>
<th></th>
<th>Category</th>
<th>Source</th>
<th>Measurement</th>
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<tr>
<td>1</td>
<td>Libraries per population</td>
<td>NLSA</td>
<td>1 : 31,000</td>
<td>Emerging</td>
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<tr>
<td>2</td>
<td>Libraries: provincial distribution</td>
<td>NLSA</td>
<td>4</td>
<td>Constraining</td>
</tr>
<tr>
<td>3</td>
<td>Libraries budget</td>
<td>DSAC budget report + CLSG evaluation</td>
<td>58%</td>
<td>Constraining</td>
</tr>
<tr>
<td>4</td>
<td>New library acquisitions</td>
<td>DSAC CLSG evaluation</td>
<td>276,031 (95% of target)</td>
<td>Enabling</td>
</tr>
<tr>
<td>5</td>
<td>Librarian supply</td>
<td>DSAC budget report + CLSG evaluation</td>
<td>2563 (1.3 per library)</td>
<td>Constraining</td>
</tr>
<tr>
<td>6</td>
<td>Library users</td>
<td>NRS</td>
<td>28%</td>
<td>Emerging</td>
</tr>
<tr>
<td>7</td>
<td>Library user satisfaction</td>
<td>NRS</td>
<td>75%</td>
<td>Enabling</td>
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<tr>
<td>8</td>
<td>School libraries</td>
<td>SMS</td>
<td>n/a</td>
<td>Not available</td>
</tr>
<tr>
<td>9</td>
<td>Number of publishers</td>
<td>PASA Survey</td>
<td>150–200</td>
<td>Enabling</td>
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## Reading Materials Access (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Source</th>
<th>Percentage or Details</th>
<th>Type</th>
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<tbody>
<tr>
<td>10</td>
<td>African languages: educational publishing</td>
<td>PASA Survey</td>
<td>3.70%</td>
<td>Emerging</td>
</tr>
<tr>
<td>11</td>
<td>African languages: trade publishing</td>
<td>PASA Survey</td>
<td>0.13%</td>
<td>Constraining</td>
</tr>
<tr>
<td>12</td>
<td>Materials published in South Africa</td>
<td>NLSA Annual Report</td>
<td>10,035 (165 per million)</td>
<td>Enabling</td>
</tr>
<tr>
<td>13</td>
<td>Free print reading material distribution (civil society)</td>
<td>Compiled for NRB</td>
<td>&gt;6m (0.54 per child &lt;10)</td>
<td>Emerging</td>
</tr>
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<td>14</td>
<td>Free print reading material access</td>
<td>NRS</td>
<td>42%</td>
<td>Emerging</td>
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<tr>
<td>15</td>
<td>Internet access</td>
<td>World Bank</td>
<td>70%</td>
<td>Emerging</td>
</tr>
<tr>
<td>16</td>
<td>Data costs</td>
<td>cable.co.uk</td>
<td>26% above global median</td>
<td>Constraining</td>
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<tr>
<td>17</td>
<td>Books in homes</td>
<td>NRS</td>
<td>37%</td>
<td>Emerging</td>
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<tr>
<td>18</td>
<td>Children's books in homes</td>
<td>NRS</td>
<td>35%</td>
<td>Emerging</td>
</tr>
</tbody>
</table>
Institutional Framework: Notes on Policy

- Not passed
- Passed but not implemented
- Passed and implemented

- Constraining
- Emerging
- Enabling
## Institutional Framework

<table>
<thead>
<tr>
<th></th>
<th>Budget accountability: national DBE</th>
<th>DBE qualitative assessment</th>
<th>Policy framework and capacity insufficient</th>
<th>Emerging</th>
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<tbody>
<tr>
<td>2</td>
<td>Budget allocation and use: provincial DoEs</td>
<td>DBE qualitative assessment</td>
<td>Inconsistent allocation, use and reporting</td>
<td>Not yet available</td>
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<tr>
<td>3</td>
<td>LTSM budgets</td>
<td>Treasury data</td>
<td>Difficult to isolate LTSM budget/ spend in most provinces</td>
<td>Not yet available</td>
</tr>
<tr>
<td>4</td>
<td>CSI funding for literacy</td>
<td>Trialogue</td>
<td>Draft done 2018, waiting for passage of BELA</td>
<td>Emerging</td>
</tr>
<tr>
<td>5</td>
<td>LTSM policy</td>
<td>DBE</td>
<td>Benchmarks launched, FUNS assessments initiated</td>
<td>Constraining</td>
</tr>
<tr>
<td>6</td>
<td>Reading fluency benchmarks</td>
<td>DBE</td>
<td>Thrive by 5, ELNA, FUNS and Systemic Evaluations launched</td>
<td>Enabling</td>
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<tr>
<td>7</td>
<td>National standardised assessments</td>
<td>DBE</td>
<td></td>
<td>Enabling</td>
</tr>
<tr>
<td>8</td>
<td>Inclusive education policy</td>
<td>DBE</td>
<td>In place, but under-resourced</td>
<td>Emerging</td>
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<tr>
<td>9</td>
<td>National reading policy</td>
<td>DBE</td>
<td>MTSF in place, revised plan under development</td>
<td>Emerging</td>
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<tr>
<td>10</td>
<td>Zero-rating of educational websites</td>
<td>DCDT, DGMT</td>
<td>In place, but not implemented</td>
<td>Emerging</td>
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### Institutional Framework (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tr>
<td>11</td>
<td>Language in education policy</td>
<td>DBE</td>
<td>In place, but inconsistent implementation</td>
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<tr>
<td>12</td>
<td>Library and information systems policy</td>
<td>DSAC</td>
<td>Draft done 2018, stalled in consultation</td>
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<td>13</td>
<td>Library norms and standards</td>
<td>DSAC</td>
<td>Draft done 2013, never passed</td>
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<td>Library procurement processes</td>
<td>DSAC</td>
<td>Bound by generic procurement rules</td>
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<td>15</td>
<td>VAT on books</td>
<td>SARS</td>
<td>Books are not VAT-exempt</td>
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<td>16</td>
<td>Tariffs on imported books</td>
<td>SARS</td>
<td>No tariffs</td>
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<td>17</td>
<td>Initial teacher education for reading in African languages</td>
<td>CoPAL</td>
<td>Insufficient</td>
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<tr>
<td>18</td>
<td>Teacher pipeline</td>
<td>RESEP</td>
<td>69%</td>
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<td>19</td>
<td>Civil society literacy sector</td>
<td>Litasa</td>
<td>62</td>
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</table>
Motivation & Practice: what matters

