



THE
**BEHAVIOUR
CHANGE**
COLLABORATIVE

Market segmentation research consultancy for Na'ibali

Integrated research report

May 2022



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Background

Nal'ibali (isiXhosa for “here’s the story”) is a **national reading campaign**, founded in 2012. Our aim is that **every child, every day, enjoys a story**. Nal'ibali believes that **kids who read can go anywhere**. Storytelling and story reading build key academic skills including literacy foundations and problem-solving abilities. Additionally, stories shared by adults with children in the context of safe relationships encourages social and emotional development, building confidence to explore, learn and participate in society.

Nal'ibali works towards this goal by equipping reading role models, increasing access to high-quality reading materials in African languages, and creating opportunities for children to engage with reading and stories – in homes, preschools, schools, and communities. Whilst we build a groundswell of literacy activity from below, we also wish to equip political and business leaders to bring pressure for change from above. In this way we hope to move South Africa towards a tipping point of participation in a reading culture.

Background

The Nal'ibali campaign has a national focus running mass media campaigns across television, radio, social-media, and printed media. Additionally, Nal'ibali runs community projects delivering training, mentoring and support and multi-lingual story resources to children's services and families across the country.

Nal'ibali has selected The Behaviour Change Collaborative (The BCC) to provide a social marketing research consultancy to assist in undertaking a market segmentation to establish a clear understanding of target audiences and develop messaging that will motivate their sustained behaviour change.

Purpose

The purpose of the research is to inform communications that **influence parents and ECD workers to tell, read, listen, talk about, and share stories with children aged 1-6 years every day.**

Q1: Define success	Children read for pleasure	
Q2: Success requires	Adults create regular times and places for reading for enjoyment in places of learning, communities and homes and motivate children to participate	
<p>Q3: Required Behaviour</p> <ul style="list-style-type: none"> • People aged 20-35 years or younger, Black African, LSM 4-6, Have children in their home aged 1-6 (not yet at school) OR Care for children 1-6 at their place of work (ECD centres) • To tell, read, listen, talk about and share stories with children 1-6 every day including: <ul style="list-style-type: none"> • Talk to your child/have a conversation • Invite child to tell a story/share their opinion • Respond to your child – serve and return interaction 	<p>Q4. Precursors</p> <ul style="list-style-type: none"> Aware of behaviour Knowledgeable about behaviour Behaviour relevant & desirable Benefits of behaviour outweigh costs Able to do the behaviour Positively influenced by others Experience the promised benefits 	<p>Question 5: Required Strategy</p> <ul style="list-style-type: none"> • Describe how the Communications will put precursors in place that will influence the behaviours required to deliver what must be present to achieve success. <p>Question 6: Required Information</p> <p>Behavioural diagnosis and identify:</p> <ul style="list-style-type: none"> • How best to increase awareness and knowledge and position the behaviour as relevant and desirable • The benefits that will outweigh costs and address barriers • How to increase confidence and make it easier for adults to do the behaviours • How to increase the positive influence of others • How to ensure parents experience the promised benefits



Developmental research

Developmental research objectives

1. Identify the behaviours that will be most relevant, desirable, and appropriate for adults
2. Explore how to engage with and influence adults to adopt these behaviours
3. Assess which benefits are most credible to which target audiences, will outweigh the costs and the best way to communicate them
4. Test the extent to which the emotional benefits identified in previous studies (fun, bonding, peace, control, approval, and advantage) are relevant and how these can be used in message development to segment audiences and influence their behaviour
5. Identify which segments or subgroups within the target audiences are most likely to be influenced to undertake the behaviours and how to best influence them

Method

Initial qualitative research was undertaken to provide the insight necessary to develop recommendations for message and communication approaches to influence the target audiences to tell, read, listen, talk about and share stories with children aged 1-6 every day.

30 90 minute in-depth interviews were conducted with ECD workers (15), mothers (7) and fathers (7) of children of different ages.

Participants were selected to ensure key sub-groups of interest were included e.g. different language groups, provinces, areas, LSM, parents with different numbers of children and both genders as well as including people who had and had not done one of the behaviours.

A full sample profile is appended to this report.

1. Identify the behaviours that will be most relevant, desirable, and appropriate for adults

- Reading books (reading together, letting child handle book with parent)
- Reading e-books (finding online stories to read or listen to)
- Telling stories (stories you heard as a child, or stories about your childhood or your day)
- Making up stories from pictures in book, in magazine, on phone, in newspaper, on packaging)

2. Explore how to engage with and influence parents to change

Behavioural Stage	Marketing Task
Pre-contemplation – not aware of the behaviour	1. Raise awareness of behaviour and position it as relevant, desirable and appropriate
Contemplation – aware of behaviour but not doing it	2. Promote the benefits so that they outweigh the costs
Action – trialing the behaviours	3. Make behaviour easier for parents
Maintenance – regularly do the behaviours	4. Influential others encourage parents to do the behaviour

Based on work by Alan Andreasen: Marketing Social Change (1995)

A social marketing strategy is required to create the capability, opportunity and motivation for parents to change

1. **raise awareness** of the benefits to children and parents and **position the behaviour as relevant, appropriate and desirable for parents of children aged 1-6**
2. **promote the benefits of the behaviour so that they outweigh the perceived costs**
3. **increase knowledge** about the importance of the behaviours, **show parents how to do them, give parents resources, tools and techniques to engage with their children in an age-appropriate way, increase confidence** that both parents and children will enjoy the experience by showing this in communications to address barriers
4. **demonstrate the spouse/family members joining in/approving**
5. **Integrate activities into regular times parents already spend with their children to address the barrier of lack of time and to encourage the 'habit' at the same time as promoting the benefits of ongoing behaviour**

3. Assess which benefits are most credible to which parents and the best way to communicate them

- Low awareness, and lack of perceived relevance and benefits prevent behavioural up-take
- Many parents were in pre-contemplation i.e. have not thought about 'reading' or 'telling stories' especially to young children.
- Reading or telling stories is not always seen as relevant to or appropriate for parents, particularly fathers to do with young children.
- There is also a lack of awareness of how the behaviours benefit the child's development.
- Parents who are not aware of the developmental benefits of these behaviours for the child may still do some of the behaviour/s because they experience other benefits from doing them e.g. helping their child to sleep and because it brings the child and parent joy and bonding.

Barriers currently outweigh benefits and prevent trial

Parents who lack awareness of the rational and emotional benefits of these behaviours will not do them even if they become aware of them due to lack of capability, opportunity and motivation

- Children are too young for books/to understand conversations/stories/read on their own/have opinions
- Adults do not have knowledge/confidence to do behaviours
- Adults do not know the benefits/importance of activities/do not know about the activities
- No age-appropriate story resources e.g. books, radios
- Busy lives/focus on survival
- Parents are too tired
- Financial constraints
- Work schedule/child is asleep when parents get home

Lack of efficacy prevents behavioural take-up

Most do not have age-appropriate books in their house because they have never thought about reading to their child, don't believe it will benefit their child or is appropriate for them to do given the age of the child.

They may also lack:

- knowledge about the importance of reading, how to do it in an engaging way and where to get age-appropriate material
- skills to engage with their children in an age-appropriate way
- confidence they can read to their child in ways both they and their child will enjoy, their child will engage with and benefit from and their spouse, mother, mother-in-law, other relatives will approve of
- belief their child will understand the words or story and benefit from being read to/with.

Ways to address barrier of a lack of age appropriate reading material for parents to read with their children

1. Provide **age appropriate, engaging reading material** to parents to read with their children through infant packs, pre-natal courses/parent education programmes, midwives/Dr's/hospitals/schools, **promoting their availability and including order-forms on website, face-book page, What's App and TV**
2. Provide **reading material on line** that parents can read with their children and promote its availability
3. Promote **other ways parents can read to their children without books** e.g. packaging, street signs, labels, writing on black boards/typing on screens
4. Support or create **edutainment programmes/YouTube video content** parents can watch and engage in with their children that involve/encourage reading, stories, singing, rhyming, naming, pointing activities parents do with their children while watching

Experiencing the benefits of doing the behaviour encourages repeat behaviour

Benefits

- **Child's reaction** (engages, talks, repeats words, asks for the book/story, dances, sings, smiles, laughs) makes parent happy

“When I read, they follow me and do the same, so it's like we're friends, so reading is very important for me.”

- **Immediate personal benefits** for the parent – feelings of joy, bonding, peace/calm, empowerment, approval and praise from others, sense of achievement, pride, self-esteem they are being a good parent, satisfaction they are helping their child's brain to develop, to learn, giving best possible start for school/life, seeing child progress

4. Test the extent to which the emotional benefits identified in previous studies are relevant and how these can be used in message development to segment audiences and influence their behaviour

The developmental research suggests people are/would be motivated to act by the **immediate** personal benefits they have/will experience when they do the activities in addition to rational and longer term benefits.

Rather than segmenting people into needs-based segments The BCC recommends segmenting parents according to gender and age of child and developing communications that move parents through stages of behaviour change.

5 Segments

- Mothers of children 1-2 years
- Mothers of children aged 3-6 years
- Fathers of children 1-2 years
- Fathers of children 3-6 years
- Workers

4 stages of behaviour change

- Pre-contemplation – not aware of the behaviour
- Contemplation – aware of behaviour but not doing it
- Action – trialing the behaviours
- Maintenance – regularly do the behaviours

Behavioural segmentation

Stage	Parents at each stage
Pre-contemplation – not aware of the behaviour	Most parents love their children and value education but are not aware of the behaviours they could do to help their children or do not see them as relevant, desirable or appropriate for them to do (particularly fathers) given the age of their child
Contemplation – aware of behaviour but not doing it	Lack of awareness of the benefits of the behaviour Considerable barriers (busy lives, work schedules, financial constraints, lack resources) Lack efficacy (knowledge, skills, confidence and beliefs) and
Action – trialing the behaviours	Parents may start doing the behaviours because they are aware of the behaviours , they can do to assist their child, see them as relevant, desirable and appropriate , believe the benefits outweigh the costs, have efficacy and are positively influenced by others to try them
Maintenance – regularly do the behaviours	Parents may regularly do the behaviours because they experience the benefits of the interaction with their child and/or are committed to their child’s learning and development . The reaction of the child, spouse and influential others may also reinforce the behaviour



5. Identify which segments or subgroups within the target audiences are most likely to be influenced to undertake the behaviours and how to best influence them

The BCC recommends **mothers are the primary audience** for the campaign as they spend more time with their children and are most likely to be influenced to tell stories and read to their children.

Fathers are less likely to tell stories or read to their children, however, some are open to the behaviour and can be influenced. The BCC recommends **fathers are the secondary audience** for the campaign.

The BCC recommends communications are developed targeting parents of both genders with different aged children as parents are unlikely to be persuaded to act unless they can see parents like themselves and children the same age as their children in the executions. We suggest workers are targeted in an industry-specific way through training and worker resources as there numbers in the population does not warrant a mass media approach.

