



Final report

Evaluating the effectiveness of the Nal'ibali Reading for Enjoyment Campaign Supplements

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Executive Summary

Introduction

Nal'ibali is a **campaign** which aims to spark children's potential through storytelling and reading, and build a culture of reading for enjoyment in South Africa. Although the campaign aims to reach people of all classes, races, and age groups, the primary target group is adults who live and work with children, and are, or have the potential to become, reading role models. The following values and beliefs, underpinned by a body of knowledge and experience (discussed in Chapter 1), undergird the campaign:

- Acquisition of literacy is a social and cultural process, with associated wide-ranging benefits from enjoyment to learning and emotional and personal development.
- Adults can play a key role in nurturing a love for reading by reading aloud to, and encouraging, children to read for pleasure.
- Literacy practices within the home can prepare children for reading and learning at school, but there may be tensions between home and school literacy practices.
- Children who learn to read confidently in their mother tongue will have a solid foundation for reading in all languages and are more likely to do well in school and in life.
- South African households face significant challenges with regards to access to reading materials (particularly in African languages).

Nal'ibali produces a bilingual reading supplement every two weeks during term time. All language versions include English and a second language. . The languages the supplement is produced in currently include: Afrikaans, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, and Xitsonga (the latter two were introduced in 2018 after this evaluation of the effectiveness of the Nal'ibali supplements commenced). The supplements are distributed via three main channels: 1) via Tiso Blackstar (TB) newspapers (Sunday World, Sunday Times Express, the Daily Dispatch, and the Herald); 2) delivered to reading clubs and other organisations via TB distributors and by courier to outlying rural areas; and 3) via the South African Post Office (SAPO).

Approach and methodology

Nal'ibali commissioned JET Education Services (JET) to undertake a **formative** evaluation to ascertain effectiveness with specific focus on the bilingual reading supplement. The following questions guided the study:



Thematic area	Evaluation questions
Targeting	<ul style="list-style-type: none"> • <i>Who are the different audiences of the supplement (e.g. geographic location, race, sex, age, home language, additional languages spoken, socio-economic status)?</i> • <i>How are the supplements accessed by different audiences?</i> • <i>How well-targeted are the various distribution channels?</i> • <i>What % of the supplements distributed by TB is read?</i> • <i>What % of the supplements distributed by TB is used in other ways?</i> • <i>How many people are the supplements distributed to Nal'ibali subscribers read by and used by?</i> • <i>Would Nal'ibali readers/users be able to access Nal'ibali through other distribution channels?</i> • <i>Would Nal'ibali readers/users prefer to receive the supplements via other distribution channels?</i>
Use	<ul style="list-style-type: none"> • <i>How do different audiences use the supplement?</i> • <i>How are the supplements used in different settings?</i> • <i>How are the different language versions of the supplements used by different audiences?</i> • <i>How are different sections of the supplement used by different audiences?</i> • <i>Are adults reading stories aloud to children?</i> • <i>Are the supplements contributing to frequent reading?</i> • <i>Are the supplements contributing to the enjoyment of reading?</i> • <i>Are the supplements being photocopied, recycled (passed on to others), kept, or thrown away?</i>
Appropriateness	<ul style="list-style-type: none"> • <i>Are the supplements enjoyed by people of different age groups?</i> • <i>How do the supplements compare to other reading materials in terms of preference?</i> • <i>How do the supplements compare to other reading materials in terms of frequency and type of use?</i> • <i>Which sections of the supplements do different readers/users enjoy the most and least?</i> • <i>Which sections of the supplements are read/used the most, and least, by different audiences?</i>
Quality	<ul style="list-style-type: none"> • <i>Does anecdotal positive feedback about the 'cut-out-and-keep' stories hold true across a more rigorous sample of supplement users?</i> • <i>Are the stories engaging and enjoyed by different audiences?</i> • <i>Are users satisfied with the quality of the translations?</i> • <i>Are users satisfied with the quality of the (newspaper/magazine) materials?</i> • <i>How long do the supplements last?</i>
Messaging	<ul style="list-style-type: none"> • <i>Do key messages in the supplements resonate with people's values?</i> • <i>Do people find key messages in the supplements inspiring and motivational?</i> • <i>What are people's understanding of, attitudes towards, and practices in terms of reading for enjoyment?</i> • <i>What value do people place on reading for enjoyment wrt reading for other purposes?</i> • <i>What are people's attitudes towards, and practices, in terms of reading with children?</i>
Cost-effectiveness	<ul style="list-style-type: none"> • <i>How cost-effective are the different distribution strategies (delivery, SAPO, TB newspaper publication)?</i> • <i>What is the cost per reader/user of the different distribution strategies?</i> • <i>How does the cost-effectiveness of the supplements compare to other Nal'ibali</i>



Thematic area	Evaluation questions
	<i>reading materials?</i>

A **mixed methods** design was utilised. The main quantitative methodology was a **survey** conducted with different groups of Nal’ibali supplement users and prospective users, and a shorter survey conducted with a ‘comparison group’ of reading clubs reported to not receive the supplement. Where possible, probability sampling methods were used in order to draw a sample representative of the broader population, and to generate findings which would be generalisable. However, this was not possible in the case of TB newspaper purchasers (TBP) due to cost and logistical constraints. The surveys were conducted telephonically, except in the case of TBPs who were surveyed in situ. The table below summarises the various survey samples:

Respondent type	Population	Sample	Target # respondents	Actual # respondents
Nal’ibali supplement subscribing organisations (SOs): Nal’ibali provided a database of organisations with a current subscription to the Nal’ibali supplement.	741	741	253	246
Non-subscribing organisations (NSOs (reading clubs)): Nal’ibali provided a database of NSOs, which was their database of registered reading clubs that did not appear on the SO list ¹ .	1 092	947	284	311
TB newspaper subscribers (TBSs): A database of subscribers to the TB newspapers Sunday World, the Daily Dispatch, and the Herald was provided by TB and a random sample was drawn.	13 283	1 119	380	402
TB newspaper ad-hoc purchasers (TBP): Fieldwork was conducted outside retail outlets in three provinces where TB newspapers containing the supplements are sold: Eastern Cape (EC) (Daily Dispatch & the Herald), Gauteng (GP) (Sunday World), and Limpopo (LP) (Sunday World).	38 230 copies sold (EC); 45 782 copies sold (GP); 3 015 copies sold (LP)	N/A	380; 381; 341	484; 419; 400
Total	N/A	N/A	2 019	2 262

The qualitative methods utilised were interviews and focus group discussions (FGD). Key informant interviews were conducted with individuals from Nal’ibali and partner organisations, while semi-structured interviews were conducted to gain insight into two supplement distribution channels. FGDs were facilitated with adult and child supplement users to explore values, attitudes, and behaviours – particularly relating to Nal’ibali messaging.

¹ We refer to these organisations as NSOs rather than reading clubs, as during the course of the survey we asked these organisations whether they had a reading club and not all of them did. Many SOs did have reading clubs. As these organisations are generally referred to by Nal’ibali as ‘reading clubs’, they will be referred to throughout this report as ‘NSOs (reading clubs)’.



A **cost analysis** was also conducted.

Survey respondent demographics

The respondents were from all **provinces**, with the majority being located in the Eastern Cape, Gauteng, and Limpopo - the provinces where TBP surveys were conducted, which accounted for over 50% of all respondents. The representation of **population groups** of survey respondents is similar to that of the country as a whole. However, the TBS survey has a larger share of white respondents, and a smaller share of black (African) respondents. TBSs are more likely to be older (74% are aged 50+) and TBPs are more likely to be younger (56% are aged 18-39) than the general population.

Home language speakers of all 11 official South African languages were represented in the survey, but isiXhosa, Sepedi, and English home language speakers were over-represented, because: 1) the TBP survey was conducted in provinces where these languages are common, and 2) 41% of TBS were English home language speakers. While 12% of respondents reported English to be their home language, 85% reported it to be an additional language.

Survey respondents are better **educated** than the average South African and are less likely to be **unemployed**. The majority of organisational respondents identified themselves as working in education, or at non-governmental organisations (NGOs). The majority of TBS respondents identified themselves as parents/caregivers; however, the majority also reported living in a household with no children, which may be because they are parents of adult children (given their age profile). The majority of TBP respondents did not identify as having any organisational or educational affiliations, but 33% reported being parents/caregivers.

Although all NSOs had previously registered with Nal'ibali as having a reading club, only 79% reported having an active reading club.

Access to reading materials

Number of books in the home has been confirmed as a strong predictor of academic success. TBS, and, to a lesser extent, TBP respondents, have considerably more books than the average South African household: a national survey found that just 7% of South Africans live in households with more than 10 books (SABDC, 2016), whereas 71% of the TBS respondents and 27% of TBP respondents reported doing so.

Almost all respondents who reported having books, have English language books (97%) in their homes/organisations. Fewer (55%) of respondents have books in the same language as their home language when this is not English, though this percentage was higher for organisational respondents (81% of SOs and 74% of NSOs (reading clubs) and NSROs). The majority of NSOs confirmed having reading material in the languages they wanted. However, 86% reported not receiving new reading material regularly. The main challenges relating to accessing new reading resources were cost and knowing where to get them. In this context the Nal'ibali bilingual reading supplement is fulfilling an important need.

SOs have better access to almost all types of reading resources than NSOs (reading clubs) and NSROs. The majority (57%) of SOs have more than 100 books in their organisations. SOs reported relatively high internet access (59%) as compared to NSOs (reading clubs) at 32%. Despite this, NSOs (reading clubs) and NSROs with internet access are more likely to read the Nal'ibali supplement online and download it.



Key findings and discussion

Awareness

Awareness of Nal'ibali was greater among TBSs (74%) than TBP (57%), and 4% more TBP respondents reported having seen the Nal'ibali supplement than stated they were aware of Nal'ibali. Awareness was higher amongst TBPs in Gauteng and Limpopo as compared to the Eastern Cape.

Amongst organisations, attending training, attending events and word of mouth are the most common ways that NSOs (reading clubs) and NSROs are aware of Nal'ibali and would therefore seem to be the most effective awareness strategies.

Access and targeting

NSOs (reading clubs) were identified as a comparison group for SOs. However, a substantive 43% reported that they currently receive the supplement and a further 16% had received it in the past. NSOs (reading clubs) that reported receiving the supplement regularly were treated as a separate sub-group - i.e. non-subscribing organisations that receive the Nal'ibali supplement regularly (NSROs) – where relevant, with respect to analysis.

The vast majority (97%) of NSOs (reading clubs) reported that they would like to receive the supplement regularly, which begs the question – how do organisations become SOs? Evidence suggests that the current SOs are better resourced than organisations which are not SOs but would like to be.

The supplement is accessed via four modalities: 1) via a newspaper, 2) direct delivery to an SO, 3) delivery to a central distribution point which SOs collect from, and 4) delivery to a post office which SOs collect from and which members of the public collect the supplement from. In 2017 the majority of supplements (58%) were accessed via modality 1 and 42% were accessed via modalities 2, 3 and 4 (Nal'ibali, 2018).

The majority of SOs and NSROs indicated that they were 'very happy' with how they currently receive the supplement. When asked what ways were convenient for them to receive the supplement, 93% requested direct delivery to their organisation. Only respondents currently receiving the supplement via central distribution points and SAPOs indicated that these modalities were convenient, and no respondents indicated that collection from a library, shop, or buying a newspaper containing the supplement would be convenient. It would be difficult to change the delivery modality of organisations used to receiving the supplement directly to a more indirect modality but this could be phased in over time (i.e. as the list of SOs is updated).

The vast majority of TBS and TBP respondents said they would buy the newspaper regardless of whether the Nal'ibali supplement was in it. However, 28% of TBPs said they would prefer to receive it in another newspaper. A substantial 53% of TBPs in Limpopo would prefer to receive the supplement in another newspaper. The most preferred alternative newspapers were: the Daily Sun, City Press, The Sowetan, The Sunday Times and the Sunday World.

25% of TBPs and 14% of TBSs who were aware of the supplement would buy it if it was sold separately and the majority of those who would consider buying it would be willing to pay R5. Willingness to purchase the supplement is high in Limpopo: a substantial 47% of Limpopo TBPs said they would be willing to purchase the supplement if it were sold separately.



SAPO staff and central distribution point coordinators were less certain about whether people would or could pay for the supplement. There were concerns that people and organisations who benefit the most would not be able to afford it.

No real concerns were raised regarding the delivery of supplements by TB to organisations including SAPOs, but the majority of SAPO staff interviewed were unaware of SOs collecting the supplement from their post offices. Central distribution point coordinators mentioned challenges with SOs collecting the supplement, receiving too many supplements, and preferring to receive supplements in another language. They reported having raised and being unable to resolve these issues with Nal'ibali.

Use

For every 100 supplements distributed in newspapers to TBSs, 19 are used (by 41 people) and 31 are given away (2 of these are used and then given away). For every 100 supplements distributed to TBPs, 18 are used (by 47 people) and 10 are given away (1 of these is used and then given away). A far larger proportion (94% of SOs and 76% of NSROs) use the supplement, and a further 5% of SOs and 6% of NSROs give the supplement away. Organisations also have a higher number of people using the supplements; however, they typically receive multiple copies of the supplement.

Use of the supplement in organisations is high, even in NSOs and NSROs. For SOs, 90% of all respondents reported that “adults read to children”, 88% reported that “adults and children read together”, and 84% that “adults and children do activities together”. Usage rates reported by NSOs and NSROs were 13 to 26 percentage points lower. Adult only use of the supplement is also high “Adults read” was the most frequent use of the supplement by TBSs. The majority (68%) of adults who report use of the supplement in their home or organisation read the supplement. This rate is similar across organisations and TBSs.

‘Reading aloud to children’ was the most common use of the Nal'ibali supplements in SOs, whilst ‘doing activities’ was most common in NSOs (reading clubs) and NSROs and ‘reading for enjoyment’ was the most common use by TBSs and TBPs. ‘Children reading on their own’ is happening in 76% of SOs which have copies of the Nal'ibali supplement, which is higher than for other types of reading materials (reported in Chapter 4). There is some evidence to suggest that organisations which receive the Nal'ibali supplement without being an SO or receiving additional support make less effective use of the supplement, as they engage in fewer reading activities (in particular, reading to children and lending materials to children). SOs are more likely than NSOs (reading clubs) and NSROs to allow children to take the supplement home and when children take the supplement home SOs are more likely to allow them to keep it.

The supplement is predominantly used in English; it is used more extensively in other languages by organisations and when adults read to children.