- Reading Identity
- Reading for Enjoyment and Information
- Reading with Children
- Book Reading
- Digital Reading
<table>
<thead>
<tr>
<th></th>
<th>Motivation &amp; Practice</th>
<th>Survey</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Reader identity</td>
<td>National Reading Survey</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Reading for enjoyment</td>
<td>National Reading Survey</td>
<td>48%</td>
</tr>
<tr>
<td>3</td>
<td>Reading for information</td>
<td>National Reading Survey</td>
<td>53%</td>
</tr>
<tr>
<td>4</td>
<td>Reading for enjoyment - youth</td>
<td>National Reading Survey</td>
<td>52%</td>
</tr>
<tr>
<td>5</td>
<td>Reading for information - youth</td>
<td>National Reading Survey</td>
<td>59%</td>
</tr>
<tr>
<td>6</td>
<td>Book reading</td>
<td>National Reading Survey</td>
<td>32%</td>
</tr>
<tr>
<td>7</td>
<td>Digital reading</td>
<td>National Reading Survey</td>
<td>55%</td>
</tr>
<tr>
<td>8</td>
<td>Reading with children</td>
<td>National Reading Survey</td>
<td>52%</td>
</tr>
<tr>
<td>9</td>
<td>Reading with young children</td>
<td>National Reading Survey</td>
<td>35%</td>
</tr>
<tr>
<td>10</td>
<td>Attitudes towards reading with children</td>
<td>National Reading Survey</td>
<td>93%</td>
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</table>
National Reading Barometer
Recommendations
Recommendations: Barometer Aims

- Promote Debate
- Galvanise collective action
- Catalyse agreement on sector goals
- Monitor progress towards those goals
Recommendations

IMPROVE THE DATA

- Include clear budget allocation reporting formats in the Reading Sector Plan so that DBE is able to monitor provinces’ adherence to priorities set for reading at a national level, including purchasing of learning and teaching support materials (LTSMs) in general and in Grade R and the Foundation Phase specifically.

- Ensure better data availability regarding the presence of libraries, classroom libraries and book boxes in all schools so that monitoring can be improved.

- Consolidate existing data in the publishing and libraries sectors so that budgets, service levels, and spatial and language distribution of materials can be seen and tracked more accurately.
Recommendations

FACILITATE COLLECTIVE ACTION

• As a literacy sector, set clearer targets for desirable reading outcomes (beyond Foundation Phase reading benchmarks) and clarify collective pathways to achieving those targets.

• Consider interventions to increase access to books in rural areas, such as mobile libraries and distributing free materials at preferred pickup points, including libraries, schools, supermarkets and Post Offices.

• Increase the proportion of CSI education funding that is ring-fenced for literacy and materials access, including children’s literacy, adult reading and adults reading with children.

• Agree on an integrated approach to increasing access to reading materials for adolescents and adults, in appropriate languages, through a combination of incentive and free materials distribution.

• Agree on a collective advocacy approach to speed up stalled policy processes.

• Allocate training, resources and monitoring to improve implementation of existing policies such as inclusive education policy, zero-rating educational websites, language in education policy, and the National Reading Plan.
Using the NRB resources
Thank you
NRB Steering committee

The project steering committee was selected via application to represent key stakeholder groups, including education, libraries, researchers, funders, literacy organisations, publishers/creatives, and community activists. It included Bafana Mtini (Khutsong Literacy Club/EarWorm Project), Catherine Langsford/Nadeema Musthan (Litasa), Dorothy Dyer (FunDza), Heleen Hofmeyr (RESEP, Uni. Stellenbosch), Janita Low (independent), Kentse Radebe (DGMT), Kulula Manona (DBE), Lauren Fok (Zenex Foundation), Lorraine Marneweck (NECT), Nazeem Hardy (LIASA), Nokuthula Musa (NLSA), Nqabakazi Gina (Nal’ibali), Ntsiki Ntusikazi (Wordworks), Smangele Mathheula (SAIDE), Stanford Ndlovu (Jakes Gerwel Fellowship) and Takalani Muloiwa-Klenam (Uni. Johannesburg).

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Core National Reading Barometer team

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Project design and implementation was led by the following core team:
Katherine Morse and Katie Huston - Na’libali Trust
Tara Polzer Ngwato and Lebogang Shilakoe – Social Impact Insights on behalf of Social Surveys Africa
Nokuthula Musa - National Library of South Africa

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Survey and data team

Data collection was led by Lebogang Shilakoe working with Kaytan Ewulu, Siziwe Sangulukani and other survey supervisors and field researchers under the auspices of Social Surveys Africa. Data preparation and analysis was led by Tara Polzer Ngwato and Lebogang Shilakoe working with Kwame Gyekey, Lovemore Sigwaghli and Ling Ting with much support from Katherine Morse.

Nal’ibali Trust.

More information about the National Reading Barometer project can be found at www.readingbarometersa.org.


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