Behaviours to target

Telling stories is easier for parents to do than reading. The BCC suggests **phase 1** of the campaign focusses on encouraging parents of both genders and children of all ages to tell stories with and without books. Phase 2 of the campaign would build on the messages giving parents the

Suggested communications objectives and message domains

Objectives	Message domains
1. Raise awareness of behaviour as relevant, desirable and appropriate	Parents like you doing the behaviours with children aged 1-6 years in realistic settings consistent with values
2. Promote the benefits so that they outweigh the costs	Parents like you doing the desired behaviours and receiving the benefits e.g. having fun, strengthening relationship, finding peace/calm being approved of by spouse/child's grandmother, helping your child's brain development to give them the best start for school and success in life
3. Make behaviour easier for parents	Parents like you easily and successfully using resources to increase efficacy and address barriers
4. Influential others encourage parents to do the behaviour	Spouse, mother and mother-in law encourage and supporting you to do the desired behaviours demonstrating social approval of behaviour being consistent with values as the right thing to for you to do
5. Reward and remind parents for regularly doing the behaviour	Communications targeting parents like you modelling the desired behaviours and showing the benefits for you and your child when the desired behaviour becomes a habit/routine/everyday

Parents like you – different approaches for mothers and fathers with child/ren of different ages

4 Segments	Rationale	How: Use visual images showing
Mothers of children 1-2 years	To focus on mothers less likely to do the desired behaviours due to the age of their child	mothers with infants 1-2 years old doing age-appropriate behaviours and experiencing the benefits
Mothers of children aged 3-6 years	To increase age-appropriate behaviours among mothers of children aged 3-6 years	mothers of children in each age-cohort 3-6 years old doing the behaviours and experiencing the benefits
Fathers of children 1-2 years	To focus on fathers (less likely to do the behaviours than mothers) and even less likely to do the desired behaviours with children 1-2 years	fathers with infants 1-2 years old doing age-appropriate behaviours and experiencing the benefits
Fathers of children 3-6 years	To increase age-appropriate behaviours among fathers of children aged 3-6 years	fathers of children in each age-cohort 3-6 years old doing the behaviours and experiencing the benefits

Within each segment show a range of parents e.g. different ages, LSM, with boys and girls in different settings and locations

Doing age-appropriate behaviours with children aged 1-6 years

4 Segments	Behaviours	Consider demonstrating age-appropriate sub-behaviours in execution e.g.
Mothers of children 1-2 years	<ul style="list-style-type: none"> • Reading books (reading together, letting child handle book with parent) • Reading e-books (finding online stories to read or listen to) • Telling stories (stories you heard as a child, or stories about your childhood or your day) • Making up stories from pictures in book, in magazine, on phone, in newspaper, on packaging) 	<ul style="list-style-type: none"> • Use different voices to tell stories and encourage young children to join in wherever possible • Tell your infant's favourite stories over and over again • Read your child's name, words on street signs, grocery packaging or a book title



Doing age-appropriate behaviours with children aged 1-6 years

4 Segments	Behaviours	Consider demonstrating age-appropriate sub-behaviours in execution e.g.
Mothers of children aged 3-6 years	<ul style="list-style-type: none"> • Reading books (reading together, letting child handle book with parent) • Reading e-books (finding online stories to read or listen to) • Telling stories (stories you heard as a child, or stories about your childhood or your day) • Making up stories from pictures in a book, in magazine, on phone, in newspaper, on packaging) 	<ul style="list-style-type: none"> • Read stories your child already knows, pausing at intervals to encourage them to 'read' the next word • Read your child's name, words on street signs, grocery packaging or a book title • Share stories with your child in the language you feel comfortable with

Within each segment show a range of parents e.g. different ages, LSM, with boys and girls in different settings and locations



Doing age-appropriate behaviours with children aged 1-6 years

4 Segments	Behaviours	Consider demonstrating age-appropriate sub-behaviours in execution e.g.
Fathers of children 1-2 years	<ul style="list-style-type: none"> • Reading books (reading together, letting child handle book with parent) • Reading e-books (finding online stories to read or listen to) • Telling stories (stories you heard as a child, or stories about your childhood or your day) • Making up stories from pictures in a book, in magazine, on phone, in newspaper, on packaging) 	<ul style="list-style-type: none"> • Use different voices to tell stories and encourage young children to join in wherever possible • Tell your infant's favourite stories over and over again • Read your child's name, words on street signs, grocery packaging or a book title

Within each segment show a range of parents e.g. different ages, LSM, with boys and girls in different settings and locations



Doing age-appropriate behaviours with children aged 1-6 years

4 Segments	Behaviours	Consider demonstrating age-appropriate sub-behaviours in execution
Fathers of children 3-6 years	<ul style="list-style-type: none"> • Reading books (reading together, letting child handle book with parent) • Reading e-books (finding online stories to read or listen to) • Telling stories (stories you heard as a child, or stories about your childhood or your day) • Making up stories from pictures in a book, in magazine, on phone, in newspaper, on packaging) 	<ul style="list-style-type: none"> • As you read run your finger under the words • Read and help your child notice sounds, letters or words such as your child's name, words on street signs, grocery packaging or a book title • Ask questions about the story

Within each segment show a range of parents e.g. different ages, LSM, with boys and girls in different settings and locations



In realistic settings consistent with values

Segments	Settings	Values
Mothers of children 1-2 years	In the home – living area, kitchen, bathroom, bedroom at times mother and father is with child bed/bath/story/play/TV or food preparation and mealtimes or out of the home – walking to and from creche	Showing mothers who love their babies and recognise their special role as a mother in helping their infant to develop
Mothers of children aged 3-6 years		Showing mothers who love their children, value education and recognise their important role as a mother in helping their child to learn, develop and be successful in life
Fathers of children 1-2 years		Showing fathers who love their babies and recognise their special role as a father in helping their infant to develop
Fathers of children 3-6 years		Showing fathers who love their children, value education and recognise their important role as a father in helping their child to learn, develop and be successful in life



Parents like you doing the desired behaviours and **experiencing immediate personal benefits**

Show parents experiencing the immediate personal benefits of

- Experience **joy**
- Feel I **was spending quality time with my child**
- Experience **bonding/building relationship** with my child
- **Create peace and help to calm** my child
- Feel my **family approves** of what I do when we do the activity (social approval)
- Feel proud I am a **good** parent (social identity)
- Feel I am **helping my child's brain to develop** (self-esteem)
- Feeling I am **giving my child the best start to be successful in school and life** (self-esteem)

Rational benefits for child

- General - Brain development, best start to be successful in school and life ‘make child sharp’
- Short term benefits – pronunciation, vocabulary, memory, writing, thinking, communications understanding “makes child sharp”
- Long term benefits – confidence, communication, school readiness, public speaking creative thinking/problem solving, develops morality, understanding of life

People like you **easily** and **successfully** using resources to increase **efficacy** and **address barriers**

- **Show mothers and fathers and workers doing the behaviour** including reading with their children from 1 year olds to demonstrate how **easy it is** and **address the barriers of lack of awareness and lack of perceived relevance, desirability and appropriateness especially for parents with younger children and especially for fathers.**
- **Show people enjoying the interaction with their child** – parent is smiling, engaged and happy – to demonstrate they are doing the behaviour **successfully and increase confidence** parent can do the behaviour
- **Show children enjoying the interaction** – child is attentive, responsive, engaged, may reach out/talk, repeat words or mimic behaviour, look happy and smile – to demonstrate parent is doing the behaviour **successfully, increase confidence parent can do the behaviour and that it will benefit the child and address the barrier** that children will not be engaged, respond or enjoy the behaviour or will damage the book

Parents like you **easily** and **successfully** using resources to increase **efficacy** and **address barriers**

- Show parents doing behaviours that do not require age-appropriate books to address the barrier of not having age-appropriate books. This can include a mixture of non-reading behaviours as well as reading from material that is in the environment such as magazines, packaging and can include reading from a mobile phone/App/TV show as well as behaviours such as talking, responding and story telling that do not require books
- Use a **voice-over or text** to communicate the message that *parents who regularly do the behaviour* in the visual image *are helping the child's brain to develop, giving the child the best start to be successful at school and in life* to address the barrier of lack of awareness of the importance and benefits of the behaviour for the child
- Show examples of how parents can do the behaviours at the same time as they would normally **engage/interact/be with their child** e.g. integrate them at bed/bath/play/feeding/change time as well as when the family are watching TV **addressing the barrier of lack of time**

Spouse, mother and mother-in law, relatives encourage and supporting parents to do the desired behaviours demonstrating **social approval of behaviour being **consistent with values** as the right thing to for parents to do**

Show a spouse, mother, mother-in law or relatives in some of the communications **engaging** in the behaviour, and/or **encouraging the parent do to the behaviour by smiling approvingly or praising or making admiring comments** at the parent to **demonstrate social approval of the behaviour as the right thing for parents who love their children and want them to learn and develop and be successful to do**

Show the parent doing the behaviours and feeling proud they are educating their spouse, mother, mother-in-law or relatives and **feeling happy they are being admired** by these influential others to **reinforce the benefit of social approval/admiration to the parent**

Showing the benefits for you and the child when the desired behaviour becomes a **habit/routine/everyday**

- Include scenarios with phrases like **'story time'**, or **'bath time'** or **'bed time'** or **'change time'** and **'every day'** to suggest there is a time each day when the behaviours can be incorporated and have **parents talking about how they have noticed their child learning and developing** from them regularly doing the activity, or have a **voice-over or text communicating that parents doing the behaviours regularly/every day gives the child the best start in life by helping their brain to develop/helping them to learn**
- Show older children **'expecting'** and **'looking forward'** to and **'asking'** the parent to do the behaviours to visually suggest child regularly experiences the parent doing the behaviour and use voice-over or text to **reinforce that 'doing these behaviours each day' gives the child the best start in life by helping their brain to develop**

Suggested framing

Positive message framing highlighting the rational and emotional benefits of the behaviour to the parent and the child is recommended.

Parents love their children and want them to develop, learn and be successful. Messages which resonate with these values and link them with easy activities parents can do are most likely to be effective.

There may be some resistance to 'reading' with young children as this does not fit with the world view of most parents currently. For this reason communicating reading with and without books and including other activities that do not require reading is recommended. Similarly as many fathers do not see reading or story telling as their role it is critical to communicate them doing these behaviours and benefiting from it.

A series of slogans or to frame the message in a memorable and familiar way should be tested e.g. 'How about a story?' Or 'Share words, rhymes and stories everyday' Or 'Every child deserves a story everyday'

Format

The BCC recommends developing video content for testing so that the visual component of the communications can demonstrate the parent doing the behaviour and experiencing the emotional benefits of engaging with their child and the use of voice-over/text to communicate the rational benefits and call to action. If it is possible to create radio content that enables the interaction between adult and potentially non-verbal child and can convey the emotional benefit to the parent this could also be tested.