The varied content included in the supplement is appreciated and used. All sections of the supplement are popular (except to a lesser extent the article on page one and get story active). ‘Cut-out-and-keep’ books are the most used section of the supplement, followed by the ‘Story Corner’ stories. Adults and children often make the ‘cut-out-and-keep books’ together. Organisations rarely throw the supplement away, and could be prime targets for anthologies (of which Nal'ibali has produced three) or more durable versions of the supplements.



Appropriateness

Adult usage of the supplement is high: adults both read the supplement themselves, and use it when engaging with children. When the supplement is used in organisations, child usage is high, with children using the supplement more than adults. In both households and organisations, older teenagers are the least likely to use the supplement.

With respect to reading materials, TBSs and TBPs indicated a preference for reading newspapers and magazines. Organisational respondents were more likely to prefer reading children's books with pictures, fiction books for adults, and the Nal'ibali bilingual reading supplements.

Quality

The vast majority (94%) of respondents who use the Nal'ibali supplement agree that "the stories in the Nal'ibali supplements are interesting", but the supplements are considered more interesting for younger children.

Feedback on the language choices of Nal'ibali was predominantly positive. Of the five languages surveyed, there were only three instances out of a total of 20 questions (four questions, five languages) when respondent disagreement was at, or above, 10% and of these only one related directly to language quality (as opposed to the language being similar to everyday language), namely:

- "The way isiXhosa is used is easy to understand": 12% negative (9% disagree, 3% strongly disagree).

Sesotho speakers were the most positive about Nal'ibali's language choices: out of the four questions related to language use, no respondent selected "strongly disagree". Sepedi and isiXhosa FGD participants gave some negative feedback regarding translation from English to Sepedi and the isiXhosa vocabulary being confusing. However, it was noted that these concerns apply to reading materials in general and not specifically to the Nal'ibali supplement. NSROs rated the Nal'ibali supplements slightly more highly than other reading materials for African language quality and use,

There are many, varied things that users like about the supplement and few things they dislike. FGD participants consider the supplements to be educational and fun.

Messaging

Some of Nal'ibali's key messages appear to have found fertile ground. Most survey respondents agreed that reading aloud to children was important and that reading to children would help them do better in school (over 95% for both questions), with SO respondents being more likely to strongly agree. Child FGD participants are avid readers, with many reporting reading three times a day: at school, at reading clubs, and at home. The general consensus among them was that their their parents should read with them every day.

However, the values and beliefs of respondents who reported being aware of, and using, the Nal'ibali supplements – and in the case of NSOs (reading clubs) attending training sessions – did not differ substantially from those who did not. It thus cannot be concluded that respondents have these values and beliefs because they are using the supplement or receiving support from Nal'ibali. However, there were some differences between SOs (which receive the greatest support from Nal'ibali) and organisations which receive less support (i.e. NSOs (reading clubs) and NSROs).



Key messages with lesser uptake are: the intrinsic value of reading for enjoyment and the value of reading in home languages: Most respondents agreed that helping children study is more important than reading to them, with Nal'ibali supplement users and SOs being *more* likely to agree with the statement.

The majority of respondents (55%) also agreed that it is more important for children to learn to read in English than their home language, but the majority of organisational respondents disagreed with the statement and SOs were most likely to disagree.

Overall, 85% of respondents indicated they preferred to read in English, greater than the 64% found by the 2016 National Reading Survey (SABDC, 2017). This may indicate a difference between opinion and practice in the respondents. Overwhelmingly TBSs and TBPs prefer to read in English (over 90%), however, fewer organisational respondents prefer reading in English - between 27% and 48% to read in another language.

Cost-effectiveness

When considering the unit cost per supplement, newspaper is the most cost-effective distribution strategy at R1.61 per supplement. SAPO is the next cheapest at R2.11, and distribution by TB driver and courier are considerably more expensive (R3.02 and R4.00 respectively). However, it is important to consider that there is an additional delivery cost borne by the SAPO which is not known, AND there is likely to be an additional cost borne by SOs that collect the supplement from the SAPO.

TB covers 96% of the distribution cost for supplements distributed in newspapers so the distribution cost to Nal'ibali is less than 1 cent per supplement distributed in this way. Additional costs borne by organisations have unintended consequences, as the supplement may be delivered but not be collected.

When considering the unit cost per reader, distribution via SAPO is the most cost effective strategy at R3.00 per reader. The next most cost effective method is the newspaper at R3.53 per reader, followed by TB driver at R6.00 per reader. Courier is considerably more expensive at R21.88 per reader. It is not unexpected that distribution via courier is expensive because this strategy is used in remote areas, and should SOs receiving the supplement via courier be required to access their supplements via another modality, they would likely bear additional costs themselves.

Whilst the cost of delivering the supplements to organisations is higher, direct delivery strategies are well targeted with few supplements thrown away, and usage is more extensive (in terms of number of users, types of users, types of use and number of times the supplement is used) in organisations. However, even with these caveats, distribution via courier appears to be considerably more expensive and less effective than other strategies. One reason for this is that some organisations receive a very high number of supplements (i.e. up to 1700 copies). It is unlikely that an organisation could utilise such a large quantity of supplements without further distribution; however, these onward distribution strategies (and usage thereafter) are not known.

Conclusion and recommendations

Nal'ibali aims to reach people of all classes, races, and age groups. However, the primary target audience is adults who live and work with children, and who have the potential to be reading role models. The supplement appears to be reaching an appropriate target audience in that a significant proportion of survey respondents are adults with the capacity to influence children. The supplement is able to reach a diverse group of South Africans through current distribution channels. However, the differences in the demographics of the TBS population in particular demonstrate that Nal'ibali is not reaching everyone who is in most need of reading resource material and needs to hear the campaign messages. The survey respondents were, in general, more highly educated, less



likely to be unemployed, and had a better understanding of the importance of reading to children than other South Africans. Furthermore, as one of Nal'ibali's key messages is to encourage reading to children in their home language, there is an obvious disconnect with distribution in English newspapers.

Based on the findings and discussion which preceded this Chapter and feedback on presentations made, the evaluation team present the following recommendations for consideration by Nal'ibali.

Recommendations for awareness, targeting, and distribution

- Work to increase awareness of the supplement amongst TBSs and TBPs (for the latter particularly in the Eastern Cape), which will, in turn, lead to increased use.
- Use posters to raise the profile of Nal'ibali in post offices.
- Promotion at trainings, events and by word of mouth appear to be the most effective awareness raising strategies for Nal'ibali amongst organisations.
- Consider distributing the supplement via newspapers which are cheaper (particularly in Limpopo) and have a higher degree of parent/caregiver readership, as well as newspapers which are published in other languages as potential new distribution strategies which may enable the supplement and its associated messages to be extended to hard to reach groups who would benefit from it.
- Consider piloting the sale of the Nal'ibali supplement in supermarkets in Limpopo where close to half of all TBPs who were surveyed (47%) said they would buy the supplement if it were sold on its own.
- Clarify how organisations can become SOs. Consider a points ranking system which would favour organisations most in need and most deserving.
- Limit the number of supplements which an SO can receive; require a motivation (and evidence of use) from SOs which request a large number of copies.
- Monitor the collection of supplements by SOs from SAPOs and central distribution points. Nal'ibali should maintain up-to-date contact information – not just for SOs that the supplement is delivered to, but also for SOs which receive the supplement from a SAPO or central distribution point and contact all SOs regularly to confirm that they are still receiving and using the supplement and want to remain receiving it regularly.
- Improve communication between Nal'ibali and central distribution points.
- Identify a supplement coordinator at every SAPO that the supplement is delivered to and collected from.
- Delivery to post offices (with collection by SOs) appears to be a cost-effective delivery mechanism, but there needs to be careful monitoring and feedback as the pilot initiated in 2017 scales.
- On the other hand, delivery via courier is the most expensive and least cost-effective in terms of cost per supplement and cost per reader – three and a half times more expensive in terms of cost-per reader than the next most expensive delivery strategy. Consider more cost-efficient alternatives, keeping in mind that if the supplement is no longer delivered directly to SOs in hard-to-reach areas, SOs are likely to be required to foot some of the distribution costs.



Recommendations for content and use

- The format of the supplement, varied content and types of stories produced are greatly appreciated, well-liked and well-used. The supplement should be retained in its current format and content.
- However, consider a redesign of page one in light of the feedback from survey respondents and focus group participants around usage (this was the least used section of the supplement). Content could be revised to be more enticing and engaging in an effort to increase overall awareness of the supplement, increase use, and maximise available space.
- Consider making anthologies (of which Nal'ibali has produced three) available to organisations where story use (and reuse) is high.
- Give more consideration to commissioning stories in other South African languages and translating them into English. This will preserve the authentic use of African languages, and improve the literary culture from the ground up and from the top down.
- Consider training on the use of the supplements with individuals (not specifically linked to organisations), either through a new channel of engagement or through a revision of existing channels. The FUNda Leader is one option to intensify training and messaging around the use of the supplement with children.

Recommendations for messaging

- Consider consolidating and revising messaging to focus efforts around engagement with children.
- Carry messaging more concertedly through stories and other aspects of the supplement, as well as through redesigning page one.
- Consider that there may be misinterpretation of messaging, which may be conflated by presentation of messages regarding of reading for fun as a socio-cultural and personal or family bonding activity, and the concurrent presentation of the benefits of reading for fun on scholastic achievement. This may in part explain the high percentages of all sub-groups who felt that it was more important to help children study than to read to them (for further information see Chapter 7).

Recommendations for further investigation/research

- Monitor the rollout of the SAPO as a collection point distribution strategy. This study collected limited information, and a more in-depth assessment is recommended.
- Monitor the collection of supplements after they have been delivered to distribution points. Monitoring should be on continuous basis with a more in-depth investigation conducted periodically.
- Conduct research to identify suitable newspapers which are cheaper, have a high degree of parent/caregiver readership, and newspapers published in other languages as potential new distribution strategies.
- Investigate the reasons why individuals prefer reading in English. Reading in a home language may be valued only as a bridge to reading in English. Further research could elucidate the reasons why this may be the case.



- Consider developing benchmarks and targets regarding awareness (% awareness), targeting (% supplements delivered to target groups), access (% target groups reached) and use (# users, types of use) linked to Nal'ibali's theory of change and monitor progress in these.
- Utilise the survey findings as a benchmark for future studies, particularly with respect to data collected which relates to Nal'ibali's Theory of Change (ToC) and the groups (TBS, SOs and NSOs [reading clubs]), for which population or probability samples were drawn.
- Consider verifying self-reported findings regarding supplement use (users, frequency and types of use) via a qualitative in-depth study involving selected SOs.



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Acronyms

CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
EAL	English Additional Language
ECD	Early Childhood Development
FGD	Focus Group Discussion
JET	JET Education Services
MA	Master of Arts (qualification)
MS	Master of Science (qualification)
NAPTOSA	National Professional Teaching Association of South Africa
NGO	Non-governmental organisation
NSO (reading club)	Nal'ibali supplement non-subscribing organisation
NSRO	Non-subscribing organisations that receive the Nal'ibali supplement regularly
OECD	Organisation for Economic Co-operation and Development
PBO	Public Benefit Organisation
PIRLS	Progress in International Reading and Literacy Study
PRAESA	Project for the Study of Alternative Education in South Africa
PSC	Provincial support coordinator
SABC	South African Broadcasting Commission
SABDC	South African Book Development Council
SAPO	South African Post Office
SES	Socio-economic status
SO	Nal'ibali supplement subscribing organisation
TB	Tiso Blackstar
TBP	Tiso Blackstar purchaser
TBS	Tiso Blackstar subscriber



CHAPTER 1

1 Introduction, Background and Context

This report presents and discusses the findings of an evaluation conducted by JET Education Services of the effectiveness of Nal’ibali’s² reading for enjoyment supplement. In Chapter 1, we present the background to the campaign and supplements and provide context to the evaluation. Chapter 2 outlines the approach and methodology used to conduct the evaluation. Chapter 3 provides demographic information about the survey respondents, while Chapter 4 presents information regarding the survey respondents’ access to reading resources. Chapter 5 presents the findings (which are discussed in Chapter 6). Chapter 7 concludes and offers recommendations from the evaluation team which emerged from the study and presentations of the findings.

1.1 History of the Nal’ibali campaign and bilingual supplement development

Nal’ibali was established in 2012 as a reading for enjoyment campaign which aims to spark children’s potential through storytelling and reading, and build a culture of reading for enjoyment in South Africa. The campaign and the organisation which drives it is underpinned by a set of beliefs and values that are both implicit and explicit in their work, and are reinforced by a body of knowledge and experience. These include the following:

- Acquisition of literacy is a social and cultural process, with associated wide-ranging benefits from enjoyment to learning and emotional and personal development.
- Adults can play a key role in nurturing a love for reading by reading aloud to, and encouraging, children to read for pleasure.
- Literacy practices within the home can prepare children for reading and learning at school, but there may be tensions between home and school literacy practices.
- Children who learn to read confidently in their mother tongue will have a solid foundation for reading in all languages and are more likely to do well in school and in life.
- South African households face significant challenges with regards to access to reading materials (particularly in African languages).

Nal’ibali promotes reading and writing in home languages, and aims to encourage and nurture extant reading practices in homes and organisations which can, and do, contribute to literacy development. Nal’ibali would like to see reading and writing rooted in children’s daily lives, and for South Africa to become a nation of readers and story-tellers (Nal’ibali, 2018).

² Nal’ibali is isiXhosa for “here’s the story”.



The campaign was launched in 2012 as a project housed within PRAESA (the Project for the Study of Alternative Education in South Africa), in partnership with funding partner the DG Murray Trust (a funding partner) and media partner Tiso Blackstar (then Avusa Media, and later Times Media). At its launch, the campaign began distributing a bilingual reading supplement (initially produced in isiXhosa/English and isiZulu/English). In the same year, it launched training and mentoring, to support partner organisations to initiate a network of reading clubs in schools, educare centres, libraries and communities.

As the campaign's on-the-ground footprint grew, it extended supplements into new languages: Afrikaans/English (in 2013), Sesotho/English (in 2013), and Sepedi/English (in 2015) followed, and, in April 2018, the supplement began to be produced in Setswana/English and Xitsonga/English.

The initial format of the supplement was eight pages, and 30 editions were produced per annum (once a week during school term time). In 2014, the supplement was increased to 16 pages and distributed every fortnight during school term times – resulting in considerable cost saving. Fifteen editions are now produced per annum (various key stakeholder interviews).

