

Exploring Views of Educators on the Outcomes of the Reading Campaign

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ABSTRACT The purpose of the present study was to understand the efficacy of the reading campaign in improving learners' competences in reading. A questionnaire was administered to educators to solicit (a) their views on the implementation of the ELITS' (Education Library, Information and Technology Services) reading campaign, (b) their awareness of the campaign and (c) the availability and accessibility of the quality reading collections supplied by ELITS to schools. The study aimed at understanding the efficacy of the reading campaign in improving learners' competencies in reading. The findings revealed that majority of the educators are not aware of the ELITS reading campaign, their knowledge of the campaign is limited and they are not even aware of the objectives and time frame of the project. Based on the findings the researcher realised that the objectives of the ELITS reading campaign were not achieved due to poor planning for the campaign, lack of training for the educators, lack of monitoring and evaluation of the project and time frame for the project was not clearly stated. The study recommends that reading campaigns be planned properly, all stakeholders must know and understand objectives of the campaign, time frame must be clearly stated to all stakeholders and monitoring and evaluation must be taken into consideration.

INTRODUCTION

Studies in education point out that reading is an essential literacy skill for effective learning and communication. It is a foundational skill for effective learning and all children with the appropriate support can be taught to read (DoE 2008). The overview of the National Curriculum Statement (NCS) includes literacy as an important feature of life-long learners. The learner must be able to read and view for information and enjoyment, and respond critically to aesthetic, cultural and emotional values in texts, therefore, all structures in the school are expected to create an environment that promotes reading and the teaching of reading, (DoE 2008). Lee (2014) argues that reading assists human being to engage in making meaning of their own experiences. Researchers and theorists in education in South Africa and internationally highlight the importance of reading in the process of learning and cognitive development of a learner (Taylor and Pearson 2002). Furthermore, in South Africa there is Nal'ibali campaign, meaning "here is the story" which intends to help create and sustain conditions that get passionate readers sharing stories and reading with children (PRAESA 2012).

United Nations Educational, Scientific and Cultural Organisation (UNESCO 2008) had prioritised literacy skills of which reading is the main focus in its Education for All campaigns. Manteno et al. (2014) emphasise that guided reading and running records are foundational pedagogical framework to increase learners' access to language print literacy. It is indicated in the Education for all monitoring reports that international and regional assessments conducted in 1999 showed that learners in early childhood grades (1-6) and in higher grade demonstrate poor performance in reading and writing (UNESCO 2008). The report of the Ministerial Committee led by Professor Linda Chisholm in 1999 highlighted, inter alia, that the misconceptions regarding the implementation of Curriculum 2005 exacerbated the condition of poor performance in reading particularly in township and rural Black African schools. It has also been argued that there is an urgent need to help educators to meet their learners' literacy needs while at the same time acknowledging learners' rich life experience (Manteno et al. 2014).

The decline in learners' competencies in reading reported in the Quality Assurance Reports of 2002 and 2006 was considered by scholars

and researchers to be a serious matter which required Department of Education to review curriculum once more. Hence, Jansen and Christie (1997: 279-292) argued that Outcomes Based Education (OBE) and its curriculum would produce confident illiterate elites in South Africa if reading is not considered as the basic need for learning. According to Manteno et al. (2014) emergent literacy understands that literacy development is a gradual process and all learners can learn to communicate via printed text. The National Systemic Evaluations which were conducted in 2001 and 2004 to establish literacy and numeracy levels in schools revealed that learners were reading far below their expected grade levels (DoE 2008: 07). The System Evaluation conducted by the Department of Education Quality Assurance unit, attested to Jansen's argument concerning the production of illiterate citizens in South Africa, when reporting that learners in Further Education and Training Band are unable to demonstrate competencies in reading, comprehension and writing. The report on the National Education Infrastructure Management (NEIMS) of 2007 provided an update on the distribution of facilities such as libraries and laboratories. NEIMS report emphasised that school libraries are the responsibility of the three layers of government, that is, national, provincial and local government (DoE 2008:12).

A national reading campaign was introduced by the Department of Education in 2008 to foster positive reading environments in schools, which recognises and celebrates new forms and formats of reading (DoE 2009: 06). The ultimate purpose of this campaign was to:

Facilitate and promote love of reading and creative writing for knowledge and enjoyment, to put reading firmly on the school activities, to clarify and simplify curriculum expectations, to promote reading across the curriculum, to affirm and advance the use of all languages and to ensure that not only teachers, learners and parents, but also the broader community understand their role in improving and promoting reading (DoE 2009).