The use of 'real' parents rather than images is suggested so that subtle facial expressions and responses during parent and child engagement can be captured

A real parent the same age, gender with the same aged child doing and enjoying the activity in the same kind of setting the parent would be in is likely to be the most credible messenger.

Social approval is important. Communications showing support and encouragement from the spouse and/or grandmother of the child should be tested.

Exchange Statement

If I (action) instead of (competitive behaviour) I will receive (benefit). I know this will happen because (support)

“If I (read with and tell stories to my child) instead of (being too busy/looking at cartoons) I will (feel joy, bonding with my child, feel calm, approved of, pride I am helping my child’s brain to develop, giving them best start for success at school and in life). I know this will happen because parents like me have been able to do this and experienced these benefits).”

Message Content

- Describe and show the adult doing the desired behaviour
- Show the immediate emotional benefits to parent and child of doing the behaviour
- Describe the rational benefits for the child of doing the behaviour e.g. brain development, learning, best start to life, success in life
- Link execution to the campaign through a slogan
- Include a call to action to visit Nal’ibali website or Facebook page

Visual image is critical

Target	Communicate emotional benefits visually	Communicate rational benefits in text/voice-over
<p>Create a visual using photos/videos of real mothers and fathers with a child in each of the 2 age-cohorts in a specific setting e.g. In the home – living area, kitchen, bathroom, bedroom at times mother and father is with child bed/bath/story/play/TV or food preparation and mealtimes or out of the home – walking to and from creche</p> <p>In at least 1 stimulus tested with each focus group include a spouse, in another a grandmother nodding and smiling in approval as the parent does the behaviour</p>	<p>Use visuals to model behaviour and communicate emotional benefits that motivate parents.</p> <p>Show the mother/father happily (smiling) and easily (relaxed and confident) doing the activities below with a mix of male and female children who are happily (smiling, cooing, talking) engaged in the behaviour and responding to, and bonding with, the parent</p> <p>If spouse/mother in the visual show them smiling and encouraging parent to do the behaviour and parent feeling happy and proud their spouse/mother approves of /admires their behaviour</p>	<p>Use voice-over/text to reinforce visual & connect activity with rational benefits e.g. ‘To help your child’s brain development, make some time every day to read with them, even just a few words’ or ‘To help your child’s pronunciation, vocabulary, memory, understanding, read with them everyday’ or To ‘make your child sharp’ tell them a story everyday’</p> <p>Test different calls to action e.g. For more ways you can give your child the best start in life visit www.nalibali.org or For scientifically proven things you can do to help your child learn to read visit www.nalibali.org</p> <p>Test different slogans e.g. ‘How about a story?’ Or ‘Share words, rhymes and stories everyday’ Or ‘Every child deserves a story everyday’</p>

Example brief: Stimulus for mothers of 1-2 year old children

Video content showing target audience in realistic setting at realistic time for each behaviour	Video content showing target audience doing the desired behaviour with child experiencing benefits	Text/voice over to communicate rational benefits and link to the behaviour
<p>Create visual stimulus using photos/videos of real mothers with a child aged 1-2 in a specific setting e.g. In the home – living area, kitchen, bathroom, bedroom at times mother is with child bed/bath/story/play/TV or food preparation and mealtimes or out of the home – walking to and from creche</p> <p>In at least 1 stimulus tested with each focus group include a spouse, in another a grandmother nodding and smiling in approval as the mother does the behaviour</p>	<ol style="list-style-type: none"> 1. Mother reading a book with her infant, making eye contact and naming what the child points to or touches smiling with child gurgling happily 2. Mother picks up an iPhone or iPad and says its story time to her child who is smiling. Both happily talk and smile while pointing at words on the screen. 3. Mother telling her child a story making eye contact while she feeds, bathes, or sits with child stories (stories you heard as a child, or stories about your childhood or your day) 4. Making up stories from pictures in book, in magazine, on phone, in newspaper, on packaging) 	<ol style="list-style-type: none"> 1. Help your child to learn about sounds, words and reading by naming the pictures your child points to or touches every day 2. Help your child to learn to read by reading e-books and looking at educational aps together 3. Help your child’s brain development by telling them a story everyday <p>or</p> <p>Help your child to learn about words and reading by telling your child’s favourite stories over and over again</p> <ol style="list-style-type: none"> 4. Help to sharpen your child’s brain by making up stories about pictures in books, magazines, newspapers or packaging

Consider testing 'Let's Read' slogans

1. Share rhymes, songs and stories every day
2. Share words, rhymes and stories anytime, anywhere
3. Story time is a special time
4. Bond with books
5. Build a love of books

'Share words, rhyme and stories anytime, anywhere'

- clearly explained what parents needed to do
- 'rhyme' suggested that the tagline included very young children
- 'stories' reminded parents to include books.
- 'anywhere, anytime' message encouraged parents to read in many environments and to use strategies that they had not thought about before.

[Home - Let's Read \(letsread.com.au\)](https://letsread.com.au)

Testing research

Testing research objectives

- To obtain feedback on the communications ideas to determine whether they will effectively influence the desired behaviours: reading with children and storytelling with children. If not, how they need to be modified or what new messages are required to influence behaviour.
- To understand parent perceptions of the storyboards demonstrating the behaviour, the messages, and taglines and call to action to identify the efficacy of the individual elements of each communication idea, how well or not well the individual elements work together, and what would optimise each one

Method

Qualitative testing research was undertaken to provide feedback on the communications concepts developed based on recommendations from the developmental research.

14 focus group discussions involving 73 participants were used to test 8 storyboards (visual and script), slogans and call to actions with ECD workers, mothers and fathers of children in two age cohorts (1-2 years and 3-6 years)

- 4 focus groups were conducted with ECD workers (19 participants)
- 6 Focus groups were conducted with mothers (31 participants)
- 4 Focus groups were conducted with fathers (23 participants)

A full sample profile is appended to this report.



Summary of testing results

Overall, the concepts tested are likely to influence some parents and workers to talk to, tell stories and read with children. In most cases the storyboards, slogans, call to action and logo work together to raise awareness of reading and story telling as relevant, desirable and appropriate behaviours for the target audience to do, promote the rational and emotional benefits of doing the behaviours, address costs and increase efficacy by showing parents easily and successfully doing the behaviours, and both parent and child benefiting emotionally and rationally. Some concepts also use social approval by showing partners and grandmothers encouraging the behaviour and use rewards showing the impact of regularly doing the behaviour.

Mothers and fathers are strongly motivated by the rational (teaching a child, brain development and school success) and emotional (joy/happiness and bonding) benefits of reading and story telling. These benefits are generally communicated well by the concepts. In addition, the communications provide people with new information and challenge socio-cultural beliefs.

- Men can participate in care for their children, not just women and form important relationships with girl children, not just boy children.
- Free stories are available, you don't need money and you can use anything to make up a story so stories can happen any time, any place.
- Story reading & telling is parent centric, not race centric.
- Young children enjoy stories, no child is too young to learn, and all children will benefit.

Summary of testing results

Mothers, fathers and workers want fathers to spend more time and be more involved in raising their children and to build stronger relationships with them. Mothers feel this is particularly important for girls as fathers may focus on their sons. They believe communication showing fathers modelling these behaviours have the opportunity to change social norms about the role of fathers. For example, they recognised that at the beginning of the storyboard, dad-jacket, the father represents the attitude of many fathers who feel that they don't have time or responsibility for children but the father at the end is showing the benefits of taking that time both in his own mood and the child's learning. The slogan 'real men read to their children' reinforces the desirability of fathers reading and telling stories to their children.

The issue of cultural appropriateness of talking to, story telling and reading with children was raised. Again people support the communications demonstrating these behaviours are relevant to and benefit parents from all cultures suggesting it has the potential to change cultural norms.

This section details how well or not well the storyboards, slogans and call to action work together, and what would optimise each one

Overall reactions to story boards

Storytelling is easier for parents to do than reading as there is no barrier in terms of access to reading resources. Some parents are motivated to:

- tell stories from their own life as a way to teach children to make good choices
- make up stories that might illustrate a point to a child or to try and warn the child away from a wrong behaviour
- have conversations with their child to make sure the child is OK, to check what the child understands, to help the child develop

Parents react positively to the idea of telling their traditional stories to their children

- Fathers and mothers see their mothers & grandmothers as role models and are motivated to tell the stories they heard from them
- Generally, fathers are more motivated to spend time with children and tell stories, although some are motivated to read. (Fathers reading was not a key storyboard strategy)
- Some mothers and fathers are motivated to read to their children, especially by Storyboards that promote rational and emotional benefits, address costs, increase efficacy demonstrate social approval and reward the parent for regularly reading to their child by showing the impact on the child's learning.

Impact of each Storyboard

Storyboard	Rational benefit for child	Bonding – emotional benefit for both	Emotional benefit for parent	Social approval from the other parent	Responsive parents	Happy characters	Motivates engagement*	Motivates reading & storytelling	Clear messaging
Dad-build	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes
Dad-hat	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Dad-jacket	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes
Dad-lion	Yes	Yes	Yes	Indirectly	Yes	Yes	Yes	Yes	Yes
Mom-bath	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes
Mum-bus	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Mum-lemon	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mum-walk	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No

*Play/serve-return conversations



Dad-build: targeting dads of children aged 1-3 years (not presented to fathers, insufficient worker data)



Script 5 (for Dads of children 1-3 years)

Setting: Dad is watching TV, boy playing on floor with toys, mom in kitchen prepping food.

Child: (Playing with truck) Brumm Brummm

Dad: (Gives last longing look at TV but moves to mat and picks up truck) Trucks carry things like bricks and (picks up plane) planes carry people.

Child: (points at truck) Tuck

Dad: Yes, truck. (Picks up plane) Years ago our house was not here. A man came in a plane from faraway. Zoom Zoom plane.

Child: (excited) Zoom Zoom!

Dad: He was a builder. He got lots of trucks and filled them with bricks for walls and wood and zincs for the roof. (Dad puts blocks in the truck and drives it. Boy takes blocks out and starts to build a tower).

Dad: Up, up, up went our walls. Up, up, up went our roof.

Boy: Up, up, up!



Reaction to Dad-build

The target audience for this concept were fathers. As it was not tested with fathers further research to get fathers reaction is required to determine whether it will influence fathers behaviour.

However, the concept was shown to mothers and appears to **motivate some mothers to play with and tell stories**, including stories from their background to their child/ren. It influences mothers intention to act because it **models playing and story telling** and **raises awareness of the rational benefits** of improving the child's communication through play and the **emotional benefits for both parent and child** of experiencing joy and bonding in the interaction. It also addresses the barrier to act of 'lack of time' by showing the father stopping what he is doing, focussing on the child and benefiting from changing his behaviour.