In 2013, Nal'ibali was launched on radio in partnership with the South African Broadcasting Commission (SABC). Nal'ibali stories are dramatised in all official South African languages, and two indigenous languages multiple times a week. In the same year, Nal'ibali launched a celebration of "World Read Aloud Day", which has grown from reaching 13 410 children in 2013 to 1 295 449 children in 2018.

In 2016, Nal'ibali launched the FUNda Leader³ network. It also became a stand-alone organisation (i.e. separate from PRAESA⁴), a trust with public benefit organisation (PBO) status and a board of trustees.

Nal'ibali produces and distributes an array of reading resources which include: stories, story cards, audio stories, 'how-to' guides, and tip sheets. Resources are available in a variety of languages, and are packaged (and often repackaged) in different formats which include: bilingual supplements⁵, magazine inserts⁶, books, hanging libraries⁷, transmission via radio⁸, and download via the Nal'ibali website⁹ and mobisite¹⁰. In addition to its own brand-new stories and content, Nal'ibali also works with several publishers to abridge/reversion and translate existing children's books, which are distributed as cut-out-and-keep books in the supplement.

³ A FUNda Leader is a literacy activist. FUNda Leaders may be teachers, community leaders, reading club leaders, or anyone else who wants to support literacy development and reading.

⁴ PRAESA is still responsible for the development of the bilingual supplement, including writing and commissioning content and overseeing translation.

⁵ Supplements are produced for reading clubs and other educational and community organisations which use them, as well as for individual/household use.

⁶ In 2017, 100 000 inserts were distributed in My Stokvel – a free magazine distributed to 'stokvels' registered with Pick n Pay, 259 625 inserts were distributed in Free4All – a South African schools newspaper distributed to 250 000 South African schools, 73 470 inserts were distributed in Fresh Living/Kook & Kuier – a free magazine distributed to Pick n Pay Smart Shopper loyalty card holders, and 160 000 inserts were distributed in National Professional Teaching Association of South Africa (NAPTOSA) booklets.

⁷ Hanging libraries are inspired by Pratham's hanging libraries, which have been used in India to run reading groups in homes and lend books to parenting programme participants. In 2016, Nal'ibali received funding to pilot hanging libraries in 180 homes and to provide hanging libraries to schools which are part of the Story-Powered Schools initiative.

⁸ In 2017, radio broadcasts reached 7,514 million listeners per week in 12 languages languages (according to SABC-provided RAMS audience figures for Jan-June 2017).

⁹ <https://nalibali.org/> (accessed 16 July 2018)

¹⁰ www.nalibali.mobi (accessed 16 July 2018)



This evaluation focuses primarily on the bilingual supplements included as an insert in selected TB newspapers (modality 1) delivered directly to reading clubs and other organisations via TB distributors and courier (modality 2), by organisations who receive a bulk delivery and act as a central distribution point for reading clubs and other organisations to which they deliver and/or which collect from them (modality 3), and via the South African Post Office (SAPO) (modality 4), where they are collected by SOs (subscribing organisations) and where spare copies are given away to members of the public.

The bilingual supplements include the following sections (key stakeholder interviews, various):

- an article on page one, which is an informative article targeted at adults;
- a ‘Story Corner’ story: a read-aloud story (these stories are often commissioned for radio and target younger children);
- ‘cut-out-and-keep’ books: two books are included in every edition – they contain more pictures than text and are designed to be made into miniature books; they target children of a variety of age ranges;
- a ‘Get Story Active’ section, which provides ideas for adults on how to use the stories in the supplement with children;
- a ‘Nal’ibali fun’ section which is an activity page targeted at children.

Apart from the reading resources, other components of the campaign include:

1. A **media campaign**: The campaign is advocated by means of TB and community newspapers, SABC radio stations, billboards, public service announcements, and various digital platforms. The broad focus of the media movement is on promoting ‘story power.’
2. A **community-based network**: Nal’ibali has a national network of provincial support coordinators (PSCs), trainers, literacy mentors, and ‘story sparkers’ (Nal’ibali staff) who work with partner organisations¹¹, and provide training, mentoring, and support for reading clubs, schools, and other organisations. They also support FUNda Leaders, and engage in literacy and reading ‘activations’ in local communities. The training and support provided covers topics such as ‘how to establish and run a reading club’, and ‘how to use reading resources.’

The potential audience for the supplement is expansive (it is distributed to organisations which range from early childhood development (ECD) centres to higher education institutions), but the primary audience is primary school age children (with the understanding that the supplement will also reach younger and older children). Below is an overview of Nal’ibali’s **reach** to date according to their own data.

Table 1: Nal’ibali reach at 31 December 2017

Unit of analysis	Reach
Reading clubs (at Dec 2017)	<ul style="list-style-type: none"> • 2 434 reading clubs in nine provinces • 63 004 children in reading clubs
People trained	<ul style="list-style-type: none"> • 15 429 people trained

¹¹ Like-minded organisations who use the Nal’ibali reading resource materials, and with whom Nal’ibali partners to further the Campaign.



Unit of analysis	Reach
(2012-2017)	
FUNda Leaders (at Dec 2017)	5 752 FUNda Leaders signed up
Materials produced (2012-2017)	<ul style="list-style-type: none"> • 79 new stories and 526 translations • 133 supplement editions
Materials distributed (2012-2017)	<ul style="list-style-type: none"> • 4287186 books • 5 546 686 supplements sent to reading clubs and schools • 25 063 050 supplements distributed via newspapers
Radio stories	<ul style="list-style-type: none"> • 6 039 radio broadcasts aired, reaching 7,514 million listeners per week in 12 languages in 2017
Flagship events	<ul style="list-style-type: none"> • World Read Aloud Day: 1 294 345 children read to in 2018 • Story Bosso (national storytelling competition): 6 314 stories collected at 136 events in 2017

Source: Nal'ibali, 2018

1.2 Nal'ibali's Theory of Change (ToC)

Nal'ibali's core strategic vision is to spark and embed a culture of reading for enjoyment across South Africa, making reading, writing, and sharing stories in all South African languages part of everyday life. Nal'ibali plans to achieve this by adopting its Theory of Change (ToC), summarised in Table 2.

Table 2: Nal'ibali Theory of Change

Goal: Embed a culture of reading for enjoyment across South Africa, in all languages			
Inputs			
Radio, TV, print media, social media, community activations, influencer campaigns, research, thought leadership	ADVOCACY CAMPAIGNS Promote, encourage, and model a culture of reading	KNOWLEDGE & AWARENESS Adults and children understand, and value, reading for enjoyment, and know how to nurture it	LONG-TERM BEHAVIOUR CHANGE 1. Adults value and support children as readers 2. Reading, writing, and sharing stories is part of everyday life – in homes, places of learning, and communities 3. Government,
Models and programmes; passionate and skilled team	CREATING SPACES Enable reading for enjoyment in places of learning, homes and communities – via partnerships and direct action	OPPORTUNITIES Reading opportunities exist in a variety of accessible spaces	



Goal: Embed a culture of reading for enjoyment across South Africa, in all languages			
Inputs			
Seta-accredited training modules, trainers, guides, and resources, network support systems	TRAINING & SUPPORT Train and support teachers, librarians, partners, community members, parents, and caregivers	ROLE MODELS Adults share books and stories with children, and encourage others to do the same	industry, and business dedicate resources and policies to grow and sustain a culture of reading
Reading materials and radio stories in all South African languages	READING RESOURCES Content production, curation, translation, and distribution	ACCESS Adults and children have access to a wide variety of relevant, engaging reading material, in all South African languages	

Source: Nal'ibali, 2017b

To assess progress towards achieving its goal, Nal'ibali has identified a series of questions it hopes to answer through research, monitoring, and evaluation. This report will answer some of the organisation's questions, as shown in Table 3.

Table 3: Nal'ibali ToC questions

Key area	Questions	Answers in report
Knowledge and awareness	What are the attitudes (awareness, values, knowledge) of adults towards reading for enjoyment, and reading to children?	5.6 Messaging
Opportunities	What is the longevity of reading opportunities of reading clubs and membership like over time?	3.3 Organisation demographics <ul style="list-style-type: none"> ○ average size of organisation ○ year of establishment
	How many active members of the Nal'ibali network are there?	N/A
	How many active conductors of reading clubs are there?	N/A
Role models	Do adults share books and stories with children and encourage others to do the same?	5.3.1.1 Use of Nal'ibali supplement by adults and children
	How many/how often do adults read aloud to children, and in what language (children's books in homes)?	5.3 Use
	How many adults read for pleasure themselves (books in homes)?	5.6 Messaging
	How many adults report having library memberships?	4 Access to reading materials
Access	Do adults and children have access to a wide variety of engaging reading material through libraries, radio shows, and online reading in all South African languages?	4 Access to reading materials <ul style="list-style-type: none"> ○ books



Key area	Questions	Answers in report
	How many books are there in school libraries/classrooms?	5.3 Use ○ books at organisations
	How many listeners tune in to the Nal'ibali show?	N/A

Source: Nal'ibali, 2017b

1.3 Key writing and reading challenges in South Africa

Acquisition of literacy is a social and cultural process, with associated benefits that range from enjoyment to learning, to emotional and personal development (The Reading Agency, 2015).

In the United Kingdom, reading for pleasure was found to be positively associated with a sense of community and social inclusion (Billington, 2015). In Canada, reading fiction was found to be a predictor of empathy, even when controlling for personality traits such as extroversion and gender (Mar et al., 2009; Mar et al., 2006). In the United States, frequent reading was shown to be associated with the ability to understand diverse perspectives related to class, ethnicity, and political perspectives (Moyer, 2007). Among children, younger children and girls report higher enjoyment of reading than boys (Kush & Watkins, 1996; Smith et al., 2012). While frequency (and, by extension, enjoyment) of recreational reading in adults is linked to socio-economic status (SES) (DJS Research and Book Trust, 2013), in children this may not be the case. Smith et al. (2012) studied two age groups of children, and determined that class and ability did not factor into reading enjoyment, which lead to the conclusion that children enjoy the process of reading whether or not they feel they are good at it. For some individuals, this may link to the environment of the 'bedtime story' as theorised by Brice-Heath (1982) – a safe space in which children can be encouraged to enjoy reading as a social activity with the people they love.

As noted by Brice-Heath (1982) and others, home and community literacy is flexible and varied, as opposed to the rigid structures present in schools. Children come to school with pre-conceived notions of emergent literacy formed through interactions at home, and these are either reinforced or challenged based on what MacNamara (1998) refers to as "the congruence of home and school literacy", or the extent to which practices at school echo practices in the home. MacNamara studied the effects differentials in the home and school literacy environment, such as the discourse norms of different relationship paradigms, or the clash of collectivistic ideals such as Ubuntu with the structures of individualism inherent in Western education systems, had on scholastic achievement in South Africa. She found that middle-class family literacy practices were most congruent with school literacy practices, which resulted in improved performance at school. This echoes the findings of Brice-Heath (1982), which show the same patterns of scholastic achievement and congruence for middle-class white families, while the value of knowledge hierarchy as well as literacy practices in 'blue collar' American households were significantly different from expectations at schools.

The result of these observations is a robust academic debate which centres on two key related, yet diametrically opposed, questions: firstly, to what extent does the school system propagate, or even rely on, inequity through its insistence on expectations of literacy and knowledge so closely related to the common practices of the middle- and upper-class? Secondly, to what extent are the literacy practices at homes, and in communities, responsible for poor scholastic achievement of learners?

The volume of literature is weighted in the second question, perhaps due to the fact that parents are 'softer targets' than systems, a point made by Peter Freebody in Literacy Education in School: Research perspectives from the past, for the future (2007):



As a general observation about the question of the relationship between literacy education and equity, it is striking how much of the extensive research literature focuses on the years prior to school and the early years of schooling...Whatever else that imbalance of research has done and continues to do, it at least continues to lay equity issues squarely at parents' feet.

To some extent, the view that schools should shift literacy practices to accommodate those accustomed to diverse home literacy environment has merit, and has been pursued through various policy measures such as the inclusion of 'shared reading' in the foundation phase Curriculum Assessment Policy Statements (CAPS) curriculum, an exercise meant to mimic the early exposure to storybooks which would be standard in a middle-class home (DBE, 2011), and an increased emphasis on differentiation through the application of the Care and Support for Teaching and Learning framework.

In either case, there is no doubt of the importance of home literacy activities in scholastic achievement. In 2009, research conducted in 14 Organisation for Economic Co-operation and Development (OECD) and non-OECD countries suggested that performing literacy activities at home had a positive effect on student attainment, and that this was more significant than parents' education levels (OECD, 2012). Other studies have found that the reported number of books in the home was the most significant predictor of learner performance, above even parents' education, occupation, and SES (Clark, 2011; Evans, Kelley, Sikora, & Treiman, 2010; McQuillan, 1998).

Likewise, there is no doubt that the home literacy practices of South Africans necessitate an intervention: it is not simply that common home literacy practices do not align to the expectations of school, it is that home literacy practices for many children are so informal that they tend to be almost entirely absent (even though it is recognised that with a broad enough definition of 'literacy practice' all children will engage at some level). The National Reading Survey 2016 found that only 13% of adults with children encouraged their children to read, and only 6% indicated they read to their children. Only 9% agreed that children do better in school when parents read to them (South African Book Development Council, 2016). The number of parents reading to children does not seem to be increasing over time. A stratified random sample survey of 1 997 individuals in South Africa in 2006 found that only 5% of respondents read to their children at home, and that only 6% had more than 40 books at home (South African Book Development Council, 2007) – a challenge compounded by access, particularly in African languages, where the number of stories published is fewer, and access to quality early literacy materials, even in schools, is rare (Bikitsha & Katz, 2013). Indeed, a 2011 report from the Department of Basic Education (DBE) indicated that, while 21% of schools are reported to have school libraries, only 7% of those libraries have stock (DBE, 2011).

Literacy indicators in the country reflect the realities of these findings: while there is some debate around the exact number of functionally illiterate individuals in South Africa (Pretorius, 2013), as many as 29% of 13-year-olds have been found to be functionally illiterate, with the percentage in rural areas as high as 58% (Spaull, 2013). A recent review of the literacy practices of 61 countries found South Africa placed 56th (CCSU, 2016) and literacy achievement of young learners in South Africa has remained consistently behind the international community for the past 10 years, as measured by the Progress in International Reading and Literacy Study (PIRLS) in 2006, 2011 and 2016. The most recent results place South African grade 4 learners last out of five participating countries in the PIRLS Literacy assessment (the renamed pre-PIRLS). Contextual factors included that only 25% of parents "very much like reading", while 63% "somewhat like reading" and 13% "don't like reading". Attending a preschool improved average scores by 17 points (Howie et al., 2017a). Grade 5 learners in English, Afrikaans and isiZulu participated in PIRLS 2016, and results showed that 49% of these learners were unable to reach the lowest international benchmark, while only 9% reached the high or advanced benchmarks (Howie et al., 2017b).