The KwaZulu-Natal Department of Education responded to the reported concerns in 1995 by introducing initiatives such as Education Library, Information and Technology Services (ELITS) (Karlsson 1996: 77). The vision for ELITS reading campaign was clearly outlined at its 6th annual conference in 2008 and was as follows:

to strive towards establishing a literate and skilled society capable of participating in all democratic processes and contributing to growth and development of the people of KwaZulu-Natal. The ELITS mission, on the other hand, strives to provide opportunities for all our people to access quality education which will improve their position in life and contribute to the advancement of a democratic culture.

According to DoE (2009: 2), ELITS reading campaign's plan included the provision of support to schools establishing new libraries as part of the ELITS school library development programme. This support will include the selection, preparation and provision of starter reading packs and other reading materials appropriate to the school's own Institution-wide Reading Programme, as well as provision of reading promotion material. ELITS will monitor the effective use of libraries in the implantation of School-Wide Reading Programmes. There were reading committees at different levels, that is, head office, district and circuit offices to facilitate reading initiatives and share strategies on intensified reading programmes in schools. ELITS, on behalf of the Department of Education, is advocating on the reading hour that must happen in all public schools once a week to make reading an on-going activity.

ELITS had to design and monitor the reading campaign which focused on distributing reading material such as books, encyclopaedias etc. to all schools in KwaZulu-Natal province of South Africa. Each regional district office had a component called Corporative and Support Services Department in which the directorate of ELITS operated. The directorates were to ensure that each school has a library, a core collection of quality library resources, to provide development and support to teacher librarians and library assistants for effective management and utilisation of school library resources (DoE 2009).

According to DoE (2010), the implementation of the ELITS campaign was managed by the districts. The responsibility for the campaign was placed in the directorate of Corporate and Support Services in each district. The ELITS Policy described strategies for implementing the reading campaign in schools which are: first, Drop Everything And Read (DEAR), second, Dancing Pencils and lastly Readathon. The first strategy "DEAR" was part of teaching and learning as it was stipulated in the policy that the last

twenty minutes of the school hours had to be dedicated to reading for learners every day. The second strategy Dancing Pencil which was initiated by Felicity Keats in 1998 purported to promote reading and writing clubs in schools and the third strategy Readathon strategy aimed to inculcate the culture of reading through reading activities and running of inter-schools reading competitions.

Brief Overview of Theories of Reading Development

According to Ferreira (2009:133), literacy skills in general and specifically have been recognised as a foundation for success at all levels of schooling and life both nationally and internationally. This has been regarded as a matter of importance thus the United Nations declared the decade 2003-2012 as Literacy Decade. The opinion that Ferreira (2009) has about reading makes it clear to everybody that teaching reading skills is key to the cultivation of the culture of reading. Teaching reading involves various approaches such as focusing on vocabulary, phonics, phonemic awareness, comprehension and fluency (Ferreira 2009). Ferreira further posits that educators approach reading from two perspectives, that is, a phonetic and a whole language approach. *The phonetic* approach focuses on decoded text starting with alphabetic knowledge of the sounds and combinations or blends of letters. On the other hand *the whole language approach* begins with familiar words that may be found on products or labels. For example, a child in the shop pointing at a cereal box and saying "Rice Krispies" has recognised something meaningful from the home setting when she/he is out in the shopping centre. Similarly a mentally challenged child with no language or reading skills might also select the familiar cereal box when shopping. Both these children, with no alphabetic knowledge have learnt to read cereal boxes; in both instances the reading matter has been encountered frequently and is meaningful for the child. The *Gough's theory* describes a two stage account of reading; an early visual association stage and a second stage of decoding-based learning. In the first stage the child with no knowledge of decoding uses any conceivable source information in order to discriminate one word from another and through this a child builds up a visually accessible lexicon (Perfetti and Marron 1998).

Ehri (1991:11) has an alternative model called *phonetic cue reading* which differs from Gough's theory. He argues that there is no purely visual stage as there is in Gough's account. Children use the names of the sounds of the letters as cues to word identification from their first opportunity; it is the names of the alphabets that afford them that opportunity.

The theories of reading discussed above make it clear that reading skills are not spontaneously acquired but they must be taught. The acquisition of reading skills differ from child to child and the approaches differ from educator to educator. These theories are in a way mutually compatible, and share a fundamental assumption that moving into a true stage of reading needs some use of the alphabetic principle and knowledge of phonological structure.