Mothers also reacted positively to the communication showing a father spending time with his child which seldom occurs in reality. They expressed the importance of the fathers' role in their children's lives and want fathers to be more involved in activities with children. It is possible that communications that model fathers spending time with their children may help to **re-position this behaviour as relevant, desirable and appropriate for fathers**.

Improving Dad-build

To increase the relevance of the communications to the target audience it is important to position the behaviour as appropriate and desirable for them to do with their child by showing a **parent of the same gender with children the same age as their own engaged in an age-appropriate way** in the communications. For example if the target is fathers of children aged 1-3:

- **show a father in the communications and address lack of time and cultural relevance barriers** with slogans e.g. 'Your few minutes today, her opportunities tomorrow', 'A story for every child, everyday' and consider 'Real men tell stories'
- **show a 1 year old or pre-verbal child to address the significant barriers to telling stories to younger children and test Call to Actions that reinforce the relevance of the behaviour for younger children** e.g. 'For scientifically proven ways you can help your **baby** learn about words and language visit www.nalibali.org' or new text/voice-over to address barrier 'my baby can't understand the story just yet, but reading from birth helps her learn about words and language'

To encourage story telling **include the words 'story' in the Call to Action or Slogan to reinforce the behaviour being shown in the video** e.g. 'Anywhere, anytime is story time' or 'Real men tell stories'. This would also help to clarify the behaviour being communicated, strengthening the message and link it to other communications about story telling to reinforce the message across multiple executions.

To encourage story telling as a bridge towards reading **make it easier** for parents to access age-appropriate reading material advising where they can get the resources in the call to action.

Dad-hat: targeting dads of children aged 1-3 years (insufficient worker data)



Script 7 (for Dads of children 1-3 years)

Setting: Dad arrives at house wearing a hat. His mother (gogo) and son are playing outside. Gogo watches this exchange and shows her approval.

Dad: (Arriving home with hat on head and bag in hand). How's my little man?

Son: Daddy! (Dad picks son up)

Son: Where did you go?

Dad: Ah my son I lost my hat and had to search everywhere for it. I looked in my bag

Son: (points at bag)

Dad: It wasn't there. I looked in the dirt

Son: (looks at ground) and it wasn't there.

Dad: I even looked up in the sky!

Son: Not there!

Dad: Where was my hat?

Son: (Tapping dad's head) On head Daddy! (Dad & son both laugh). I love you Daddy.

Reaction to Dad-hat

The concept appears to **motivate some fathers to play and talk with their child with a few saying they would read or tell stories**, including stories from their own childhood. It influences fathers' intention to act because it **models talking to the child and raises awareness of the emotional benefits for both parent and child** of experiencing joy and bonding in the interaction. It **addresses the barrier to act of 'lack of time'** by showing the father arriving home from work, picking up his child and benefiting from changing his behaviour. It also provides **positive social reinforcement** by showing the gogo watching approvingly. Fathers generally expressed that they did not have good relationships with their children and were motivated to talk and tell stories with their child to help them to strengthen their relationships with their children. The happiness and affection shown in the communications also helps to **re-position this behaviour as relevant, desirable and appropriate for fathers**.

Mothers were also motivated to tell stories, play and talk to their child/ren because the communication **raises awareness of the emotional benefit of bonding**. The concept also **addresses the cost of having to pay for resources** to tell stories demonstrating this is not necessary and removing a barrier to action. Mothers want fathers to play an important role in their child's lives and support communications that encourage fathers to spend time interacting lovingly with their children.

Improving Dad-hat

While this communication appears to motivate both mothers and fathers to talk and tell stories to their child it does not link this behaviour to rational benefits to the child. It could be improved by **including the rational benefits to the child in addition to the emotional benefits for both parent and child**. We suggest using the visual to model the desired behaviour and demonstrate the emotional benefits of the behaviour and using text/voice-over/slogans to reinforce the rational benefits of talking and telling stories through slogans such as ‘Your few minutes today, her opportunities tomorrow’ and ‘Stories boost brain development’

Reinforce the visual showing the father successfully overcoming lack of time and cultural relevance barriers with text/voice-overs/slogans e.g. ‘Your few minutes today, her opportunities tomorrow’, ‘A story for every child, everyday’ and consider ‘Real men tell stories’ to address confusion about whether the communications targets the father or the child and what the behaviour is fathers are being asked to do

If the objective of the communications is to encourage story telling as a bridge towards reading **make it easier for parents to access age-appropriate reading material** by incorporating where they can get the material from into the message e.g. “For free children’s stories in your language WhatsApp “stories” to 0600 44 2254’

If the objective of the communication is to encourage story telling **include the words ‘story’ in the Call to Action or Slogan to reinforce the behaviour being shown in the video** e.g. ‘Anywhere, anytime is story time’ or ‘Real men tell stories. This would help to clarify the behaviour being communicated, strengthening the message and link it to other communications about story telling to reinforce the message across multiple executions.

Improving Dad-hat

When targeting fathers with children aged 1-3 consider developing executions that show:

- **a 1 year old or pre-verbal child to address the significant barriers to telling stories to younger children and test Call to Actions that reinforce the relevance of the behaviour for younger children** e.g. 'For **scientifically proven** ways you can help your **baby** learn about words and language visit www.nalibali.org' or new text/voice-over to address barrier 'my baby can't understand the story just yet, but reading from birth helps her learn about words and language'
- **a girl child** as mothers suggest that fathers mostly focus on their sons
- **his mother in the visual communications encouraging his behaviour to demonstrate social approval** of the fathers behaviour. Mothers believe fathers take advice from their mothers and suggest giving grandmothers a voice
- **the father greeting the mother** to demonstrate respect as fathers suggest not greeting the mother is rude
- a father who obviously does not live with the child either bringing love and possibly a present for the child to **increase relevance**

Consider use of a common language

Dad-jacket: targeting dads of children aged 3-6 years (not presented to mothers)



Script 8 (for Dads of children 3-6 years)

Setting: Dad is on his way out the door, putting on his hat/jacket. Daughter in background

Dad: (About to leave house)

Daughter: (Stops daddy) Daddy please read me a story, please please please!

Dad: Aaaargh I'm late sweetheart but (smiling) okay just one...

Dad: (sitting with daughter and book, reads from cover) Tselane and the Giant". (Dad reads book to daughter, they look happy and relaxed)

Daughter: Again daddy?

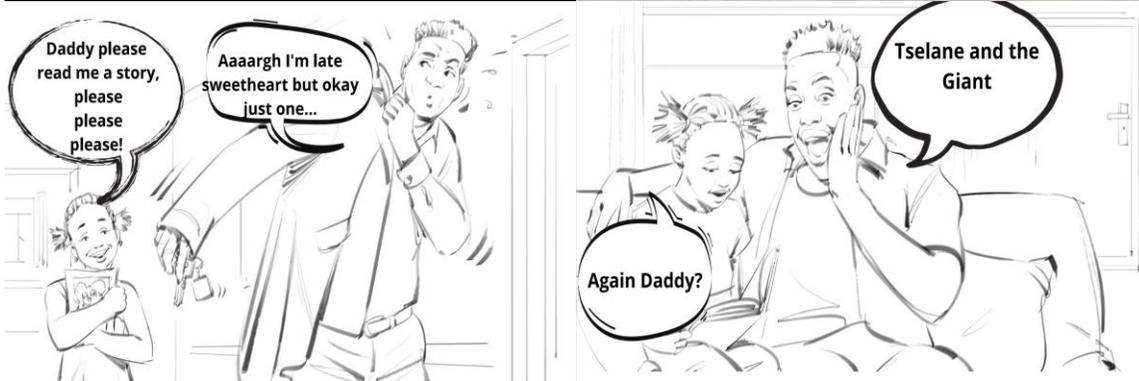
Dad: Another day...

(Visuals show the next day the same thing happens and the next and the next until...)

Dad: My baby this is the fourth time this week you've asked for a story! I really don't have time right now I'm late!

Daughter: (starting to read) A long, long time ago, when giants roamed about and chickens talked, a poor woman lived with her daughter Tselane..."

Dad: (Looks surprised and pleased and gives his daughter a hug!) You can read!



Reaction to Dad-jacket

Dad-jacket sends a clear and motivating message that **motivates workers and fathers to read to children**, potentially dramatizing the story so that the child remembers it. It influences intention to act because it **models reading to the child** and **raises awareness of the rational benefit to the child of helping them learn to read**. Both workers and fathers found the way the communications showed that reading to the child would result in the child being able to read themselves extremely motivating. Fathers felt reading to their child would help to prepare them for school and the future and wanted to be good role models to their child.

The concept also conveys **emotional benefits for father and child** of experiencing joy and bonding in the interaction as well as promising they will feel good about helping their child to read and proud when their child does read. It **addresses the barrier to act of 'lack of time'** by showing the father already late making time to read to his child at least 4 times in a week and both benefiting from his behaviour. The father and child looking happy and relaxed also helps to **re-position this behaviour as relevant, desirable and appropriate for fathers and increases efficacy by showing the father successfully doing the behaviour and experiencing the rational and emotional benefits**.

Improving Dad-jacket

- Ensure both father and child look as though they are **enjoying the reading experience** to clearly communicate the emotional benefits of joy and bonding. It is also important that the father's happiness rewards the child for reading herself. Concern was expressed that the father looked angry, and the child looked bored – this detracts from the message
- **Reinforce the visual showing the father successfully overcoming lack of time and cultural relevance barriers** with text/voice-overs/slogans e.g. 'Your few minutes today, her opportunities tomorrow', 'A story for every child, everyday', "Real men read stories" and "Reading starts at home"
- **Make it easier for parents to access age-appropriate reading material** by using slogans to link them with free reading material e.g. 'For free children's stories in your language WhatsApp "stories" to 0600 44 2254'
- Consider strengthening the communications by including the mother in the communications approving of his behaviour. This will convey **social approval** of the father and show him fulfilling his social responsibility to care for his family

Dad-lion: targeting dads of children aged 3-6 years



Script 6 (for Dads of children 3-6 years)

Setting: Dad is sitting at kitchen table with bills that say "overdue". Daughter is drawing at the table.

Dad: (Looking up from his worrying bills) What are you drawing darling?

Child: It's the lion from Gogo's story.

Dad: When I was a boy, my gogo told me the same story about "Lion & Jackal." I loved her stories. Let me see if I can remember it. (Looks happier and more relaxed). One day long ago, Jackal was trotting along a narrow path in the mountains looking for something to eat.

Child: (draws the mountain behind the lion and looks at dad expectantly).

Dad: Then he saw Lion coming straight towards him. Well, he was scared of that lion. Do you remember why?