A significant challenge facing the literacy culture therefore includes access to books: a challenge which a number of organisations have attempted to circumnavigate through the provision of reading material in various forms of media, including books, newspapers, and electronic devices (DGMT, n.d.).

Another challenge which emerges regarding children's reading in particular has to do with motivation. Research has found that intrinsically-motivated children read for enjoyment more frequently, and reap associated benefits (such as a broader range of learning and general knowledge, increased community participation, improved vocabulary and test scores, and a deeper understanding of diversity, human nature, and decision-making processes (Clark & Rumbold, 2006; de Naeghel et al., 2012; Sullivan & Brown, 2013)). However, this creates a programmatic challenge with regard to how to improve intrinsic motivation, as the direct influences on intrinsic motivation can be nebulous and inconsistent across individuals (although general trends have been observed, such as a decline in motivation as the age of children increases (Smith et al., 2012)). Fortunately, some research also indicates that extrinsic motivation, such as the provision of contests, as well as participation in reading programmes, can also improve children's attitudes towards reading (The Reading Agency, 2003; Kennedy & Bearne, 2009; Lockwood, 2012; Wood, 2015).

Nal'ibali is one of the campaigns responding to the need for improved reading attitudes and reading material access. Recognising that print media is often expensive for the target population of rural South Africans, Nal'ibali established a national campaign which aims to spark a culture of reading for enjoyment across South Africa. Nal'ibali seeks to instil a culture of reading across South Africa, which is expected to translate into the established benefits of home literacy, such as improved scholastic achievement and improved levels of literacy.

1.4 Current reading habits in South Africa

In 2016, the SABDC conducted a national survey on the reading habits of South Africans. The survey was also conducted in 2006¹², and defines 'reading' in a way that includes the reading of books, magazines, and newspapers (both print and online). The SABDC survey provides an overview of national reading habit trends (which are notably different from those of individuals who participated in this evaluation). This is likely the result of a variety of factors, including the differences in demographics between participants in this evaluation and national data, which will be discussed later. It cannot, therefore, be concluded that the results of the SABDC survey are reflective of Nal'ibali supplement users. However, the SABDC survey provides important insights about South Africans' reading habits, and how South Africans interact with their children regarding reading.

The SABDC survey found that 71% of South Africans have ever read for leisure, down from 75% in 2006. Almost a third (30%) of the population reported never having read for leisure. Reading for leisure was the fifth most popular leisure activity, with 45% of respondents reporting reading for leisure in the past month. This was a dramatic drop from 2006, when 65% of respondents reported reading for leisure. According to SABDC, since 2006 there has been an increase in access to other activities such as using social media and playing games on cell phones, which could possibly be related to the decline in reading.

The top four most popular leisure activities in 2016 were:

1. listening to the radio (79%)
2. watching television, DVDs, or videos (78%)

¹² The intention is to conduct the survey every 3-5 years, funds permitting.



3. shopping or going to the mall (51%)
4. socialising at home (51%).

SABDC survey respondents spent the largest portion of their leisure time (20%) watching television: an average of 7, 5 hours per week. Meanwhile, reading accounted for only 6% of adults' leisure time. Respondents who read spent an average of four hours per week reading.

Those least likely to read for leisure are black women (39%), people older than 50 (39%), people in rural areas (37%), and people who only had primary schooling (19%). The incidence of reading generally increases with SES levels, education, youth, and being English- or Afrikaans-speaking. White women and people with post-matric qualifications are most likely to read, both at 59%.

Leisure readers most commonly read newspapers and magazines (97%). The use of books (35%) and online resources (10%) were much less common. Book readers reported having read an average of three books (of any kind) in the past six months. The gap between newspaper readers and book readers may be an issue of access to reading resources. The SABDC survey found that 58% of respondents live in houses with no books. Just 7% of people lived in households with more than 10 books. Meanwhile, only 27% of adults report visiting the library. The lack of access to books is concerning, particularly since it was previously noted that the number of books in the home was the most significant predictor of student performance (Clark, 2011; Evans, Kelley, Sikora, & Treiman, 2010; McQuillan, 1998).

As part of the SABDC survey, respondents were asked if they agreed with a series of statements about reading. The top positive perceptions are provided in Figure 1.

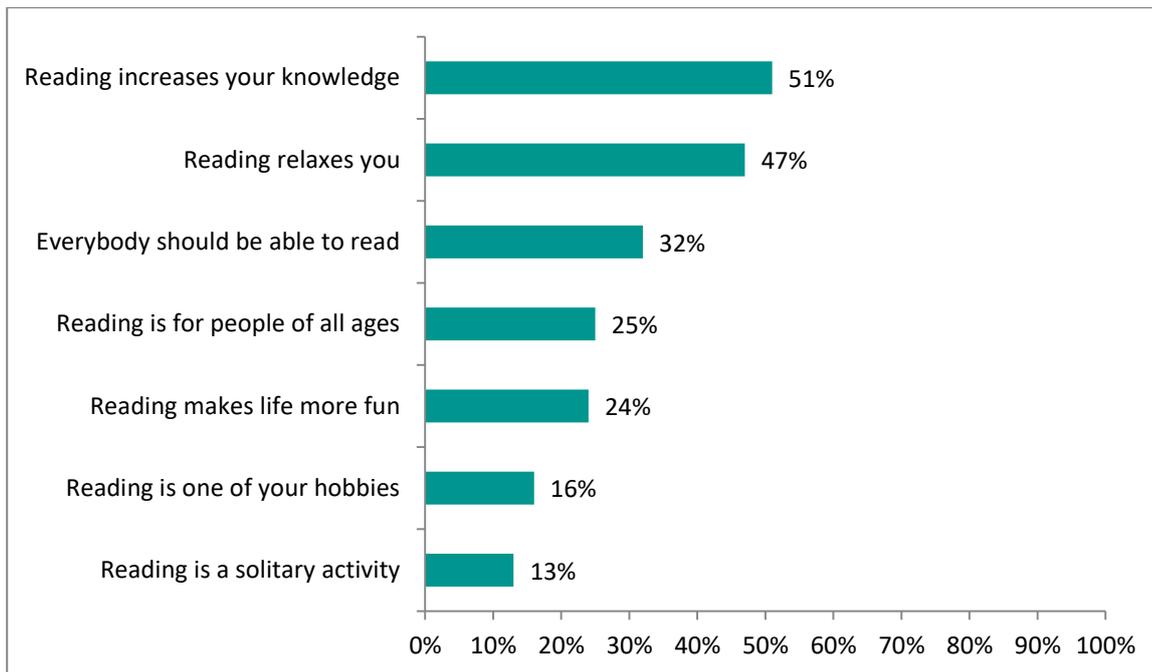


Figure 1: Positive perceptions about reading (from SABDC survey)

Statements about reading and children reveal that South Africans, including parents, do not consider reading to children important. Figure 2 represents a series of questions and the positive response rates of SABDC survey respondents, and survey respondents with children. As will be seen later, there are substantive differences in how survey respondents participating in this evaluation answered similar questions.



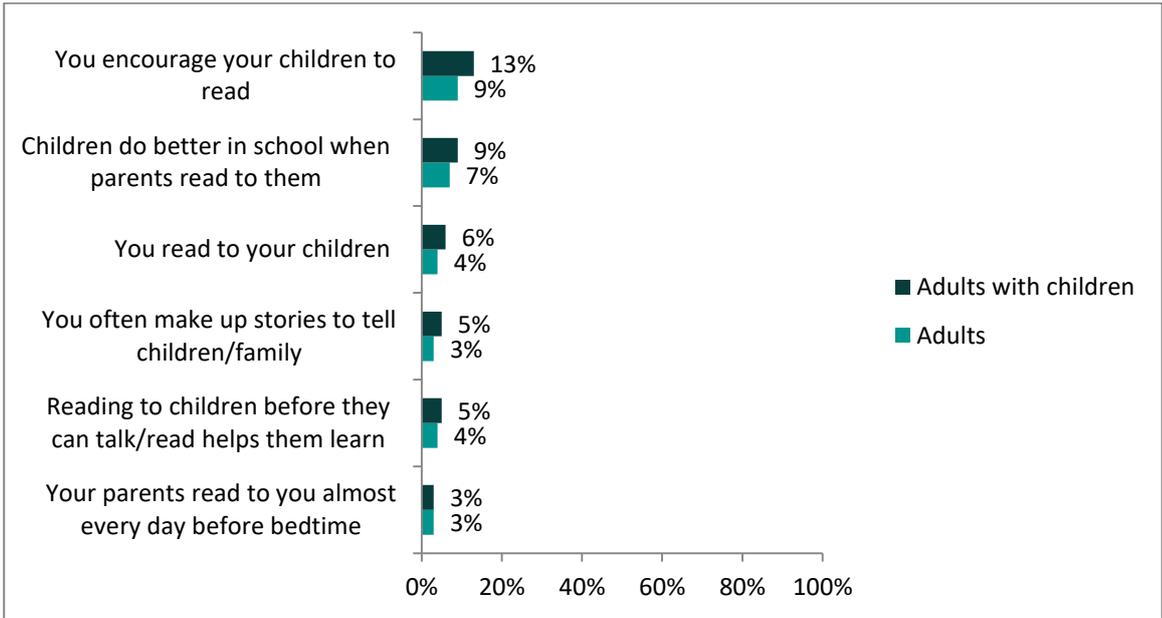


Figure 2: Positive perceptions about reading to children (from SABDC survey)

The SABDC survey also found that two out of every three parents (65%) never read to their children, as shown in Figure 3. When the remaining 35% of parents do read to their children, the reading material is most often educational (66%), followed by children’s stories (34%), religious stories (25%), play books (8%), and fairy tales/folktales (8%).¹³

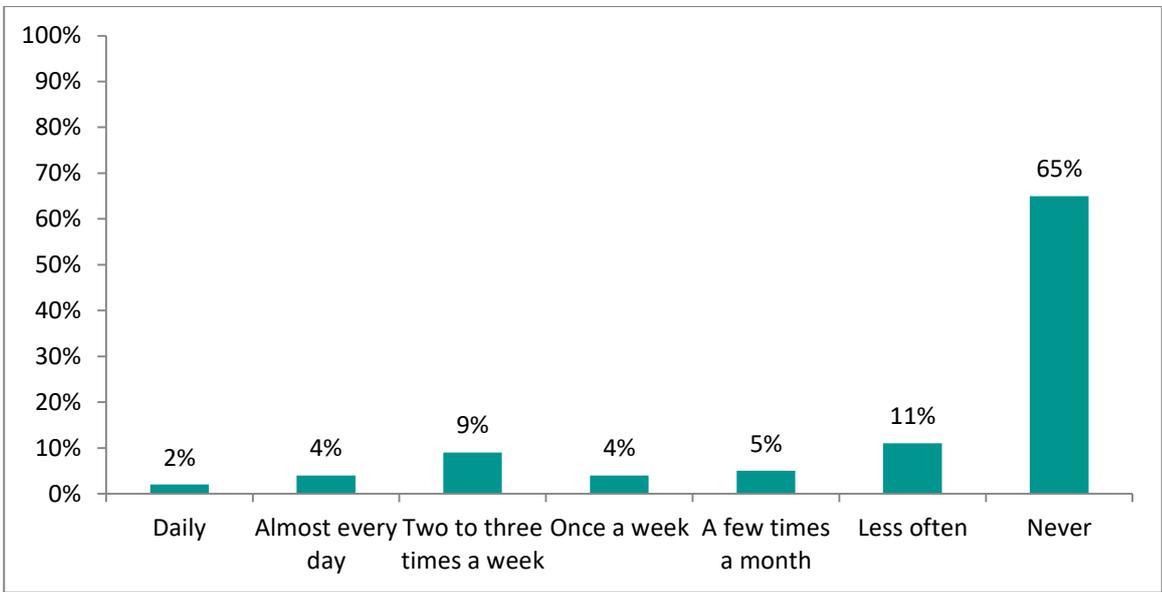


Figure 3: Frequency of parents reading to children (from SABDC survey)¹⁴

¹³ Multiple responses were allowed to the question, “What materials do you use when reading to your children?”

¹⁴ There appears to be an anomaly with SABDC survey data. Figure 2 shows that 6% of adults with children read to their children, compared to 35% in Figure 3.



Figure 4 reveals several potential opportunities for Nal’ibali. Since the majority of reading by parents to children occurs in the evening (52%), Nal’ibali should target this time slot. Early evening still allows for the utilisation of some natural light, which is an important consideration because, although service delivery is improving across the country, significant portions of the target groups, particularly secondary recipients of the Nal’ibali supplement (i.e. people who have the supplement donated to them), are likely to have limited access to electricity. Although perhaps in many countries a bedtime story may be encouraged, this is partially in response to the two-parent working home, which is not currently typical in South Africa. Additionally, the reality is that, were Nal’ibali to target specifically ‘bedtime’, they could be competing against some fairly entrenched habits of pre-bedtime soap opera watching, the most popular of which air between 20:00 and 22:00. While a bedtime story may be one avenue Nal’ibali seeks to inform parents about, ultimately it should probably form one option, with more flexible suggestions for stay-at-home parents, those with limited electricity, and those who have entrenched bedtime routines which centre on staples other than reading.