Statement of the Problem

The continuous implication of the problem on lack of competencies in literacy skills is the main concern in educational research. The incompetency demonstrating literacy skills by the Grade 12 learners indicated in various reports is perceived in this study, to be the reflection of a problem emanating from intermediate and senior phase. This is somehow confirmed in the ministerial report of 2009 that learners in the senior phases fail to read and write properly. The introduction of the Foundations of Learning Campaign in 2008 by the National Department of Education is another initiative towards addressing the issue of lack of competencies in reading and writing. The problem under scrutiny in this study is to find out whether or not ELITS campaigns and strategies have yielded any positive results towards strengthening the culture of reading and writing in schools.

The following questions were asked towards finding answers to the problem statement:

- i) What are the educators' views on the implementation of the ELITS' reading campaign in promoting reading in schools?
- ii) Are educators aware of the ELITS' reading campaign in promoting reading in schools?
- iii) What are the educators' views about the availability and accessibility of ELITS' collection of quality reading material?

Aim and Objective of the Study

This study aimed at understanding the efficacy of the reading campaign in improving learn-

ers' competencies in reading. The objectives to achieve the aim of the study are enumerated as follows:

- i) Establish the views of educators about the implementation of the ELITS' reading campaigns in promoting reading in schools.
- ii) Determine educators' awareness of the ELITS' reading campaigns in promoting reading in schools
- iii) Find out the views of educators on the accessibility and availability of quality reading collections provided by ELITS.

RESEARCH METHODOLOGY

This study employed a combination of both survey and a case study. Cohen et al. (2011: 289) "asserted that a case study recognised and accepted that there are many variables operating in a single case and hence to catch the implication of these variables usually requires more than one tool for data collection. This study employed qualitative and quantitative methods to solicit information or data from the respondents in the sample. The views of educators were sought regarding the implementation of the ELITS reading campaign in promoting reading in schools. This was possible through the use of the questionnaire with both closed and open ended questions. Participants were assured of confidentiality of their responses. Each questionnaire was accompanied by participant consent letter. The questionnaire structure had section A in which biographical data was required, section B had closed ended questions that required data on the research questions and section C had open ended questions based on the research questions.

Participants

This study preferred to use purposeful and simple random sampling procedures to select a sample of 60 educators on the basis of participation in the ELITS Reading Campaign and their qualifications and experience in teaching languages from a population of 120 senior phase educators in Mthunzini circuit. This sampling design justified representativeness of the population because 60 educators constitute 50 percent of the entire population of senior phase educators. The size of the sample selected for

this study enabled the researcher to infer findings and conclusions to the entire population.

RESULTS AND DISCUSSION

The profile information pertaining to educators who participated in this study is presented below under different sub-headings. The analysis of data presented in frequency distribution Table 1 presents the participants' responses to the section A of the questionnaire which solicited their academic and professional qualification

Table 1 indicates that 1percent of the respondents in the sample have matric; 4 percent have matric plus certificate; 29 percent have diplomas; 43 percent have degrees and 23 percent held senior degrees.

Table 1: Qualifications of educators

	N	%
Matric/Grade 12	1	1
Matric + Certificate	2	4
Diploma	17	29
Degree	26	43
Post graduate/Senior degree	14	23
Total	60	100

According to the distribution of data 66 percent of the participants in the sample are in possession of degrees. In the view of the scholars like Adams (1990) this is the portion that is adequately competent to teach reading effectively in schools. However, the 29 percent and the 4 percent as implicated in the claim of the scholars can be of assistance in teaching reading because of their professional qualification.

The data in Table 2 shows that 10 percent of the respondents range from 0-2 years of teaching experience; 5 percentage between 3-4 years; 22percent between 5-10 years and the highest percentage of 63 percent have 11 years and above of teaching experience.

Table 2: Respondents' years of teaching experience

	N	%
Years 0-2	6	10
Year 3 – 4	3	5
Years 5 -10	13	22
Years 11+	38	63
Total	60	100

Table 3 shows the grades taught by the respondents. According to Table 3, 66 percent of the respondents teach from grade 7-9 and 34 percent teach in FET band, that is, grades 10-12. The highest percentage of 66 percent of teachers teaching senior phase indicates that lower grades are regarded as important in instilling skills including reading skills.