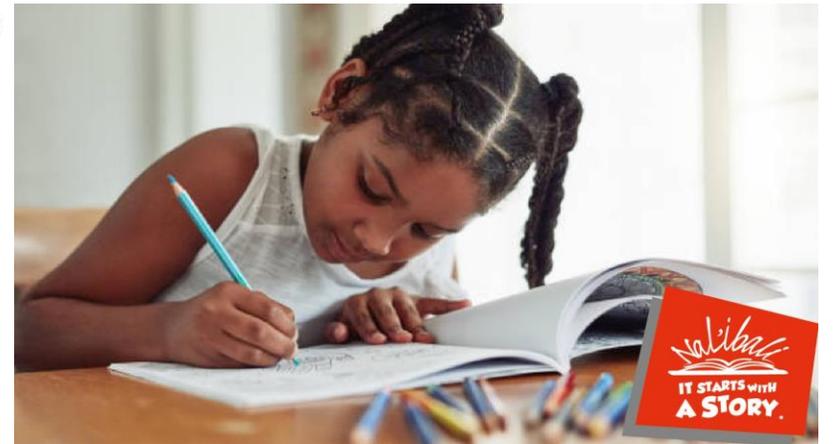
Child: Because he was always playing tricks and he though Lion would be mad with him.

Dad: (Dad looks pleased) That's right! So do you know what he did? He quickly made a plan. "Help, help" he cried. "Those big rocks above us are about to fall. You must save us!" Then he convinced Lion to hold the rock up in the hot, hot, sun whilst he went off to get a log.

Child: (Draws in the hot sun)

Dad: But do you think he came back?

Child: No! He got away – AGAIN!



ives.

Reaction to Dad-lion

Dad-lion appears to **motivate fathers, ECD workers and mothers to do a wide range of behaviours** including engage with the child, ask questions, use “voices” to tell or read a story, give their child a book and invite their children to tell stories. Fathers were motivated to tell stories from their childhood and grandmothers, spend quality time with their children and to help their children write, draw and do schoolwork.

It influences intention to act because it **models telling a story to the child** and **conveys the emotional benefits for both parent and child** of experiencing joy and bonding in the interaction. They see telling stories from their childhood to connect with their children, build their relationship and make their child happy. The happiness and affection shown in the communications also helps to **re-position this behaviour as relevant, desirable and appropriate for fathers**. Fathers like to believe their child is ‘smart’ and the communications tap into their desire to contribute to their child's cognitive development promising fathers will ‘feel good’ about helping their child to be smart get some relief from dealing with their overdue bills.

It **addresses the barrier to act of ‘being too busy’** by showing the father looking up from his overdue bills and enjoying telling Gogo’s story. The fact that the story is from Gogo is important as it gives the father the opportunity to remember their own strong, positive memories of stories from their childhood.

It also **addresses the cost** of sourcing reading material by providing people with the free option of telling stories from their childhood and **increases efficacy** by showing the father easily and successfully telling the story in an engaging and enjoyable way.

Improving Dad-lion

- While this communication appears to motivate participants to tell stories to their child it does not clearly link this behaviour to rational cognitive benefits to the child. It could be improved by **including the rational benefits to the child in addition to the emotional benefits for both parent and child**. We suggest using the visual to model the desired behaviour and demonstrate the emotional benefits of the behaviour and using text/voice-over/slogans to reinforce the rational benefits of telling stories through slogans such as ‘Stories boost brain development’, ‘Reading starts at home’. ‘Family reading unlocks school success’ and ‘It all starts with a story’.
- **Reinforce the visual showing the father successfully overcoming being too busy and cultural relevance barriers** with text/voice-overs/slogans e.g. ‘Your few minutes today, her opportunities tomorrow’, ‘A story for every child, everyday’, ‘Real men read/tell stories’. Consider including ‘story time’ in the communication to signal the importance of dropping everything and telling stories/reading at home.
- Consider strengthening the communications by including the grandmother in the communications approving of her son telling her story to his child to convey **social approval** of the father and reinforce the link between generations
- Consider having the father and possibly child ‘roar’ to model more **engaging** story telling

Mom-bath: targeting moms of children aged 1-3 years



Script 1 (for Moms of children 1-3 years)

Setting: Bathtime – son is playing in water, supervised by mom, with dad in background

Mom: (Mom wets a facecloth) Here comes the rain - drop drip drop - on the road, washing away the day...

Child: Dop, dip, dop!

Mom: (Rubs the soap in slippery circles on child) Here comes a man slipping in the rain (drop soap in bath)

Child: Fall down!

Mom: (Wash soap off with facecloth) Here comes the cleaner to clean up the road. Dirt is all gone!

Child: All gone!

Dad: Yoh but our little one is sharp! Listen to him sounding out your words!



Reaction to Mom-bath

- Mom-bath encourages some workers and mothers to talk, play and tell stories to children and also encourages some mothers to sing and read. It **models talking and storytelling** and **raises awareness of the rational benefits** of helping children learn new words and how to pronounce words, even when the child is young. This is new information for some participants, and some said it is outside of their normal cultural behaviour towards children and more associated with white culture. Mothers are also motivated to talk with their child to check that the child is fine. Mom-bath also communicates the **emotional benefits for both parent and child** of experiencing joy and bonding in the interaction by showing both smiling and engaged, **addresses the perceived costs** by showing the behaviour can be done without the need to find/purchase storytelling resources and **increases efficacy** by showing the mother easily and successfully doing the behaviour. Mom-bath also **addresses the barrier of lack of time** by demonstrating how parents can talk and tell stories during the time they would already be spending with their child rather than requiring additional time.
- Mothers also react positively to the father's presence in the communication feeling that it created a safe and caring family environment, although some suggested the father should be more involved in the activity. The father proudly pointing out that the child is repeating the mothers' words provides **social approval**. Mothers noted that most children are not raised by their father so seeing the father in the message was attractive to them. This may help to **re-position this behaviour as relevant, desirable and appropriate for fathers**.

Improving Mom-bath

- Consider developing an execution with a 1 year old or pre-verbal child to **address the significant barriers to talking to and telling stories to younger children** and test Call to Actions that reinforce the relevance of the behaviour for younger children e.g. 'For scientifically proven ways you can help your baby learn about words and language visit www.nalibali.org' and/or new text/voice-over/slogan to address barrier 'my baby can't understand the story just yet, but talking to her and stories from birth helps her learn about words and language'
- Mom-bath could be improved by using text/voice-over/slogans to **reinforce the rational benefits of telling stories** through slogans such as 'Stories boost brain development', 'It all starts with a story' '15 minutes a day = 1 million words for life' and 'Your few minutes today, her opportunities tomorrow'
- Reinforce the visual showing the mother **successfully overcoming cultural relevance barriers** and engaging with her child with text/voice-overs/slogans e.g. 'A story for every child, everyday', 'Any time is story time', 'Try a story anywhere, anytime'

Mom-bus: targeting moms of children aged 3-6 years



Script 4 (for Moms of children 3-6 years)

Setting: Mom and son on bus. Mom sending messages on her phone.

Child: (poking & nudging mom) Mom, Mom, Mom, Mom

Mom: (Looks annoyed then sighs and looks at boy) How about a story? (Boy settles and snuggles into her)

Mom: (Sends a WhatsApp to the Nal'ibali Story Bot and receives a story. She reads from her phone but looks at child regularly). There once was a woman who lived with her family in a village in the Kingdom of Zululand. Every Sunday the family went down to the big ocean...

Child: Oh I wish we could go to the beach today with Gogo!

Mom: Well, let's plan for that.

Child: (Looks excited).

Mom: There were so many things to pack for their beach outing. There was the food and the water and the sunscreen and the (mom pauses and points to a word. Boy looks over and reads)

Child: H -a-t, hat?

Mom: (Looks pleased and smiles at child). Yes, the hat.



Reaction to Mom-bus

- Mom-bus **motivate some mothers and workers to tell and read stories and ask questions about stories**, including stories from their background to children. It influences intention to act because it **models telling a story** and **raises awareness of the rational benefits** of improving the child's language (and behaviour) and the **emotional benefits for both parent and child** of experiencing joy and bonding in the interaction. It also **addresses the perceived costs** of having difficulty accessing reading resources by showing the mother instantly accessing the material from her phone and **increases efficacy** by showing how easy it is for the mother to successfully tell an engaging story to her child in a situation not normally associated with storytelling
- However, there is a perception among some participants that reading and story-telling are not “black people” behaviours (their own words). They noted that seeing black people on TV reading to their children and the work that Nal'ibali does, is helping to normalise the idea that these behaviours are not just for white people and may help to **re-position this behaviour as relevant, desirable and appropriate for all cultures**

Improving Mom-bus

- Mom-bus could be improved by using text/voice-over/slogans to **reinforce the rational benefits of telling stories** through slogans such as ‘Stories boost brain development’, ‘It all starts with a story’ ‘15 minutes a day = 1 million words for life’ and ‘Your few minutes today, her opportunities tomorrow’
- Reinforce the visual showing the mother **successfully overcoming cultural relevance barriers** and engaging with her child with text/voice-overs/slogans e.g. ‘A story for every child, everyday’, ‘Any time is story time’, ‘Try a story anywhere, anytime’
- Consider testing executions showing the mother reading a book or telling a story from her imagination/memory rather than using a phone to **increase relevance** for people who have no phone/WhatsApp/internet.
- Show **social approval** by having another passenger on the bus nodding in approval as the mother tells a story to the child
- Ensure both mother and child look as though they are **enjoying the reading experience** to clearly communicate the emotional benefits of joy and bonding. It is also important that the mothers happiness rewards the child for reading the word HAT

Mom-lemon: targeting moms of children aged 1-3 years



Script 2 (for Moms of children 1-3 years)

Setting: Mom sitting with daughter on lounge, gogo cooking in background

Child: Story mama story! (Child holds up book. Mom sighs but agrees).

Gogo: (Looks over and smiles encouragingly)

Mom: (Starts story slowly but gets more into it as the story goes on.) Okay, long ago there was a land filled with every kind of fruit tree. The only fruit that nobody had ever seen or tasted was the lemon...

Child: L-e-m-o-n

Mom: What colour is the lemon?

Child: Lellow? (Mom smiles)

Mom: Yes that's right, and do you know what else? Lemons taste very sour! (Both mom and child pull faces and laugh)

Mom: One day, the king's favorite daughter, Bokang, fell ill. Everyone tried to cure her, but nobody could. Then a very old sangoma was called. "Somewhere in this country there is a lemon tree" she told the king....