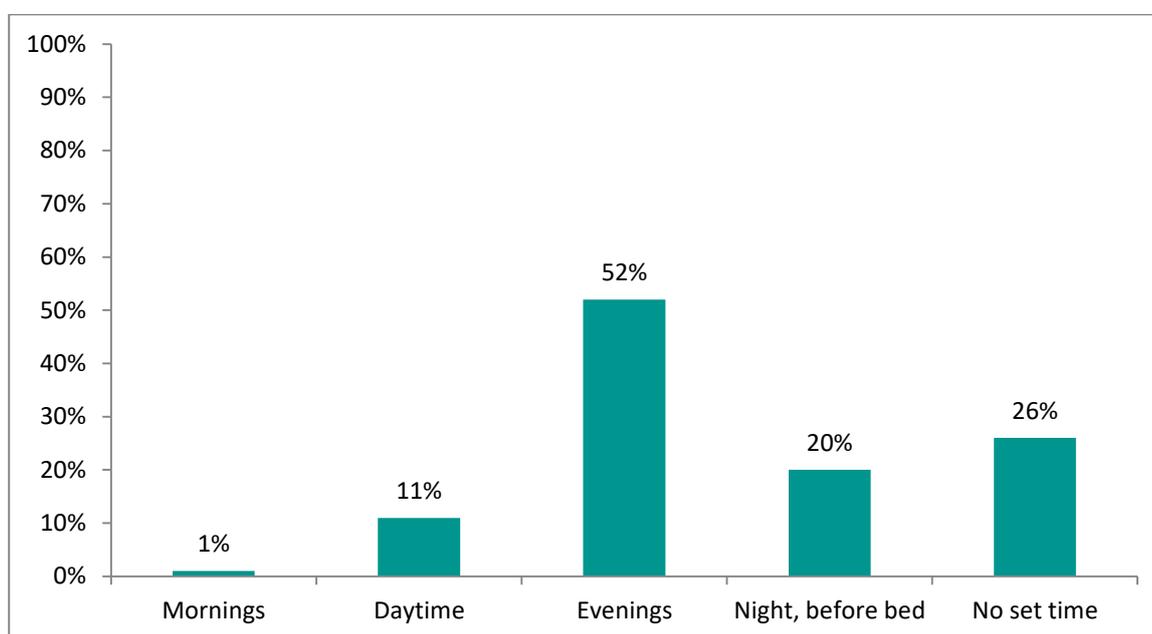


Figure 4: Time of day when parents read to children (from SABDC survey)

In Sharita Bharuthram’s 2017 qualitative study of the reading habits of South African first-year university students, all 12 English Additional Language (EAL) participants reported that their parents neither read to them nor encouraged them to read. Some of the respondents did, however, report being told stories and poems by their parents. Bharuthram concludes that some EAL learners come from an oral-cultural background, which does not place significant value on reading, but rather on story-telling. This presents another potential opportunity for Nal’ibali.



CHAPTER 2

2 Evaluation Approach and Methodology

2.1 Approach

The evaluation employed an **utilisation-focused** approach. Utilisation-focused evaluation accepts the idea that “evaluations should be judged by their utility and actual use” (Patton, 2000). Evaluators should thus design and facilitate evaluations with careful consideration for how every decision and activity will affect use. This participatory, flexible approach allows for key stakeholders’ values and priorities to be taken into consideration at all stages. In practical terms this entails: 1) engaging with Nal’ibali to co-create the evaluation brief (a concept note which became the evaluation terms of reference), 2) engaging with key informants (Nal’ibali programme and management staff and representatives of partner organisations involved in developing and distributing the supplement) who were interviewed at an early stage to enable the evaluation team to ascertain how they hoped the evaluation findings would be used, and 3) a number of engagements (past and future) were planned to share the evaluation findings with stakeholders to discuss how they may be used.

The evaluation was formative, and, as such, was undertaken to inform and guide improvement of the campaign and specifically the bilingual supplements.

2.2 Evaluation questions

The questions in Table 4 were identified by JET and Nal’ibali to guide the evaluation. They are organised broadly by theme, although there is some overlap because questions speak to multiple themes. Table 4 also indicates where answers can be found in the report.

Table 4: Evaluation questions

Evaluation criteria/ thematic areas	Evaluation questions	Relevant sections in the report
Targeting	<ul style="list-style-type: none">Who are the different audiences (according to geographic location, race, sex, age, home language, additional languages spoken, socio-economic status)?How are supplements accessed by different audiences?How well-targeted are the various distribution channels?What % of the supplements distributed by TB is read?What % of the supplements distributed by TB is used in other ways?How many people are the supplements distributed to Nal’ibali subscribers read by and used by?Would Nal’ibali readers/users be able to access Nal’ibali through other distribution channels?Would Nal’ibali readers/users prefer to receive the supplements via other distribution channels?	Chapter 3 Section 5.2 Section 5.3 Section 5.3 Section 5.3 Section 5.2 Section 5.2 Section 5.2



Evaluation criteria/ thematic areas	Evaluation questions	Relevant sections in the report
Use	<ul style="list-style-type: none"> • How do different audiences use the supplement? • How are the supplements used in different settings (e.g. reading clubs, classrooms, and in home/family settings)? • How are the different language versions of the supplements used by different audiences? • How are different sections of the supplement used by different audiences? • Are adults reading stories aloud to children? • Are the supplements contributing to frequent reading? • Are the supplements contributing to the enjoyment of reading? • Are the supplements being photocopied, recycled (passed on to others), kept, or thrown away? 	Section 5.3
Appropriateness	<ul style="list-style-type: none"> • Are the supplements enjoyed by people of different age groups (i.e. younger and older children and adults)? • How do the supplements compare to other reading materials in terms of preference? • How do the supplements compare to other reading materials in terms of frequency and type of use? • Which sections of the supplements do different readers/users enjoy the most, and least? • Which sections of the supplements are read or used the most, and the least, by different audiences? 	Section 5.4
Quality	<ul style="list-style-type: none"> • Does anecdotal positive feedback about the ‘cut-out and keep’ books hold true across a more rigorous sample of supplement users? • Are the stories engaging and enjoyed by different audiences? • Are users satisfied with the quality of the translations? • Are users satisfied with the quality of the (newspaper/magazine) materials? • How long do the supplements last? 	Section 5.5
Messaging	<ul style="list-style-type: none"> • Do key messages in the supplements resonate with people’s values? • Do people find messages in the supplements inspiring and motivational? • What are people’s understanding of attitudes towards, and practices in terms of, reading for enjoyment? • What value do people place on reading for enjoyment wrt reading for other purposes? • What are people’s attitudes towards, and practices in terms of, reading with children? 	Section 5.6
Cost-effectiveness	<ul style="list-style-type: none"> • How cost-effective are the different distribution strategies (delivery, post office, TB newspaper publication)? • What is the cost per reader/user of the different distribution strategies? • How does the cost-effectiveness of the supplements compare to other Nal’ibali reading materials? 	Section 5.7

Source: JET, 2017



An evaluation matrix was developed to guide instrument development and analysis which linked the evaluation questions to specific data collection instruments, questions in the various data collection instruments, and analysis techniques.

2.3 Design and methods

A mixed methods evaluation design was utilised. This recognises that collecting and using both quantitative and qualitative data enriches understanding. There are also particular areas of interest which are more suitable for quantitative methods (such as demographic information, information regarding number of users, types of use, frequency of use, reading preferences and cost effectiveness) and others which are more suited to qualitative methods (understanding why delivery modalities are working, or not working and why, and understanding why values, attitudes, and reading habits may be changing). A mixed methods study can provide an overarching, comprehensive view of many aspects of an intervention.

The main quantitative methodology was a **survey** comprising mainly closed-ended items. It was conducted with different types of supplement users, and a shorter survey was conducted with a 'comparison group' of reading clubs which do not receive the supplement, to understand what reading materials they prefer to use and why. Some questions included in the surveys were the same as questions asked in a previous study commissioned by Nal'ibali and TB (Nal'ibali, 2017a), as well as the SABDC national survey of reading habits (SABDC, 2017). The intention was to compare (where appropriate) the 2018 Nal'ibali evaluation survey respondents and respondents of the other studies. Additionally, a cost analysis was undertaken.

The qualitative methods utilised were interviews and FGDs: key informant interviews were conducted with individuals from Nal'ibali and partner organisations to provide the evaluation team with an in-depth understanding of the campaign and bilingual supplements, and to gain insight into the requirements and expectations of potential evaluation users. These were conducted prior to the development of data collection instruments, and informed instrument development. Semi-structured interviews were conducted with identified individuals within specific organisations to learn more about two supplement distribution channels: central distribution points and post offices. Focus groups were also conducted with supplement users to explore values, attitudes, and behaviours – relating particularly to Nal'ibali messaging.

2.4 Sampling

2.4.1 Key informant interviews

Key informants were identified on the basis of being rich sources of information about the supplement specifically – the rationale for starting Nal'ibali and developing a bilingual supplement, how the supplement is developed, how the supplement is distributed and how the supplement is used. All identified key informants participated. The respondents included Nal'ibali management, programme staff, and representatives of partner organisations (PRAESA and TB).

2.4.2 Survey

A combination of population, random, and convenience sampling was used. Where the population of interest was small, population sampling was used (i.e. every potential respondent was included in the sample). Where possible (and feasible), probability sampling methods were used to draw a sample large enough to be representative of the broader population, and thus generate findings which can be applied more generally.



Where probability sampling was not possible, non-probability sampling strategies were employed. Samples were prepared for each survey respondent group as indicated below.

1. **Nal'ibali supplement subscribing organisations (SOs):** Nal'ibali provided a database of organisations with a current subscription to the Nal'ibali supplement. All SOs were included in the sample frame due to their relatively small number and desire to attain a sample which would be representative.
2. **Non-subscribing organisations (NSOs):** Nal'ibali also provided a database of NSOs, which is their database of reading clubs¹⁵. Due to the larger number of NSOs (reading clubs), a random sample was drawn. Before drawing the sample, though, organisations which did not have contact details, were duplicates, or were organisations not part of Nal'ibali were removed. An oversample was drawn as it was assumed (correctly) that a number of potential respondents would not be contactable, or would refuse to participate in the survey. The size of the oversample was determined based on JET's previous experience conducting telephone surveys.
3. **TB newspaper subscribers:** A database of subscribers to the TB newspapers Sunday World, the Daily Dispatch, and the Herald was provided by TB and a random sample drawn. An oversample was also drawn as indicated above.
4. **TB newspaper purchasers:** In the case of TBPs, it was decided to conduct fieldwork outside retail outlets in three provinces where TB newspapers containing the supplements are sold. The provinces were selected according to cost constraints, so Limpopo, Gauteng, and the Eastern Cape were chosen for the following reasons:
 - (a) **Gauteng:** the province has the largest sales footprint (and thus Nal'ibali supplement distribution channel).
 - (b) **Eastern Cape:** The supplement is distributed via daily (as opposed to Sunday) newspapers which retail at a lower price. Therefore, the customer demographic is likely to be different. The province has the second largest sales footprint.
 - (c) **Limpopo:** The supplement is distributed via a number of different channels, including SAPO. The province represents a mix of both rural and urban areas and, therefore, the subscriber/customer demographic is likely to be more varied.

A database of retail outlets which receive and sell publications was provided by TB. Retailers which receive fewer than 20 issues were removed from the sample frame, as well as those more than 100 km from Polokwane in Limpopo, and more than 100 km from East London, Port Elizabeth, or Mthatha in the Eastern Cape for cost and logistical reasons¹⁶. To reduce transport costs, each retail outlet was used as the basis of a cluster, with the three

¹⁵ We refer to these organisations as NSOs rather than reading clubs, as, during the course of the survey, we asked these organisations whether they had a reading club and not all of them did. Many SOs had reading clubs. As these organisations are generally referred to by Nal'ibali as "reading clubs," they will be referred to throughout this report as "NSOs (reading clubs)".

¹⁶ The majority of newspapers were believed to be sold in the morning and in locations further than 100 km from the fieldwork base. It was assumed that this would place undue burden on enumerators who would have to arrive at the outlets by 9:00. Furthermore, it was assumed that half of the issues available at each retailer would remain unsold, or the purchasers would not consent to an interview. It was, therefore, assumed that conducting surveys at retailers with fewer than 20 issues would not yield enough respondents to be worthwhile.



nearest retail outlets to the sampled location being pulled into the cluster based on GPS coordinates. In Mthatha, there were only two retailers per cluster due to the smaller team size. In other areas, where there were less than four team members, additional retailers were considered replacements (as required). A total of 174 retail outlets were sampled across the three provinces.

Table 5 summarises the various sample populations, sample size, target number of respondents, rationale for the target number of respondents, and the actual number of respondents surveyed.

Table 5: Sample by respondent type

Respondent type	Population	Sample	Target # respondents	Rationale for target # respondents	Actual # respondents
SO	741	741	253	Required Sample Size (n) for $N = 741$ with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	246
NSO (reading club)	1 092	947	284	Required Sample Size (n) for $N = 1 092$ with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	311
TBS	13 283	1 119	380	Required Sample Size (n) for $N = 13 283$ with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	402
TBP Eastern Cape (Daily Dispatch & the Herald)	38 230 copies sold		380	Required Sample Size (n) for $N = 38 230$ (Daily Dispatch + Daily Herald combined): with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	484
TBP Gauteng (Sunday World)	45 782 copies sold		381	Required Sample Size (n) for $N = 45 782$ with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	419
TBP Limpopo (Sunday World)	3 015 copies sold		341	Required Sample Size (n) for $N = 3 015$ with proportion of 50%, significance level $\alpha = 5\%$ and varying margins of error.	400

2.4.3 Qualitative interviews

JET compiled two interview-respondent contact lists based on a spreadsheet of recipients of supplement edition 132, provided by TB (Nal'ibali 2017c): one of post offices, and the other of central distribution points. This list was confirmed with Nal'ibali, and minor adjustments made. Nal'ibali also identified individuals at each of these



organisations for JET to contact and, in the case of post offices, provided contact details and confirmed the preferred time for JET to call. The agreed-upon lists comprised 11 post office representatives and 10 central distribution point coordinators¹⁷.

2.4.4 FGDs

It was agreed to conduct FGDs in the Western Cape, Gauteng, and Limpopo. These provinces were selected on the basis of JET having a presence in them, the variety of languages spoken, and a variety of contexts. Five FGDs were facilitated in three languages. An adult FGD was facilitated in each province (in isiXhosa in the Western Cape, in Sesotho in Gauteng, and in Sepedi in Limpopo), and FGDs with children were facilitated in the Western Cape (isiXhosa), and Limpopo (Sepedi).

Adults were considered eligible to participate in a focus group discussion if they met the following conditions:

- they had completed one of the four Nal'ibali surveys,
- they had indicated in the survey that they used the Nal'ibali supplement in some manner (excluding those who threw away the supplement),
- they had responded "yes" to the question, "Would you be interested in being invited to participate in a focus group where the Nal'ibali supplement will be discussed?",
- they had worked/lived within 45 km of the FGD location in their province,
- they spoke the language chosen for the FGD.

Child FGD participants were members of two reading clubs that used the Nal'ibali supplement, but were not run by Nal'ibali staff. The child FGD participants were selected by adult representatives of the reading clubs, and their parents provided consent for their participation.