Table 3: Grades taught by the respondents

	N	%
Grade 7 – 9	48	66
Grade 10 – 12	25	34
Total	60	100

Data presented in Table 4 shows that 30 percent teach isiZulu; 46 percent teach English; 7 percent of the respondents teach Afrikaans as their involvement in the teaching of languages and 17 percent of the respondents did not respond. The highest percentage of educators' involvement in teaching of languages shows that reading gets adequate attention.

Table 4: Involvement of senior phase educators in the teaching of languages

	N	%
IsiZulu	18	30
English	28	46
Afrikaans	4	7
Not responded	10	17
Total	60	100

The analysis of data presented in frequency distribution Table 5 shows participants' responses regarding their role in promoting reading. Ferreira (2009: 133) argues that literacy skills in general and specifically have been recognised as a foundation for success at all levels of schooling and life both nationally and internationally. The responses presented in this table show that the highest percentage of 72 percent respondents has different roles in promoting reading.

Table 5 indicates that 34 percent are Heads of Department (HODs); 28 percent is both coordinators and those who do not have role in promoting reading, 10% of the respondents are teacher –librarians, and 28 percent do not have role in promoting reading.

The data presented in Table 6 show the schools according to their location within

Table 5: Role played by the respondents in promoting reading

	N	%
HOD for languages	20	34
Coordinator for reading activities	17	28
Teacher –Librarian	6	10
Not responded	17	28
Total	60	100

Table 6: Location of schools as were described by the respondents

	N	%
Urban	8	13
Semi-urban	7	12
Rural	45	75
Other(specify)	0	0
Total	60	100

Mthunzini circuit. According to DoE (2009), the core functions of the ELITS reading campaign were to fulfil certain obligations such as; curriculum enrichment, academic excellence and to promote reading for information and pleasure as a fundamental skill for lifelong learning across regardless of the learners' backgrounds.

Table 7 indicates the views of educators on their awareness and participation in ELITS reading campaign workshops. The respondents were asked to rate their responses according to 'Yes' column constituting the positive responses and 'No' column indicating negative responses. The data as presented on the table show that 48 percent of the respondents were aware of the project whilst a bigger percentage 52 percent did not know about ELITS project. This presentation highlighted that 48 percent of senior phase educators in the sample understood the strategies of promoting reading skills. However the 52 percent of the senior phase educators in the sample did not know and understand the strategies of promoting reading. Of the 60 respondents 28 percent knew about ELITS workshop against 72 percent who did not know about ELITS workshops. The high percentage of the educators who do not attend ELITS' workshop raises a concern in that reading will remain a challenge if educators are not well trained on the teaching of reading skills. This is supported by Baatjes (2000) who reported that the campaigns are likely to fail if implementers are not well trained. Respondents were also asked if they knew the

Table 7: The educators' awareness and knowledge of ELITS project

	Yes		No		Total
Are you aware of the ELITS projects and strategies like: DEAR, Readation and Dancing Pencils?	N	29	N	31	60
	%	48	%	52	100
Do you know anything about ELITS workshops?	N	17	N	43	60
	%	28	%	72	100
Do you know who is in charge of ELITS project in our district? (Empangeni)	N	11	N	49	60
	%	18	%	82	100
Do you have an idea why ELITS project was initiated by the Department of Education?	N	27	N	33	60
	%	45	%	55	100

personnel in charge of the ELITS project in their district. Of the 60 respondents, 18 percent knew whilst the majority of 82 percent did not know the personnel in charge of the ELITS project in their district. The responses in this item are not impressive because it shows that the personnel in charge of ELITS project is not in consultation with the educators. Beuhning (2007) highlighted that initiators of campaigns need to avail themselves to stakeholders involved.

The frequency distribution Table 8 presents data collected by means of Likert Scale on the questionnaire. The statistics linked to each statement show responses of participants regarding their participation in activities for the implementation of the reading campaign.

Table 8 focussed on the implementation of the ELITS reading campaign in schools. The respondents were asked to rate their responses according to the following scale; '*Strongly*