Reaction to Mom-lemon

- Mom-lemon encourages some workers and most mothers to want to tell stories and read to children with some workers keen to try the way the mother tells the story using facial expression and dramatic voice. It **models reading and storytelling** and **raises awareness of the rational benefits of** helping children learn new words and develop their brains, even from a very young age. The concept motivates mothers to build a culture of reading because it demonstrates the **emotional benefits** of bonding with their child, both parties enjoying the experience and the mother getting relief from her own stress. Mothers also see a benefit of reading as giving them the opportunity to check that the child is fine.
- The child's behaviour and reaction is important in communicating critical messages that motivate behaviour. In Mom-Lemon the child holds up a book, asks for a story, is engaged and listens and holds the book, repeats the word lemon and responds to the mother's question – this communicates that the child wants the story, enjoys the process, and is learning about words and language **reinforcing the rational and emotional benefits of reading**.
- Mom-lemon **increases efficacy** by showing the mother easily and successfully reading resulting in the child happy and learning, demonstrates **social approval** by showing Gogo smiling encouragingly and **re-positions reading as relevant, desirable and appropriate for mothers**.

Improving Mom-lemon

- Mom-lemon could be improved by using text/voice-over/slogans to **reinforce the rational benefits of reading** through slogans such as ‘Family reading unlocks school success’ and ‘Read a book, change a child’s life’, ‘Stories boost brain development’, ‘It all starts with a story’ ‘15 minutes a day = 1 million words for life’ and ‘Your few minutes today, her opportunities tomorrow’.
- Reinforce the visual showing the mother **successfully overcoming cultural relevance barriers** and reading with her child with text/voice-overs/slogans e.g. ‘A story for every child, everyday’, ‘Any time is story time’, ‘Try a story anywhere, anytime’.
- Consider testing executions showing the mother reading without a book (e.g. using phone or packaging) or telling a story from her imagination/memory rather than reading with a book to **increase relevance** for people who do not have age-appropriate books in their home.
- Consider whether the setting is a **realistic scenario** as some participants suggested showing the mother reading after dinner rather than before as children often play before dinner.
- Reinforce **social approval** by having grandmother or father participate in the reading experience.
- **Make it easier for parents to access age-appropriate reading material** by using Call to actions about where they can get the material from e.g. “For free children’s stories in your language WhatsApp “stories” to 0600 44 2254’ including DSTV and Facebook as channels and telling parents where they can get books.

Improving Mom-lemon

- Consider developing an execution with a 1-year-old or pre-verbal child to **address the significant barriers to talking to and telling stories to younger children** and test Call to Actions that reinforce the relevance of the behaviour for younger children e.g. 'For scientifically proven ways you can help your baby learn about words and language visit www.nalibali.org' and/or new text/voice-over/slogan to address barrier 'my baby can't understand the story just yet but reading to her from birth helps her learn about words and language'.
- Reflect on the **expectations created about how the child will respond** based on the child's behaviour and reaction in the communications. Consider how likely it is that children 1-3 will ask to be read a story, listen and remain engaged, repeat words and answer questions. These behaviours appear to be unlikely in a one-year-old or pre-verbal children and there is a risk that if older children are shown it will reinforce parents' belief that reading is for older children (closer to 3 than 1). It may also be unlikely that a 3-year-old will ask to be read a story unless they have enjoyed the experience previously. The alternative is to show the parent reading to a 1-year-old with the parent initiating the 'story time' rather than the child and showing a realistic and age-appropriate reaction from the infant, then showing the parent reading the same book again over time as the child grows older resulting in the 3-year-old in Mom-lemon. This approach would create more realistic expectations, sends the message reading benefits very young children and that reading regularly from an early age will create a love of books and help the child to learn about words and language.

Mom-walk: targeting moms of children aged 3-6 years



Script 3 (for Moms of children 3-6 years)

Setting: Mom is walking daughter to creche, and child is walking slowly, they pass other children being walked to creche

Mom: (Walking to school with daughter) Hurry up sweetie you're going to be late for school!

Daughter: (Getting behind) Eish, I'm so bored of walking...

Mom: (Takes child's hand) How about a story? Gogo used to tell me a tale about a girl that walked too slow. Once there was a girl who was always so slow! Hurry along her mom said. But she still went slow. Hurry along her Gogo said, but she still went slow. Hurry along her ... (pause and look at child)

Child: teacher said, but she still went slow. (Mom smiles)

Mom: Hurry along her (pause and look at child)

Child: Friends said, but she still went slow!

Mom: Well, do you know why they said to hurry along? Because they had cake! But by the time the slow girl got there it was all gone!

Child – Look Mama! We're already here!



Reaction to Mom-walk

- There is a mixed reaction to Mom-walk with some confusion about the message. Some workers are concerned it models how to get a child to do what she doesn't want to do and dislike the story seeming to use cake as a bribe to get the child to school, Both workers and mothers suggested the storyboard should not promote mothers making fake promises to the child (with reference to the cake mentioned in the story).
- However, Mom-walk motivates some workers to do story telling behaviours: make up a story from their own imagination, invite a child to tell a story and tell as story from own experiences and motivates some mothers to tell and read stories to their children. It **raises awareness of the rational** (child learns new things about real life situations, to express their feelings and starts to walk faster and parent uses storytelling to teach the child the right thing to do) **and emotional** (child is happy when they get to school, both experience bonding) **benefits** of telling stories. It positions telling stories as **relevant, desirable and appropriate** for mothers to do. Mom-walk **addresses the barrier** of lack of time and resources to tell stories by demonstrating it can be done when the parent would normally be with the child and does not require additional time or resources. Workers were encouraged to ask parents to tell children stories on the way to school so that the child would arrive happy. Mom-walk also **increases efficacy** by showing the mother easily and successfully telling a story, achieving a positive result and both mother and child experiencing the benefits.

Improving Mom-walk

- Revise and test the execution where the mother tells a different story without the ‘fake promise’ or ‘bribe’ of cake to **remove the barrier** of inappropriate messaging and help to **position the behaviour as appropriate and desirable** for mothers to do.
- The message Mom-walk communicates needs to be clarified by using text/voice-over/slogans to **reinforce the rational benefits of telling stories** through slogans such as ‘Stories boost brain development’, ‘It all starts with a story’ ‘15 minutes a day = 1 million words for life’ and ‘Your few minutes today, her opportunities tomorrow’. This would help to clarify the behaviour being communicated, strengthening the message and link it to other communications about story telling to reinforce the message across multiple executions.
- Reinforce the visual showing the mother **successfully overcoming cultural relevance barriers** and telling her child a story with text/voice-overs/slogans e.g. ‘A story for every child, everyday’, ‘Any time is story time’, ‘Try a story anywhere, anytime’.
- Reinforce **social approval** by having grandmother or father participate in the experience.
- If the objective of the communications is to encourage story telling as a bridge towards reading **make it easier for parents to access age-appropriate reading material** by incorporating where they can get the material from into the message e.g. “For free children’s stories in your language WhatsApp “stories” to 0600 44 2254’.

Overall reaction to Call to action options

Find multilingual games and rhymes at www.nalibali.org

Find mother-tongue games and rhymes at www.nalibali.org

Get your data-free multilingual children's stories at www.nalibali.org

Find mother-tongue stories for your child at child at www.nalibali.org

For free multilingual children's stories WhatsApp "stories" to 0600 44 2254

For free mother-tongue children's stories WhatsApp "stories" to 0600 44 2254

Get your free newspaper reading supplement at any SA post office.

- People are most likely to respond to 'For free children's stories in your language WhatsApp "stories" to 0600 44 2254' because the information is free and instantly accessible 24/7 on their phone.
 - Use 'in your language' rather than 'multilingual' which is not interpreted as intended (mother-tongue resources available).
- Websites are also popular although some would not be able to access them.
- Newspaper reading supplements at any SA post office is less likely to create action likely due to the extra cost and/or time it would take to access the resources.
- People suggested providing information via Facebook and radio and encouraging people to borrow/swap books.

Call to action

The role of the Call to action is to **link parents who are motivated to act by the visual communication with information or resources to support them to do the desired behaviour.** The Call to action should **reinforce the message being delivered in the visual and slogan/voice-over/text e.g.** The Call to action for people to access free children's stories via WhatsApp will be more effective when matched to slogans that talk about stories and visual communications that show 'story telling' rather than just 'talking'. Likewise, a Call to action that talks about 'games and rhymes' should only be used if the desired behaviour is to encourage parents to play games and say rhymes.

The Call to action should be **modified to be consistent with and to reinforce the behaviour** being communicated by the visual and slogan/voice-over/text.

We suggest **consistent use of 'For free [insert relevant resource] in your language WhatsApp [insert resource name] to 0600 44 2254'** unless targeting a cohort that is more likely to access the resource in a different way e.g. Facebook, website

Overall reaction to slogans

Anytime is story time

Your few minutes today, her opportunities tomorrow

Family reading unlocks school success

Real men read stories

Leave a legacy of literacy

Try a story anywhere, anytime

It all starts with a story.

Literacy – it's the right of every child

Stories boost brain development

Read a book, change a child's life

A story for every child, every day

15 minutes a day = 1 million words for life

'Anytime is story time' was the most motivating slogan because it raises awareness that parents don't need any special place/skill/resource to tell a story. It reinforces the visual communications showing stories being told in settings not normally associated with stories e.g. on the bus, in the bath, on the way to school, whilst making lunch. This message addresses the barrier of having to find/pay for story telling resources. The slogan and visual communications act together to increase efficacy by demonstrating the behaviour is easy to do.

'Real Men Read Stories' motivates fathers and is supported by mothers because they want fathers to interact more with their children and so support the message.

Slogans that provide new information about the rational benefits to the child of doing the behaviours for the child such as 'Your few minutes today, her opportunities tomorrow', 'Family reading unlocks school success' and 'Stories boost brain development' also motivate parents to consider acting. These slogans increase agency and efficacy by giving parents a way they can help their child/ren to be smart and do well at school. They also promise to reward parents with the emotional benefit of 'feeling good they are helping their child' when they spend time with their child, tell stories or read.

Reaction to Logo



The Na'ibali logo should be shown clearly on the communications as it will encourage ECD workers, mothers and fathers to read and tell stories to children



There were mixed views about which language it should be in and where it should be placed



We suggest showing the logo throughout the communications.

WhatsApp, TV and Facebook Channels recommended

Workers - WhatsApp, TV, Facebook or anything via phone, TikTok and Moya App were all mentioned.

Mothers – TV, billboards, Facebook, community newspaper, community radio, community magazine. Mothers were attracted to the idea of using cartoons which they enjoy and which reminds them of their relationship with their child.

Fathers – WhatsApp, TV, children's TV, TikTok, Facebook, Nal'ibali App, radio. As for mothers, fathers were attracted to the idea of cartoons and also mascots.

Recommendations



Communications recommendations

1. Agree on a final set of behaviours and target audiences. The BCC recommends **mothers as the primary audience** for the campaign as they spend more time with their children and are most likely to be influenced to tell stories and read to their children. Fathers are less likely to tell stories or read to their children, however, are open to the behaviour and can be influenced. The BCC recommends **fathers are the secondary audience** for the campaign.
2. Segment the target audience according to what determines different communication needs. The BCC recommends **communications are developed targeting parents of both genders with different aged children** as they are most likely to be persuaded by seeing parents like themselves with children the same age as their children in the executions. We recommend a specific focus on parents of younger children to address the belief they will not benefit from stories until they are older. We suggest workers are targeted in an industry-specific way through training and worker resources as their numbers in the population does not warrant a mass media approach.
3. Create, test and evaluate specific executions targeting each segment to encourage a specific age-appropriate behaviour.