2.5 Instrument development, translation, and piloting

The data collection instruments were custom-designed for the evaluation by JET with inputs from Nal'ibali, and in the case of the survey instruments, with inputs from ikapadata. The data collection instruments were reviewed and approved by Nal'ibali.

The survey questionnaires developed for SOs, TBS, and TBP focused on understanding how, and why, the supplement is used in different contexts. In the case of NSOs (reading clubs), the major focus was to learn what other reading resources they access and use.

The survey instruments were developed in English and piloted. The survey instruments for organisations (SOs and NSOs (reading clubs)) were then translated into isiXhosa, isiZulu, Afrikaans, and Sepedi and piloted in each language.

Nal'ibali confirmed the choice of languages to translate the survey instruments into. The decision was based on calls made by Nal'ibali in December 2017 to confirm contact information, the most appropriate person to complete the SO survey, and potential respondents' preferred language in terms of their interviews. Organisational respondents had the option to participate in the survey in their preferred language (the five

¹⁷ The central distribution point coordinators included three Nal'ibali Literacy Mentors.



outlined above). Survey instruments for use with TBS and TBP were not translated as the respondents are subscribers and purchasers of English language newspapers, and the pilot conducted with the English version of the instrument did not identify any language barriers with either of these respondent groups.

The interview guides and FGD guides were developed in the same way, but not piloted due to the limited number of potential respondents. The interview guides for post office staff and central distribution point coordinators focused on understanding how delivery and collection/distribution of supplements operates, and on identifying potential challenges and issues. Two structured interview guides were developed: one for each type of respondent.

The FGD guides were semi-structured instruments, and the purpose was to understand what supplement users of different ages and home languages think of the supplement, how they use it, and to probe their attitudes regarding key Nal'ibali messages. One FGD was developed for use with adults, and two for use with children of different ages. The FGD instruments were translated into the languages which they were facilitated in.

2.6 Data collection

Data collection comprised key informant interviews, surveys, qualitative interviews, and FGDs.

2.6.1 Key informant interviews

Six interviews were conducted with 10 individuals between October and November 2018. Three were one-on-one individual interviews, two were joint interviews and one was a group interview with three individuals. The interviews were recorded and transcribed.

2.6.2 Surveys

The telephonic and face-to-face surveys were administered by ikapadata, and the processes followed are outlined below.

- **SOs:** Fieldwork was conducted from March-April 2018. Agents were instructed to call each organisation and ask to speak to the respondent identified by Nal'ibali, or to determine which person in the organisation was most familiar with how the supplement was used within that organisation. Surveys were administered in English, Afrikaans, isiXhosa, isiZulu, and Sepedi. Potential respondents were called up to three times if they were unavailable, or if they did not answer the phone.
- **NSOs (reading clubs):** Fieldwork was conducted from March-April 2018. Agents were instructed to call each NSO (reading club) and ask to speak to the person most suited to answer questions about the reading materials their reading club used. Surveys were administered in English, Afrikaans, isiXhosa, isiZulu, and Sepedi. Procedures for calling organisations were the same as those used for SOs.
- Of the 311 NSOs (reading clubs) surveyed, 86 reported receiving the Nal'ibali supplement regularly. This situation was anticipated, and, therefore, early on in the survey, the respondent was asked whether the organisation received the Nal'ibali supplement. In cases where it was received on a regular basis, respondents were channelled into the survey for SOs. If the NSO (reading club) did not receive the supplement on a regular basis, the respondent was asked questions related to access to, and the use of, other reading materials including other Nal'ibali reading materials.
- **TBSs:** Fieldwork was conducted from March-April 2018. Agents were instructed to call each potential respondent and speak to an adult household member best informed about the Nal'ibali supplement. In



the event that the respondent was unavailable, an appointment was arranged (if possible). Potential respondents were called up to three times if they were unavailable, or did not answer the call. Procedures for calling TBS were the same as those used for SOs. All calls with TBSs were conducted in English.

- **TBPs:** Fieldwork was conducted from March-May 2018 on Sundays in Gauteng and Limpopo as the Nal'ibali supplement is distributed in the Sunday World newspaper. The Nal'ibali supplement is published in two daily newspapers in the Eastern Cape: the Daily Dispatch on Tuesdays, and the Herald on Thursdays. Fieldwork was, therefore, reserved for Tuesday for teams in East London and Mthatha, and for Thursday for those based in Port Elizabeth.

2.6.3 Qualitative interviews

Telephonic interviews were conducted with two groups of respondents: 1) Staff at post offices in Limpopo that serve as pick-up points for organisations to collect the Nal'ibali reading supplement, and 2) nominated coordinators at organisations that serve as central distribution points for other organisations and/or deliver the supplement to a network of organisations. Potential respondents were called at least three times if they were unavailable, or did not answer the call. Seven interviews were conducted with post office staff (eight interviews were started and one respondent terminated the interview early), and six with central distribution point coordinators. Fieldwork was conducted in March 2018. All interviews were conducted in English.

2.6.4 Focus group discussions (FGDs)

A total of five FGDs were held, three with adults, and two with children. Fieldwork was conducted in June 2018. FGDs were facilitated in isiXhosa in the Western Cape, Sesotho in Gauteng, and Sepedi in Limpopo. The FGDs were recorded with the permission of the participants.

Additional information regarding data collection can be found in the fieldwork report (JET, 2018).

2.7 Data analysis

2.7.1 Survey data

JET followed a methodology for analysis of the survey data suggested by The University of Reading (2001). This entailed data verification, data validation, data cleaning, and data analysis. These processes were often inter-linked, as one process usually necessitated another and vice versa. The processes involved checking variable labels, correcting implausible variable values, checking for missing data and duplicates, as well as deriving new variables. Stata version 14.2 was used to process and analyse the data.

2.7.1.1 Data verification

Data was initially checked to ensure it was not corrupt, and that the labelling in the data set was consistent with that found in the instruments. Each variable label was compared to the matching question in the instrument to confirm that the variable label described the question in the instrument. It also served to confirm that all questions found in the instrument appeared in corresponding data sets. Some labels were adjusted to ensure consistency throughout the data set, and to ensure variable labels were appropriate for exporting results out of Stata. All data labels had the letter of the relevant section from the instrument added to the label (e.g. in Section A, "1. Survey" was renamed "A1_Survey"). This ensured that variable labels would remain distinct, even when merged with other databases with the same variables.



2.7.1.2 Exploratory analysis

Descriptive statistics, including summary statistics, were compiled for all the variables in all the data sets. This ensured that all the data made sense, and fell within the expected ranges. The data type for each variable was also used to check whether it conformed to the type specified on the instrument. The data types were of the form numeric, date, and string (text). Numeric data types stored as strings were converted to numeric.

2.7.1.3 Implausible variable values

Queries were referred to ikapadata for clarification, and to decide on the course of action to be taken with erroneous data entries.

2.7.1.4 Missing data

Valid skip logic patterns in the data were checked, allowing for missing data to be identified and noted. Queries were referred to ikapadata to establish if they were data collection, or data entry missing, problems. If data were missing due to data collection errors, the entry was coded “999”, where they were numeric data, and “missing” where they were string data. If data was missing due to data entry issues, ikapadata suggested a way to deal with the cases. In cases of “skip logic” questions, the code “888” was used to represent “not applicable” for numeric data; otherwise it was “not applicable”. This ensured these questions were dealt with separately in the data analysis.

2.7.1.5 Duplicate data

Duplicate entries were dealt with by ikapadata.

2.7.1.6 Internal data consistency

Where there were inconsistencies in variables (e.g. a few respondents answering questions which they were not supposed to), these respondent records were cross-checked to ascertain whether there were other inconsistencies. We would then use the degree of similarity to decide how to resolve the inconsistencies. Where there were substantial variations, the data were returned to ikapadata for further probing. In a few cases, this resulted in updates to the data, or additional variables being added to the data set.

2.7.1.7 Data analysis

Descriptive measures such as means, proportions, and frequencies were used. Standard errors were provided for all estimates. These provided measures of precision for the estimates. However, the standard errors around the TBP survey should be viewed as indicative, because the survey was not strictly a probability sample.

2.7.2 Cost-effectiveness data

Analysis of the cost-effectiveness of the supplement, magazine inserts, and books was based on the ingredients method (Levin & McEwan, 2001). All the important ingredients were identified, and their costs ascertained. Unit cost for the materials were then compared to establish the material with the least cost. For questions pertaining to the supplement only, costs per reader (extrapolated based on survey data) for the distribution channels were compared.

2.7.3 Qualitative data

Interview notes were captured in real-time using Google Forms and reviewed and edited immediately after the interview by the researcher who conducted the interview. The notes were reviewed by the researcher and by a senior researcher. The key findings were then summarised by interview respondent type.



The focus group recordings were transcribed in the language they were conducted in, and translated into English. A preliminary codebook was developed based on the evaluation questions and themes/issues probes in the FGD guides. The transcripts were coded and analysed using the data analysis software program ATLAS.ti to streamline the coding and analysis process. Both inductive and deductive coding allowed for the findings to be related to the evaluation questions, and for new insights to emerge from the data.

2.8 Limitations

As with any study, there are several limitations that should be noted:

2.8.1 Sampling:

- There were challenges with the databases provided by Nal'ibali and TB for the survey sampling. The Nal'ibali databases included many duplicate organisations, different organisations with the same contact person, and organisations with limited contact details.
- A substantial proportion of the organisations identified as NSOs (reading clubs) were actually receiving the supplement regularly or sporadically. Where NSOs (reading clubs) reported that they were receiving the supplement regularly, they were treated as a separate sub-group: non-subscribing organisations that receive the Nal'ibali supplement regularly (NSROs) with respect to survey analysis where relevant.
- Participants in telephonic surveys have to have telephone, or cellphone, details. Thus, it is inherently biased against those without telephone contacts. Mobile penetration rate in South Africa is reported to be 68%¹⁸. However, even with telephone numbers, the survey may still be subject to selection bias as some of the sampled individuals may refuse to participate in a non-random manner.
- Non-probability sampling usually introduces bias (i.e. certain types of people are more likely than others to be sampled). Non-probability sampling was used for the survey with TBPs, and it is, therefore, not possible to generalise the results from this survey in relation to the entire population of TBPs.
- Sampling was not uniform across the groups surveyed (i.e. it was a mixture of population, probability, and non-probability sampling). Thus, measures that rely on combining the results for all the groups may be misleading, and thus need to be interpreted with caution.
- Results based on small counts (i.e. when the survey results are disaggregated into smaller sub-groups) need to be interpreted with caution as they are susceptible to random variation.

2.8.2 Surveys

- Fieldwork at retail outlets was sometimes difficult. While retailers which receive fewer than 20 issues were excluded from the sample, many retailers identified as receiving more than 20 issues were found to sell fewer than five issues per day. A low number of completed survey interviews per day presented a particular challenge in Limpopo, where an additional team of four fieldworkers was trained and sent into the field.

¹⁸ Source: <https://businesstech.co.za/news/mobile/184693/the-state-of-south-africas-mobile-market-vs-the-rest-of-africa/> accessed 18 July 2018.



2.8.3 Qualitative interviews

- Misunderstandings about the purpose of the study led to unsuccessful interviews. Both post office staff and central distribution point coordinators did not always understand the purpose of the interview, thus one coordinator mistook the request for an interview for another unrelated survey which had already taken place, while a post office area manager assumed that the Nal'ibali interview would require his staff to divulge confidential information contained in the SAPO database. In these instances, the fieldworker would provide a thorough explanation of the purpose of the interview, but refusals to participate still occurred in both these cases.
- It was a challenge calling post office staff during working hours, as some of them reported only being available in 20 minutes' time because they were required to attend to customers. Even though alternative times were scheduled, they often did not answer subsequent calls.

2.8.4 FGDs

- It was a challenge to rely on individuals to follow through on their commitment to participate in FGDs. In both Cape Town and Limpopo, approximately 50% of confirmed participants did not arrive on the day of the FGDs. This was despite calling all participants the day prior to confirm their attendance.
- Miscommunication and individuals sending others to represent them was another issue. In Cape Town, two participants were sent by their school principal, but neither had any experience with Nal'ibali supplements. This occurred despite the research team confirming with the principal that knowledge and use of Nal'ibali was essential for participation in the FGD.

2.8.5 Self-reporting

- Data on the use of the Nal'ibali supplement in homes and organisations was collected via surveys and FGDs and was self-reported. In the case of the survey adults were reporting on how the Nal'ibali supplement was used by children in their homes and organisations. The main advantage of this means of reporting is that it was possible to gather data from a large sample of supplement users (and in the case of NSROs (reading clubs) and TBSs' a representative sample). A disadvantage is that self-reporting can have validity challenges, as behaviours may be misrepresented or exaggerated. Validity may be assessed by triangulating the behaviours self-reported via different data collection methods. In this study we compared the behaviours reported in the surveys with those reported in the FGDs and usually found them to be congruent. An additional step which could be taken (outside the scope of this study) is to confirm (or refute) the self-reported behaviours via direct observation (e.g. the use of Nal'ibali supplements in a sample of SOs). Direct observation in households would be challenging however.



CHAPTER 3

3 Survey demographics

This Chapter will cover the demographics of survey participants, with comparisons to available national data. This comparison is important for distinguishing when survey participants are close to representative of the general South African population, and when survey participants are distinct from the general population. When there is variation in the demographics of the different respondent groups (NSROs, NSOs (reading clubs), SOs, TBSs, and TBPs), these differences will be shown in figures and/or noted in the narrative. Specific demographic data about individuals (TBSs and TBPs) and organisations (SOs, NSOs (reading clubs), and NSROs) are also included in this chapter.

Key insights

- Survey respondents live in all South African provinces, with the Eastern Cape, Gauteng and Limpopo (the three provinces where the TBP surveys were conducted) accounting for over 50% of respondents.
- The representation of population groups is similar to that of the country as a whole, but there are differences between survey groups. There are more white and fewer black African TBS respondents.
- TBS respondents are older and TBP respondents are younger on average.
- Survey respondents are better educated than the average South African and less likely to be unemployed.
- Home language speakers of all South African official languages were represented.
- 12% of survey respondents reported that English is their home language and a further 85% said they speak English.
- The average household size and number of children per household of TBS and TBP is similar to the national average. TBPs are more likely to live in a household with children.
- SOs tend to receive more support in the form of financial support, donation of reading materials, volunteering, training and mentoring than NSOs (reading clubs).
- 79% of SOs and NSOs have a reading club.
- The majority of reading clubs meet on a weekly (or more frequent) basis

3.1 All survey respondents

Table 6 shows the representation of all the survey groups. Analysis was conducted prior to sampling to determine what sample size would be required to ensure generalisability for the total population of the group (in the event that probability sampling techniques could be applied). Therefore, although the number of respondents may represent a small portion of the total population, efforts were made to ensure that the number of respondents surveyed would be sufficient to make generalisations about the broader population which it was drawn from (noting the limitations discussed in Section 2.8).