Table 8: Implementation of the ELITS reading campaign in schools

S. No.	Item description		SA	A	D	SD	Total
1	Educators in this school support ELITS by participating and implementing reading strategies such as DEAR; Readathon and Dancing Pencils through activities organized for the promotion of reading.	N	7	37	5	11	60
		%	12	62	8	18	100
2	Educators encourage learners to use reference materials and other series of books supplied by ELITS.	N	6	24	16	14	60
		%	10	40	27	23	100
3	The school's Head of Department (HOD) for languages encourages educators to utilize and safeguard the reading materials available in the school	N	16	33	5	6	60
		%	27	55	8	10	100
4	The school management team (SMT) in the school support language educators in promoting reading through affording learners with opportunities to participate in competitions.	N	27	24	4	5	60
		%	45	40	7	8	100
5	The school designed a timetable which prioritises reading in all grades ever since we implemented ELITS project of reading campaign.	N	15	22	13	10	60
		%	25	37	22	16	100
6	The school has appointed special personnel to monitor and make sure that reading materials supplied by ELITS are used profitably and effectively used by both educators and learners.	N	1	16	29	14	60
		%	2	27	48	23	100
7	ELITS project has improved reading skills in senior phase learners.	N	4	21	26	9	60
		%	7	35	43	15	100
8	Learners are given activities which compel them to engage in reading books.	N	15	32	10	3	60
		%	25	53	17	5	100
9	Learners' proficiency or ability to read and to search for information has shown great improvement.	N	9	28	21	2	60
		%	15	47	35	3	100

Agree and *'Agree'* columns, constituting the positive responses, and the *'Disagree and Strongly disagree'* responses as negative responses.

The responses to item number 1 (Table 8) the frequency distribution on ELITS reading promotion strategies yielded the results that 74 percent of participants' responses were positive whereas 26 percent were negative. The high percentage of positive responses in this item shows that educators are participating in activities that are aimed at supporting ELITS reading promotion strategies. This is in line with what Ferreira (2009) highlights that literacy skills in general and specifically have been recognised as the foundation for success at all levels of schooling.

In item number 2 (Table 8) there was no variation in the numbers of responses between those who agreed and those who disagreed. The statistics indicated that 50 percent of the respondents in the sample were not encouraging learners to use reference material and series of books provided by ELITS. On the other hand, 50 percent responses agreed that they encourage learners to use ELITS reading materials. These equal figures on the participants' responses reveal that educators do not enforce reading skills to the expected level. Krashen (2002) makes a simple point that if children are to become lifetime consumers of books they need motivation as well as books of their own reading preferences. This is also supported by Kanade and Chudamani (2006) who suggest that building access to good quality local literature is also seen as a basic principle in establishing and nurturing reading interests and habits; coupled with this are expectations that readers need to feel that they have choice in their reading. The results in this item do not give hope that educators have enough reading resources to refer their learners for reading and reference purposes. Furthermore, Manteno et al. (2014) argue that most teachers have no professional development or unprepared for vulnerable learners for the foundational print literacy needs.

In item number 3 (Table 8) the majority of the respondents 82 percent agreed and 18 percent disagreed. The highest percentage of the positive responses shows that educators do take care of the reading materials. This is supported by the situation experienced by the Nigeria education department in 2001; where learning became a disaster due to lack of books which was

caused by their negligence in safeguarding books. These results are impressive in this study in that Heads of Department do encourage educators to take care of books.

Again, on this item 4 (Table 8), the majority of the respondents indicate that 85 percent agreed that the SMT support learners and language educators in participating in reading competitions and only 15 percent disagreed. The results in Table 8 in this item show that management in schools support activities for the promotion of ELITS reading campaign. This concurs with what Magara (2005) highlighted where he posits that reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purposes but something practiced in all aspects of our lives. Above all Lee (2014) posits that schools offer opportunities for learners to learn skills they are not likely to learn in their everyday as they prepare for participation as adults in the work force and capital that can serve for engaging civic debates. Engaging learners in competitions such as Readathon confirm that sharpening learners' reading skills is not only for school purposes.

In this item 5 (Table 8) the majority of responses 29 percent were negative against 71 percent responses which were positive. Buehring (2007) highlighted that the fundamental aspects to successful project as applied in the United Kingdom need among other things monitoring and evaluation. These results show that there was no proper monitoring of the implementation of the ELITS reading campaign. The reality reflected in the respondents' views are critical in this study since senior phase educators reflected in their responses that there is no proper monitoring, lack of monitoring is likely to contribute towards failure of achieving desired outcomes of the ELITS reading campaign.

In item 6 (Table 8), the 60 respondents, 62 percent agreed that they have reading time slots on the timetable whereas 38 percent disagreed. The 62 percent positive responses of the majority showed that the educators support the Readathon competitions through training learners to read during their reading time in classes. The majority of respondents reflecting positive responses are motivating in this study in that reading skills are taught; they are not spontaneously acquired. This concurs with Gough et al. (1992) where they assert that for most children

learning to read does not occur spontaneously, it occurs after support and interventions much of which comes from the teacher.