Communications recommendations

4. Use video to raise awareness of the behaviour as relevant, desirable and appropriate for people to do and to communicate the rational and emotional benefits, address costs, increase social approval and efficacy.
5. Select the most appropriate text/voice-over/slogan to reinforce the visual communications.
6. Use the Call-to-action to link people to helpful resources or information and to the overall campaign. Modify it to be consistent with and to reinforce the behaviour being communicated by the visual and slogan/voice-over/text. We suggest consistent use of 'For free [insert relevant resource] in your language WhatsApp [insert resource name] to 0600 44 2254' unless targeting a cohort that is more likely to access the resource in a different way e.g. Facebook, website.
7. Use social media (WhatsApp and Facebook) and TV channels to reach the target audience.
8. Use the Nal'ibali logo to add credibility and link specific executions to the campaign.

9. Develop a social marketing strategy to create the capability, opportunity and motivation for people to act.

- **raise awareness** of the benefits to children and parents and **position the behaviour as relevant, appropriate and desirable for parents of children aged 1-6.**
- **promote the benefits of the behaviour so that they outweigh the perceived costs.**
- **increase knowledge** about the importance of the behaviours, **show parents how to do them, give parents resources, tools and techniques to engage with their children in an age-appropriate way, increase confidence** that both parents and children will enjoy the experience by showing this in communications to address barriers.
- **demonstrate the spouse/family members joining in/approving.**
- **Integrate activities into regular times parents already spend with their children to address the barrier of lack of time and to encourage the ‘habit’ at the same time as promoting the benefits of ongoing behaviour.**

10. Develop, refine and evaluate communications using a 5-component message strategy to shift the target audience through stages of behaviour change.

Communications tasks	Messages components to shift parents through stages of change
<p>Influencing behaviour</p> <ol style="list-style-type: none"> 1. Raise awareness of the behaviour as relevant, desirable and appropriate 2. Promote benefits so they outweigh the costs 3. Make it easier for parents 4. Use influential others encourage 5. Reward and remind people for regularly doing behaviour 	<ol style="list-style-type: none"> 1. People like you (mothers, fathers and workers with children the same age as yours) doing the behaviour with their child in realistic settings, at realistic times, with age-appropriate interaction and response from child 2. Talking to, story telling, reading and experiencing the rational and emotional immediate and longer-term benefits. E.g. enjoyment, strengthening relationship/bonding with child, finding peace, feeling empowered, being approved of by spouse/family/friends, knowing you are doing the right thing by helping your child's brain development/helping them learn about words/develop language skills to give them the best start for school and success in life 3. Easily and successfully doing the behaviours (e.g. getting and using reading material) to increase efficacy and address barriers 4. Spouse, mother/mother-in law, relatives encourage and supporting you to read demonstrating social approval of reading as consistent with family values and the right thing to for you to do 5. Communications showing people like you with their child, enjoying the experience and talking about the benefits to the child of storytelling and reading with them habit/routine/everyday from birth

11. Develop other strategies to address the barrier of a lack of age appropriate reading material for to shift the target audience through stages of behaviour change.

- Provide **age appropriate, engaging reading material** to parents to read with their children through infant packs, pre-natal courses/parent education programmes, midwives/Dr's/hospitals/schools, **promoting their availability and including order-forms on website, face-book page, What's App and TV**
- Provide **reading material on line** that parents can read with their children and promote its availability
- Promote **other ways parents can read to their children without books** e.g. packaging, street signs, labels, writing on black boards/typing on screens
- Support or create **edutainment programmes/YouTube video content** parents can watch and engage in with their children that involve/encourage reading, stories, singing, rhyming, naming, pointing activities parents do with their children while watching

Research recommendations

- Use the feedback provided in this report to refine the concepts, develop communications executions and pre-test them with the target audience prior to launch. It is best practice to pre-test communications to reduce the risk of developing communications that do not achieve the required outcomes.
- A pre and post quantitative survey should be used to evaluate changes in the story telling and reading behaviours of the target audience/s and the knowledge, attitudes and values the campaign intends to influence. Results should be used to identify areas for improvement to inform future campaign development.

Impact Stream	Problem (MSR)	Inputs	Implications for Inputs (MSR)	Future Research (MSR)
Equip reading role models	<p>Unaware that *reading and storytelling (R&ST) is important for cognitive development</p> <p>*R&ST is important for very young children</p> <p>R&ST is part of “others” culture – not part of this gender/ this race</p>	<p>Training</p> <p>Mentoring</p> <p>Thought Leadership</p>	<p>Must include <i>WHY</i>, not just WHAT & HOW.</p> <p>Consider how to harness social media to educate parents on why to do R&ST and motivate behaviour change. Parents want to see messaging on Facebook & WhatsApp. They suggest a Nal’ibali App.</p> <p>Address reading culture</p> <ul style="list-style-type: none"> • Men can participate in care for their children, not just women. • Men can form important relationships with girl children, not just boy children. • Story reading & telling is parent centric, not race centric. <p>Messaging should show</p> <ul style="list-style-type: none"> • Families together • Young children • “Homes & lives like ours” • Happy characters • Responsive parents 	<p>Assess the impact of training parents via workshops & home visits/ via online organic social media share/ via “sign up” WhatsApp training.</p>



Increase access to resources	<p>Unaware that <u>free</u> resources are available</p> <p><u>resource</u> access is easy</p> <p><u>children</u> need books</p> <p>Radio stories not played at times when children are home</p> <p>Nal'ibali stories are too long for young children</p>	<p>Print media</p> <p>Audio stories</p> <p>E-resources</p>	<p>Messaging focus</p> <ul style="list-style-type: none"> Free stories are available, you don't need money. You can use anything to make up a story - <u>tell</u> a story from your day/ childhood/ mother/ granny Children need books <p>Development focus</p> <ul style="list-style-type: none"> Encourage radio stations to repeat stories in the evening Develop print and audio stories that are appropriate in length and complexity for younger listeners 	<p>External analysis of current story texts versus market demand would assist with recommendations for story development.</p>
Create positive experiences with reading and stories	<p>Parents face challenges of being tired, not having enough time, their child not being interested, their child being interested at times that they are not available.</p> <p>Competition for shared parent-child leisure time is primarily from watching cartoons together and playing games on the cell phone.</p> <p>Fathers face the challenge of not being well connected to their children.</p>	<p>Reading for enjoyment programs</p>	<p>Messaging focus</p> <ul style="list-style-type: none"> Stories help children & parents relax Stories help parents & children bond <p>How to maintain story interest</p> <ul style="list-style-type: none"> Facial expressions & voices Let the child lead Ask & answer questions Relate the story to child's life <p>Parents recommend making cartoon advertisements that play on TV to capture their attention when spending time with their child. They also recommend online <u>vidoes</u> – <u>youtube/tik tok/ facebook/ whatsapp</u> that can be shared on social media because this is where they are.</p>	<p>What is the relationship between father-child bonding and fathers doing R&ST with children? Is bonding an essential step in the R&ST behaviour string with R&ST as the end-state behaviour OR could it be a consequence OR both?</p>



Build national demand for reading culture	NRB (2016) shows that SA is a country of light readers, unconvinced about the merits of reading and uncommitted to reading to children.	National campaigns Mass media Research and advocacy	MSR participants were undecided about language of messaging. <u>Generally</u> they felt it should be in English however they noted that people in the rural communities would not understand English.	What language should our mass media campaign be delivered in for optimal reach and acceptance?
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Impact (MSR)

SHORT TERM IMPACT
 Children learn to speak, listen, ask questions, express ideas, and develop vocabulary
 Children bond with parents which provides safety and security for the child and is affirming for the parent
 Children and parents have fun together

LONG TERM IMPACT
 Children are ready for school
 Children succeed at school
 Children are prepared to make good life choices
 Children choose to read for pleasure
 Children are confident and competent participants in their learning

Other challenges to discuss at workshop

- Language – what language should the communications be in? Some people said it should be English, but they also noted that people in rural communities would not understand English.
- Real people versus cartoons – real people show clear facial expressions and the nuance of the parent-child interaction, but many parents said that they like cartoons and that cartoons make them think about doing things with their children as they already spend time watching cartoons with their children. Cartoon development would more easily facilitate multiple languages. Multiple languages for filming would be expensive.
- Story reading seems to be at the end of a behaviour string starting with spending time with the child, talking to the child, bonding with the child. However, story reading could potentially also be a means to a relationship. Maybe our idea that it is too big a gap for fathers to read to children is wrong. Maybe fathers can read to children as a way to build relationship?

Sample profiles

Phase 1 developmental research sample profile

Participant cohorts	Number of interviews	Participant cohorts	Number of interviews
Age of child/ren	(15)	Language	(30)
1	4	Southern Sotho	2
2	2	English	8
3	3	IsiZulu	13
4	2	IsiXhosa	6
5	2	SiSwati	1
6	2	Type of settlements	(30)
Province	(30)	Urban	12
Mpumalanga	2	Rural	10
Gauteng	13	Suburban	8
KwaZulu-Natal	5	Gender of parent	(15)
Free State	2	Fathers	4
Eastern Cape	6	Mothers	10
Limpopo	1	Guardian (Female)	1
Western Cape	1	Gender of worker	(15)
LSM	(30)	Male	2
4	4	Female	13
5	8	Number of children	(15)
6	18	1 child	6
Desired behaviours	(30)	2-3 children	7
1+ in last 3 days	10	4+ children	2
None in last 3 days	20		
Gender of child	(15)		
Male	7		
Female	8		

Phase 2 and 3 testing research sample profile

Participant cohorts	Number of interviews	Participant cohorts	Number of interviews
Age of child/ren	(53)	Language	(73)
1	5	Setswana	19
2	4	IsiZulu	13
3	10	IsiXhosa	30
4	20	Afrikaans	11
5	8	Total	73
6	5	Setswana	19
Province	(73)	Type of settlements	(73)
Western Cape	18	Urban	50
Gauteng	19	Rural	0
Eastern Cape	12	Peri-urban	23
Northern Cape	18	Gender of parent	(73)
Free state	6	Fathers	23
Living Standards Measure	All 73 were between 4-7	Mothers	31
Number of children	(73)	Gender of child	(73)
1 child	17	Male	20
2-3 children	18	Female	26
4+ children	2	Not mentioned	27
Not mentioned	36		