Table 6 : Total survey participants

Type of survey group	Number of Respondents	Percentage of survey sample	Percentage of total population
SOs	247	11%	33%
NSOs (reading clubs)	225	10%	29%
NSROs	86	4%	Included with NSOs above
TBSs	400	18%	3%
TBPs	1 303	58%	2%
Total	2 261	100%	----

3.1.1 Location

Survey respondents represent all South African provinces. A higher number of respondents are from the Eastern Cape, Gauteng, and Limpopo as these are the three provinces where all TBP surveys were conducted (and these surveys accounted for over 50% of all survey respondents).

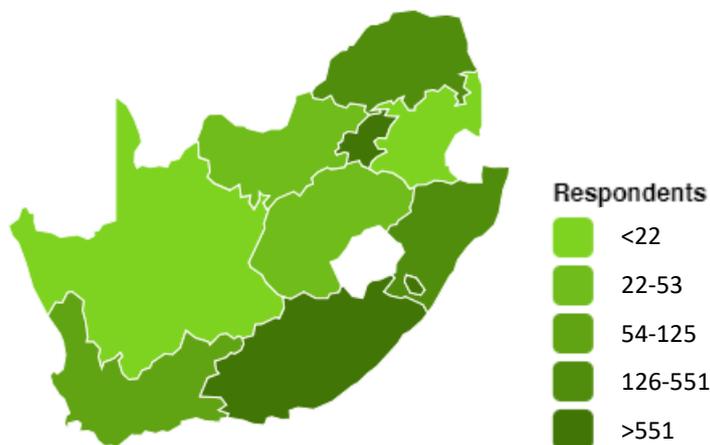


Figure 5: Number of all respondents: Provinces (n = 2 261)

As Figure 6 and **Error! Reference source not found.** show, the representation of provinces varied by survey type.



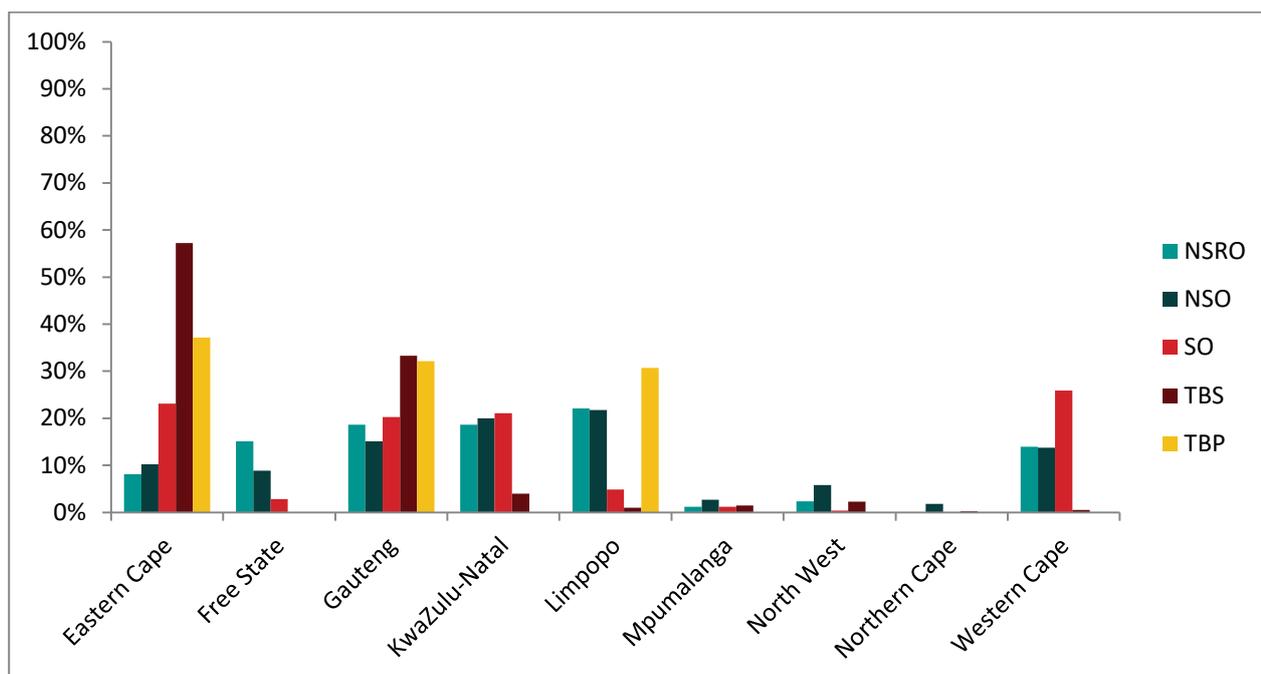


Figure 6: Percent of all respondents: Province of household/organisation (n = 2 261: NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1 303)

Table 7: Number of respondents: Province of household/organisation

Province	# of NSROs/NSOs	# of SOs	# of TBS	# of TBP	Total #
Eastern Cape	30	57	229	484	800
Free State	33	7	0	0	40
Gauteng	50	50	133	419	652
Kwa-Zulu Natal	61	52	16	0	129
Limpopo	68	12	4	400	484
Mpumalanga	7	3	6	0	16
North West	15	1	9	0	25
Northern Cape	4	0	1	0	5
Western Cape	43	64	2	0	109
Missing	0	1	0	0	1
Total	311	247	400	1303	2 261

3.1.2 Gender

The proportion of male survey respondents is 47%¹⁹, while women survey respondents made up 53%. With an additional 0,7% described as 'Other' and 0,04% missing. Women are in the majority at organisations and in the minority for TBS and TBP. The sex ratio by survey type varies as shown in Figure 7.

¹⁹ Data will be reported using whole percentages except where the value is <1% – in which case they will be reported until significance is noted.



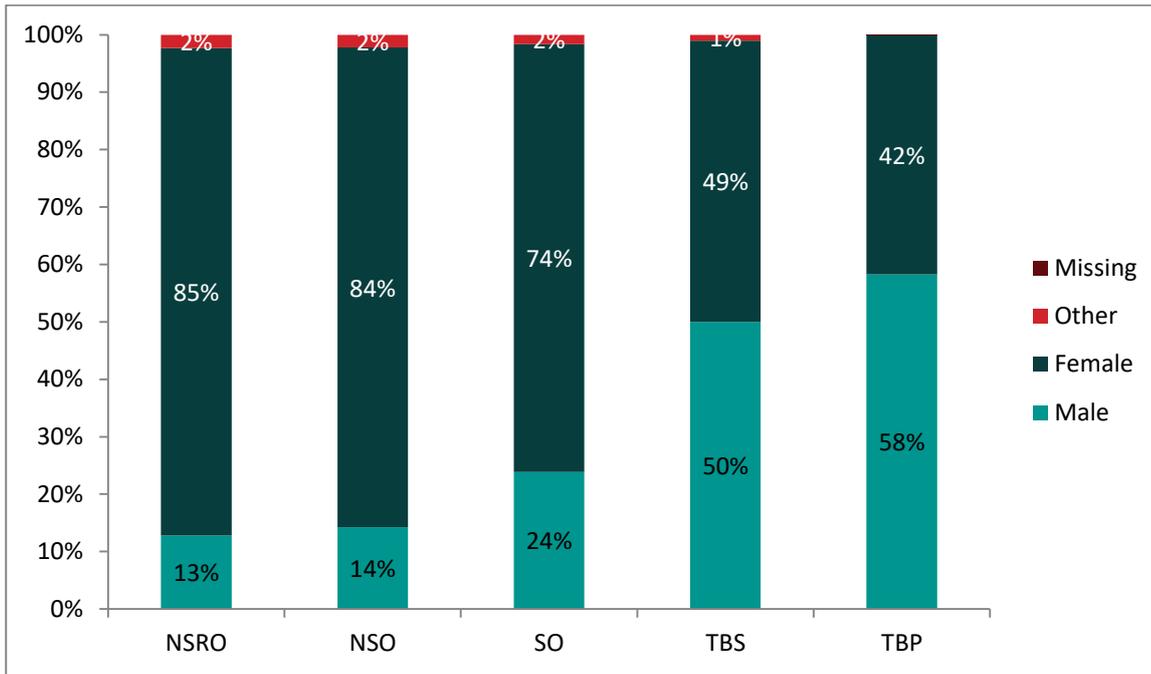


Figure 7: Percent of all respondents: Sex (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1 303)

3.1.3 Population group

The representation of population groups of survey respondents is similar to that of national representation, as shown in Figure 8.

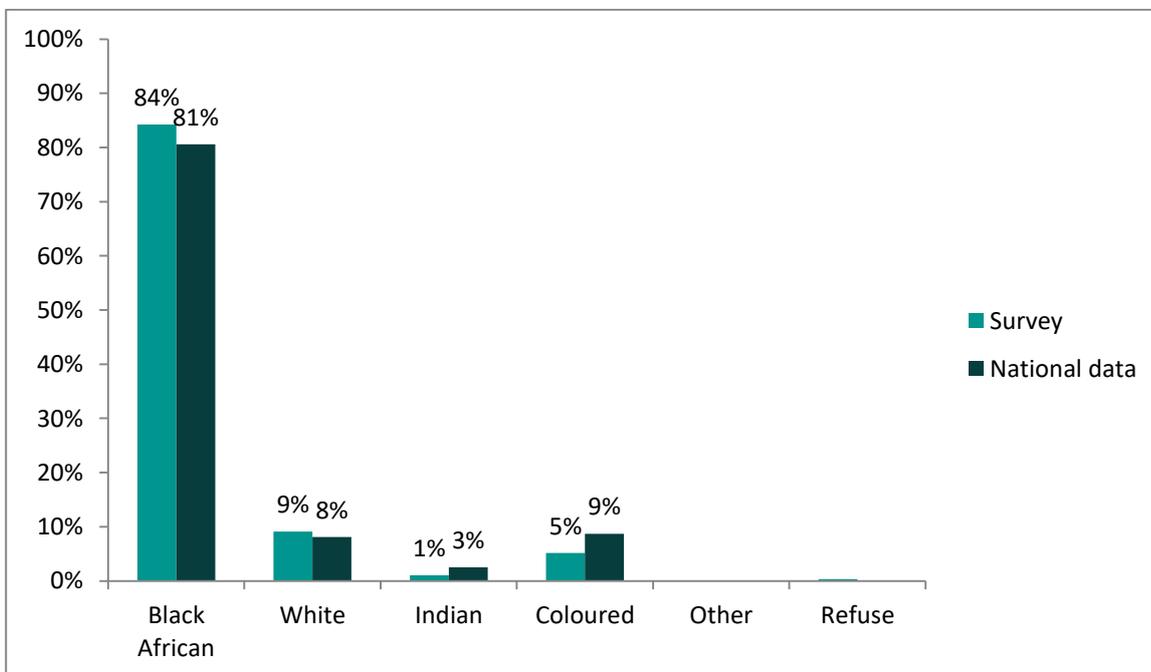


Figure 8: Percent of all respondents and national data: Population group (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). National data source: Statistics South Africa, 2016



There is some variation in population by survey group, with the most substantial differences in the TBS population group (as shown in Figure 9). TBS has a larger share of white respondents, and a smaller share of black African respondents, compared to other survey groups.

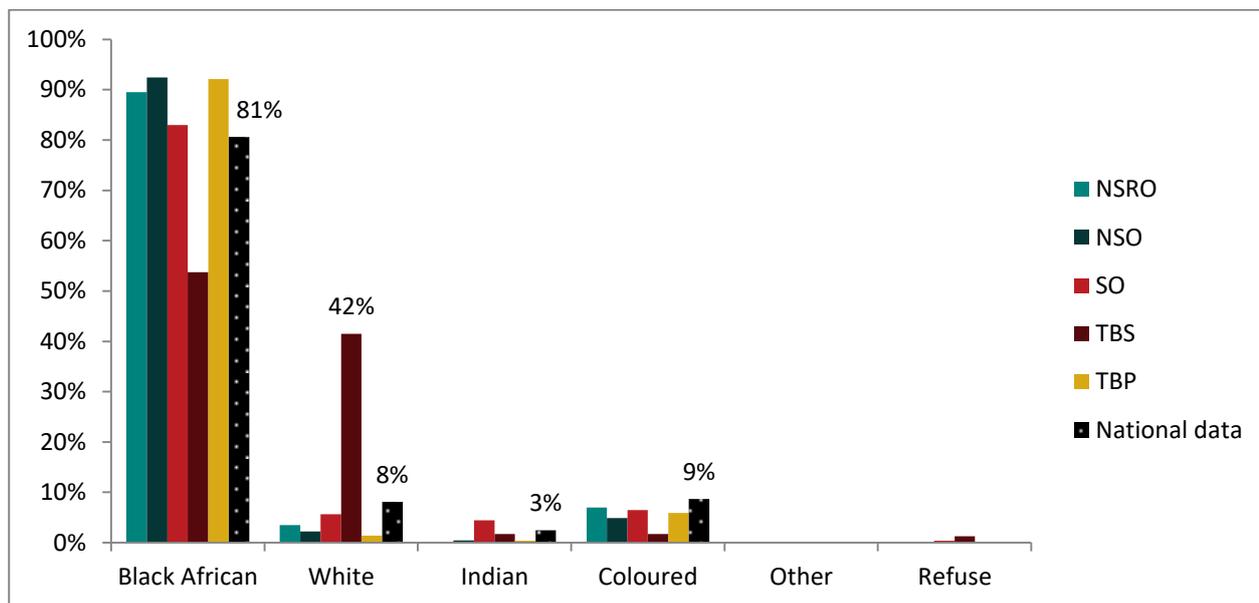


Figure 9: Percent of all respondents by survey group and national data: Population group (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). National data source: Statistics South Africa, 2016

3.1.4 Age

Adults aged 18 and above participated in the survey. Figure 10 shows the representation of different ages of respondents. There are differences in age group representation between survey groups, as indicated in Table 8, organisational representatives are more likely to be of working age, TBSs are more likely to be older (74% are aged 50+) and TBPs are more likely to be younger (56% are aged 18-39).