On this item 7 (Table 8), the minority of respondents 42 percent were positive and 58 percent. The lowest percentage 42 percent for positive responses raises a concern in this study in that it is clear that the ELITS reading campaign has not reached the expected level of competency in reading. Ramus (2003) highlighted that there must be specific methods of teaching reading because acquisition of reading skills differ from child to child and the approaches differ from educator to educator.

In item 8 (Table 8) the majority of respondents 78 percent in this item were positive whereas 22 percent were negative. This reflects that even though learners are given activities that require them to read they are not motivated readers since educators are not well-trained in teaching reading skills; this is confirmed by the responses in item 7 which reflect that there is not much improvement in reading among senior phase learners. These results are impressive in this study in that in spite of all hardships educators face in this regard they still give learners activities which form part of the ELITS campaign strategies. Chisholm et al. (2003) supports this by saying that implementation of projects must be accompanied by many activities that will drive stakeholders towards practical activities which will drive them towards achievement of desired outcomes.

On this item 9 (Table 8) responses revealed that a high proportion of the respondents 62 percent agreed whilst low proportion of the respondents 38 percent disagreed. These results show a positive impact of the ELITS reading campaign. The ability to search for information is taught; this is supported by Stelmakh (2003) where he presents strategies of training learners to be proficient in searching information; some of those strategies are; previewing, predicting; skimming and scanning; among others.

The majority of respondents presented highlighted that ELITS reading campaign has been implemented in schools though not all members of staff support its implementation as they were not clearly informed about its objectives and importance. The results presented in this study show that ELITS failed because the Department of Education did not consider proper planning, there were no consultation and involvement of

all providers of reading and literacy, no proper resourcing of campaigns and no time frames stipulated for the campaign and its strategies. This is supported by the Gough's theory that underpins reading in the sense that the acquisition of reading skills differ from child to child and approaches of teaching reading differ from educator to educator. It is therefore important to involve all providers and inform them about the campaign and its objectives and time frames.

CONCLUSION

This objective sought to establish the views of educators about the implementation of the reading campaign in schools. There was a strong feeling that the ELITS campaign is not fully implemented in schools. Some findings revealed that educators are not supporting activities of promoting reading. The findings also revealed that educators are not trained on how to teach reading using different approaches. The study found that the majority of educators are not aware of the reading campaign and as a result some of them were not taking reading seriously, they even decide to teach other subjects during the reading time slots on the timetable. Literature reviewed stresses the importance of teaching reading using different approaches and considering levels of learners. Furthermore, the findings revealed that the schools do not have libraries and no library personnel which results in access to reading materials not being easy. The overview of the National Curriculum Statement (NCS) made an important feature of life-long learners.

The objectives of the campaign should be known and understood by all educators so that they can join hands in trying to achieve them. The study recommend that Since reading forms part of the curriculum, educators need training on how to teach reading using different approaches to cater for the diversity of their learners. There is an urgent need for libraries in all schools; how do educators produce life-long learners if they do not have resources to expose them to independent working? The Department of Education should consider provision of reading materials as one of the priorities when they plan infrastructure for schools. It is recommended that provision of resources should be equally distributed to urban, semi-urban and rural schools.

The results of this study show lack of proper planning for the campaign by the Department of Education; the ELITS reading campaign failed to achieve the desired outcomes of sharpening the reading skills among learners. Although some schools gave positive responses about the ELITS reading campaign; it still shows that schools are not equally provided with resources and support

RECOMMENDATIONS

Based on the findings, the study put forward the following recommendations:

This study revealed that the reading campaign was not properly communicated with the educators and other stakeholders; therefore; there is a need for the Department of Education to consider proper planning, consultation with all involved providers, the time frame for the project, ways of monitoring implementation and evaluation of the campaign after a stipulated time. The objectives of the campaign should be known and understood by all educators so that they can join hands in trying to achieve them. Since reading forms part of the curriculum, educators need training on how to teach reading using different approaches to cater for the diversity of their learners. The Department of Education officials should monitor the availability of reading time slots on the composite timetable of all schools. There is an urgent need for libraries in all schools; how do educators produce life-long learners if they do not have resources to expose them to independent working? The Department of Education should consider provision of reading materials as one of the priorities when they plan infrastructure for schools.

The study revealed that resources are not equally distributed to all schools. It is recommended that provision of resources should be equally distributed to urban, semi-urban and rural schools.

Further research is recommended on the factors that result in the failure of the Department of Education's campaigns, to also look into the

planning, monitoring and the evaluation of the campaigns.

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