Testing research ECD workers sample profile

Group	Description	Ages of children
LB 20220316	ECD practitioner at Sophakama Day Care Centre	4-6 years
	ECD practitioner at Sophakama Day Care Centre	4-6 years
	ECD practitioner at Gompo Day care Centre	4-6 years
SM 20220314	ECD practitioner at a Day-Care centre	2-5 years
	ECD practitioner Day-care Centre	2-6 years
	ECD practitioner at Day-Care	2-6 years
	Primary school teacher in Boichoko.	6-8 years
	ECD practitioner at a Day-Care centre	4-5 years
	ECD practitioner	3-4 years
	ECD practitioner at Day-Care Centre.	1-5
LB 20220315	ECD practitioner at Elukhanyiso Day Care Centre	1-3 years
	ECD practitioner at New Life Day Care Centre	1-3 years
	ECD practitioner at Kingdom Day Care Centre	1-3 years
AM 20220315	ECD practitioner	1-5 years
	ECD practitioner	1-5 years
	ECD practitioner, lives with child and husband	3-4 years
	ECD Practitioner	1-4 years
	ECD Practitioner	1-5
	ECD Practitioner	1-3 years

Group Date	Location	Language	Gender	Target	N=
LB 20220315	Eastern Cape	isiXhosa	Female	1-3years	3
AM 20220315	Northern Cape	Afrikaans	Female	1-3 years	6
LB 20220316	Eastern Cape	isiXhosa	Female	4-6 years	3
SM 20220314	Northern Cape	Setswana	Female	4-6 years	7

Group	Number of children	Ages of children
LB 20220322	Data not collected	1 year
	Data not collected	3 years
	Data not collected	3 years
	Data not collected	2 years
	Data not collected	3 years
	Data not collected	1 year
SM 20220322	1 child	4 years
	4 children	Aged 12,9,7,5 and 1
	2 children	9 and 4 years (male)
	2 children	10 and 4 years
	2 children	13 and 4 years
	2 children	Aged 4 and 1 (both male)
LB 20220315	Data not collected	3 years
	Data not collected	Data not collected
	Data not collected	Data not collected
LB 20220316	3 children	5 years
	Data not collected	5 years
	Data not collected	5 years
LB 20220509	3 children	Aged 14 (female) 11(male) and 5 (male)
	3 children	Aged 17 (female), 14(male), and 4 (male)
	2 children	Aged 7 and 4 (both male)
	2 children	Aged 7 and 4 (both male)
	3 children	Aged 20,12 and 4 (all female)
	2 children	Aged 9 and 4 (both female)
LB20220506	3 children	Aged 5 (female), 3 (female) and 2 (male)
	1 child	Aged 6 (female)
	1 child	Aged 6 (female)
	1 child	Aged 4 (female)
	1 child	Aged 3 (female)
	1 child	Aged 6 (female)

Testing research mothers sample profile

Group	Date	Location	Language	Gender	Target	N=
LB 20220322		Western Cape	isiXhosa	Female	1-3 years	6
SM 20220322		Gauteng	isiZulu	Female	4-6 years	7
LB 20220315		Eastern Cape	isiXhosa	Female	1-3years	3
LB 20220316		Eastern Cape	isiXhosa	Female	4-6years	3
SM 20220506		Gauteng	isiZulu	Female	4-6 years/ 1-3 years	6
LB20220509		Western Cape	isiXhosa	Female	1-3 years	6

Group	Number of children	Ages of children
AM20220322	1 child	4 years
	1 child	6 years
	2 children	4 years & 2 years
	1 child	5 years
	1 child	4 years
	1 child	1 year
AM20220316	Data not collected	Data not collected
SM20220419	1 child	18 months (male)
	2 children	3 years (female), 6 years (male)
	1 child	3 years (female)
	2 children	16 months (female), 4 years (female-sister's daughter)
	3 children	10 years (female), 12 years (male), 3 years (female)
	1 child	4 years (female)
LB20220426	2 children	10 years and 5 years (both female)
	1 child	2 years (male)
	4 children	9 years (female), 4 years (boy), 3 years (male) and 4 months (gender not mentioned)
	2 children	7 years (male) and 4 years (female)
	1 child	4 years (male)
	1 child	4 years (female)

Testing research fathers sample profile

Group Date	Location	Language	Gender	Target	N=
AM 20220316	Northern Cape	Afrikaans	Male	1-3 years	5
AM 20220322	Gauteng	English /Setswana	Male	4-6 years	6
SM 20220419	Free State	Setswana	Male	1-6 years	6
LB 20220426	Western Cape	IsiXhosa	Male	1-6 years	6

Testing research discussion guide

2. Welcome (15 min)

- Hi, my name is X from Nal'ibali.
- This research is about understanding the best way to communicate to people about activities they can do with their children aged 1 - 6. In this focus group we are looking to honestly discuss feelings and reactions to the ideas we will be talking about.
- There are no right or wrong answers. Whatever you have to say is important as each person involved in this research represents thousands of other people in South Africa.
- The focus group will last for about 2 hours, and we will pay you R300 to your cell phone in the next 24 hours, via e-wallet. If there is a problem with this, you will have my cell phone number and I will help you sort it out. So you can be assured that you will receive your payment.
- You do not have to discuss anything you are not comfortable with or share anything you do not feel like sharing. It's also fine to leave at any stage if you need to however we can only pay those who participate until the end.
- We are recording the session so that we don't miss anything that is said, but these will only be used for research purposes and so privacy/confidentiality is guaranteed. Let us know you are happy for the session to be recorded.

CALL EACH PARTICIPANT'S NAME AND WAIT FOR PARTICIPANTS TO SAY YES SO THIS IS RECORDED ON THE TAPE

- We may use illustrative quotes in our reporting, but these will not be identified as an individual, so they are accurate but anonymous.
- We need to agree that what is said in the room, stays in the room - no screen shots or recording of the sessions and all materials shared in the interview to be kept confidential - is that OK?

CALL EACH PARTICIPANT'S NAME AND WAIT FOR PARTICIPANTS TO SAY YES SO THIS IS RECORDED ON THE TAPE Any questions?

3. Intro / warm up

Let's start off with just a few questions about our situation

- Let's go round the group saying our name and the ages of our children. I'll start my name is X and the names of my children aaa and they are xxx years old / place of work is Y and I work with children aged xxx

Today we will be looking at communications for mothers/fathers like us with children aged 1-6.

4. Reaction to stimulus

Now we are going to have a look at some communications ideas for people with children under 6 years old.

- These are just ideas for communications, they are not finished, and will be professionally finished before they are made available to people. At this stage we are just trying to get people's input and feedback on the ideas we will be looking at.
- The children shown in these communications may be a different age to our children, and the parent might be a different gender to us, but they still give us a good idea of the different types of communications that could be designed for parents like us with children the same age as ours. **Please try to imagine yourself and your child aged 1-6 in the communication.**

SHOW THE THREE COMMUNICATIONS EXAMPLES ONE AT A TIME AND READ THE ACCOMPANYING NARRATIVE. POINT TO THE RELEVANT IMAGES AS THE STORY PROGRESSES. PRESTIK STORYBOARDS AFTER THEY ARE SHOWN, WHERE EVERYONE CAN SEE THEM.

SHOW STORYBOARD (REPEAT FROM HERE).

INITIAL REACTION

- After seeing this communications idea and hearing the story, would you do the activity shown with your child?
 - What reasons would you do the activity with your child?
 - What reasons would you not do the activity with your child?

SHOWCARD A: (Reading & Storytelling Behaviours) Here are some things people might start to do or start to do more of after seeing this communications idea.

- Which of these activities, if any, would you start do, or do more of after seeing the communications idea? (WAIT FOR PARTICIPANT TO CHOOSE ONE ACTIVITY FROM SHOWCARD)

- After seeing this storyboard and hearing the story and going home, how likely or unlikely would we be to tell our child a story/read with our child (USE RATING SCALE)?
 - Would you be likely to do this activity today?
 - One day soon?
 - Sometime in the future?
 - Or are you unsure when you might do it? (USE YOUR HANDS TO INDICATE A RATING SCALE THAT STARTS CLOSE TO YOU AND MOVES FURTHER AWAY).
 - What are all the reasons we would?
 - What are all the reasons we would not?
- What is it about this communications idea that makes us likely or unlikely to tell our child a story/read with our child?
- What could be changed about this communications idea to make us more likely to tell our child a story/read with our child? (PROMPT: CHANGE CHARACTERS, CHANGE SETTING, CHANGE STORY, CHANGE TIME OF DAY)

MAKE SURE TO DISCUSS BOTH THE VISUAL CONTENT AND THE NARRATIVE READ OUT LOUD.

SHOWCARD B: (Call to Action)

Here are some things people might do after seeing this storyboard (indicate communication clearly). We want to add a prompt to do this action to the storyboard.

- Which action (Showcard B, if any) fits best with the storyboard?
- Is there another action that would fit better?
- How likely or unlikely are we to do this action (USE RATING SCALE)?
 - Would you be likely to do this activity today?
 - One day soon?
 - Sometime in the future?
 - Or are you unsure when you might do it? (USE YOUR HANDS TO INDICATE A RATING SCALE)
 - What are all the reasons we would do this action?
 - What are all the reasons we would not do this action?

SHOWCARD C: (Slogan)

- After looking at this communication, which of these slogans fits best with the communication we have looked at? What are all the reasons it fits best?
 - For what reasons?
 - How would they need to change to encourage us to read with/tell a story to our child?

ASK AT THE END OF ALL STORYBOARDS.

LOOKING AT THE TWO OR THREE STORYBOARDS:

- Which storyboard works best to motivate us to read or tell a story with our child?
 - What is it about this storyboard that makes it more motivating than the others?

ONLY IF LOGO NOT ALREADY MENTIONED REFER TO LOGO

- How do we feel about having the logo on the communications?
 - Does it make us more or less likely to read with or tell a story to our child?
 - What are all the reasons it makes us more or less likely? Where, in the communications, would we prefer to see the logo?
 - Would we prefer it at the start, at the end, somewhere else or not at all?

IF NOT MENTIONED

- Where would you like to see these communications? (PROMPT: FACEBOOK, BILLBOARD, NEWSPAPER, TELEVISION, YOUTUBE, RADIO, TIKTOK, OTHER SPECIFIC PLACE)
- What would make us more likely to pay attention to these communications? (PROMPT: TIME OF DAY, DAY OF WEEK, SEEN WHEN DOING OTHER ACTIVITY, WHO THE ACTORS ARE IN THE COMMUNICATIONS, WHAT THE PEOPLE/ PLACES LOOK LIKE, LENGTH OF COMMUNICATION, LANGUAGE OF COMMUNICATION)

5. Thank and close

Thanks so much for your time, it has been greatly appreciated!

- Information provided will only be used for research purposes.
- Ask for any final comments?

Make sure participants have signed the attendance register and understand the payment process

Developmental interview guide (available as a separate document)