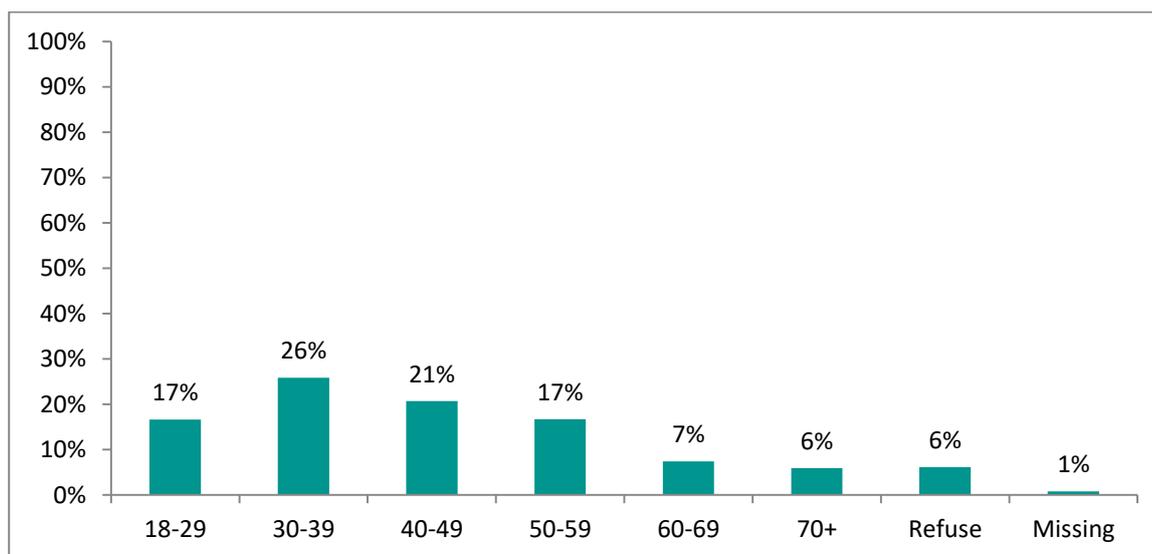


Figure 10: Percent of all respondents: Age (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303)



Table 8: Age group representation by survey group (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303)

Age Group Representation	% of NSROs/NSOs	% of SOs	% of TBS	% of TBP	Total %
18-29	18%	12%	1%	22%	17%
30-39	19%	19%	9%	34%	26%
40-49	32%	27%	12%	20%	21%
50-59	23%	34%	22%	10%	17%
60-69	4%	6%	22%	4%	7%
70+	0%	2%	30%	1%	6%
Refuse	2%	1%	4%	9%	6%
Missing	2%	0%	1%	1%	1%

3.1.5 Highest education level

Survey respondents are more highly educated as compared to the general population. Figure 11 shows the highest education level of all respondents compared to national data from the 2011 census. The majority of respondents have higher education levels than Grade 12. A detailed table with percentages of higher education can be found in Annexure A.

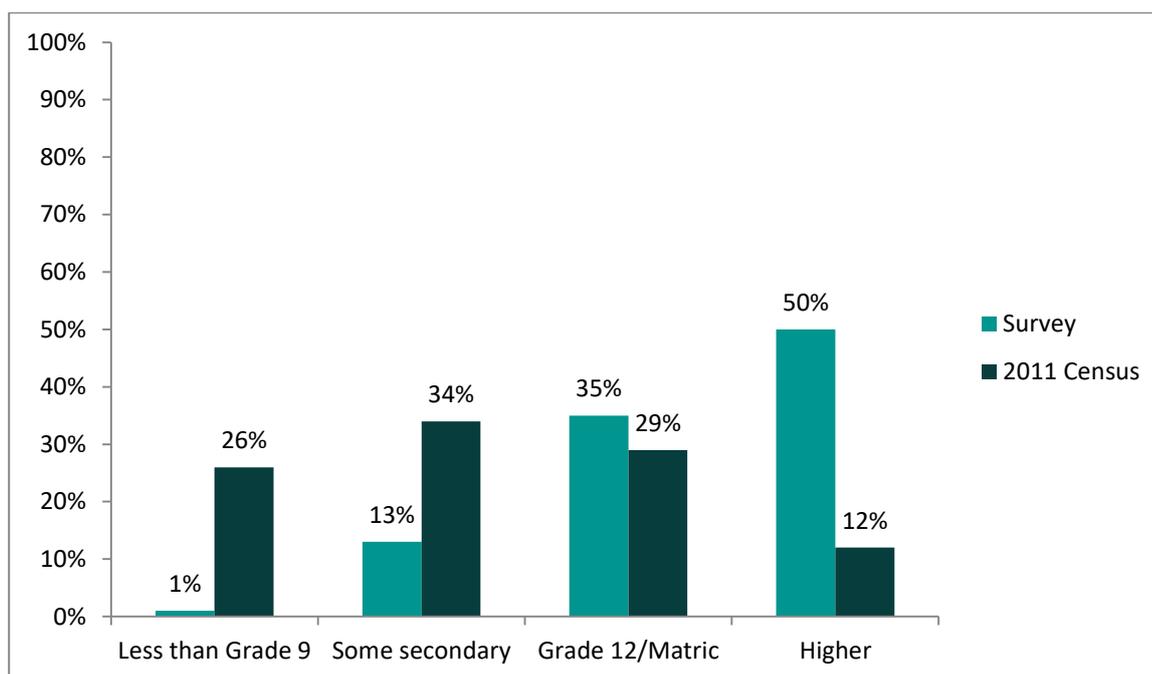


Figure 11: Percentage of all respondents and national data: Highest education level (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). Census conducted by Statistics South Africa (2011).

Figure 12 shows education levels by survey group. The most educated survey group is SO representatives. TBP respondents are the least likely to have achieved higher education.



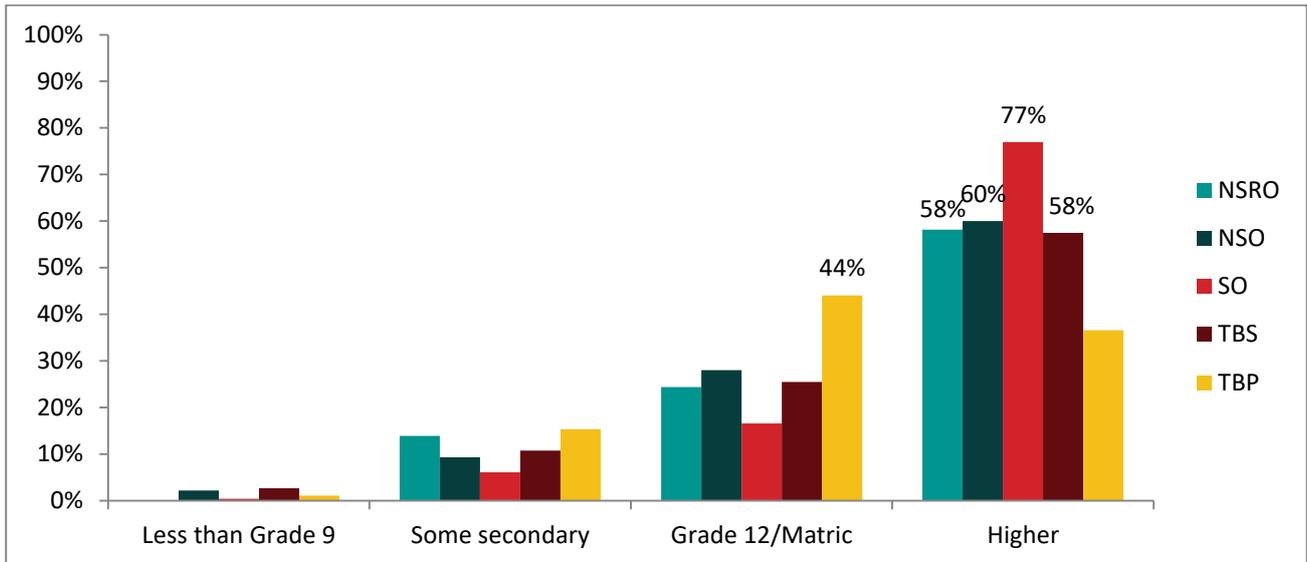


Figure 12: Percentage of all respondents: Highest education level (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303).

3.1.6 Employment

Considering that survey respondents are more highly educated than the general population, it is unsurprising that the unemployment rate of respondents is lower than the national average (which was 27% in quarter one of 2018 (Statistics South Africa, 2018)). Unemployment among all survey respondents is 12%. However, there is variation in unemployment rates between groups, as shown in Figure 13. This is, in part, because individuals at organisations are often employed by the organisation. TBS respondents are the least likely to be employed, as many of them are retired/pensioners.

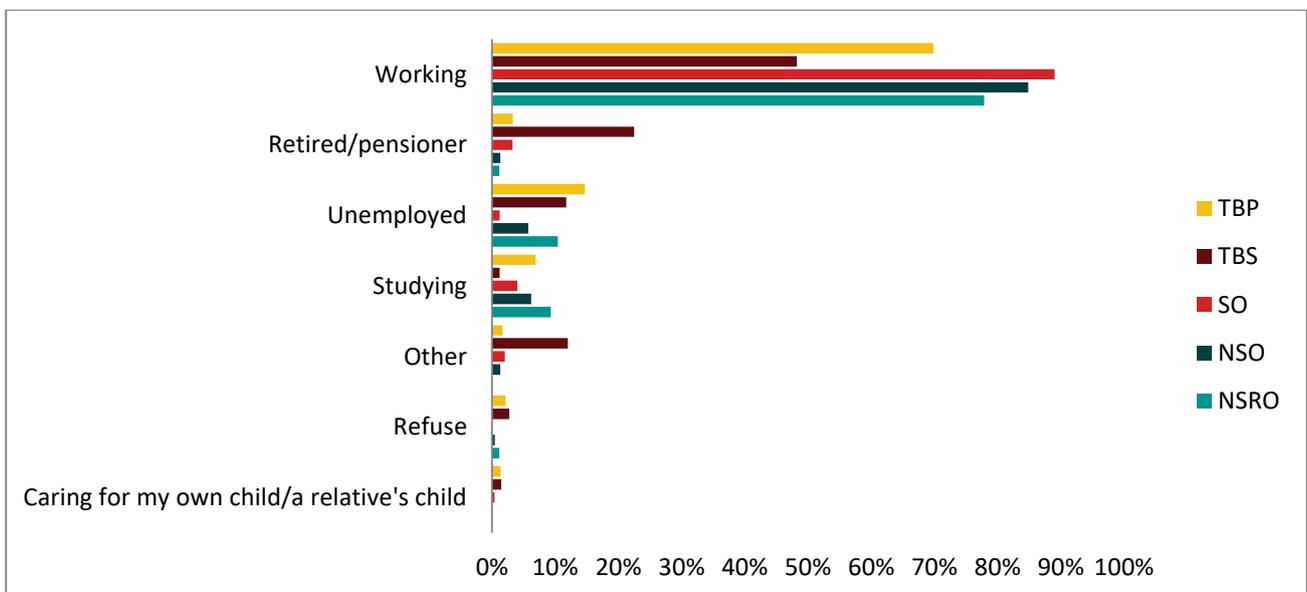


Figure 13: Percent of all survey respondents: Employment status (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303).



3.1.7 Home language

There are some differences in the home language of survey respondents compared to the 2011 Census, shown in Figure 14. isiXhosa, Sepedi, and English are over-represented in the survey as home languages. This is probably because the largest survey group – TBP - came from three provinces where the over-represented languages are common: Eastern Cape, Gauteng, and Limpopo. Also, 41% of TBPs reported that their home language is English, likely (in part) because the newspapers they subscribe to are printed in English.

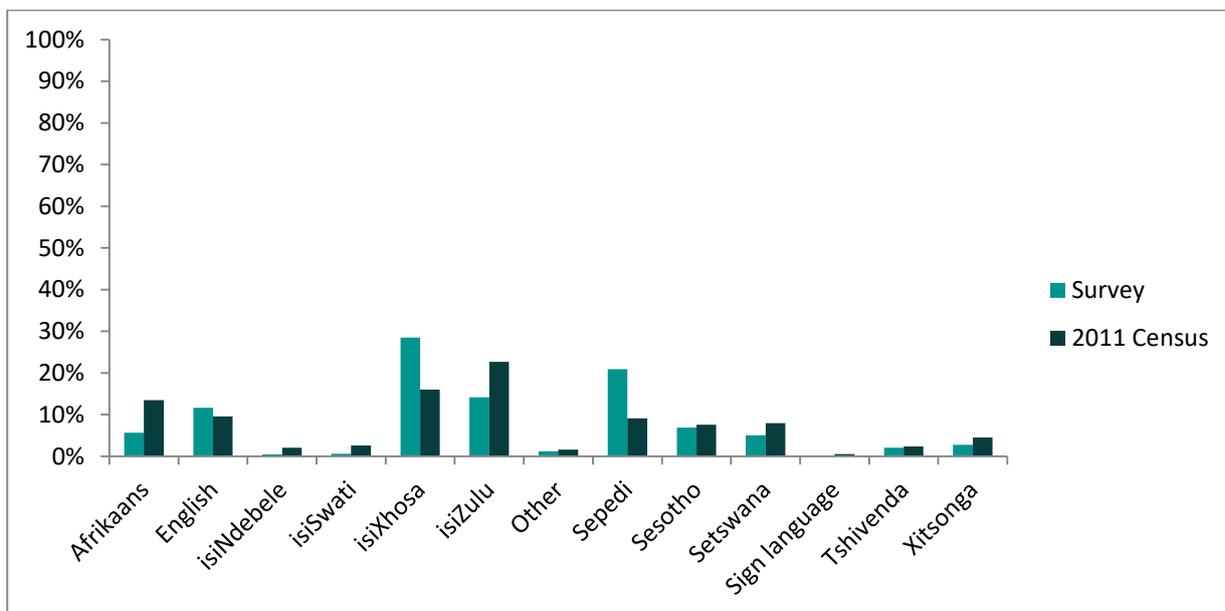


Figure 14: Percent of all survey respondents and national data: home language (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). Census conducted by Statistics South Africa (2011).

The differences in home language become more apparent in Figure 15, which shows home languages by survey respondent groups. Unsurprisingly there were differences in the home language of TBPs based on the province where fieldwork was conducted: the most common home languages for TBPs in the Eastern Cape were isiXhosa (83%) and Afrikaans (12%). Four home languages were predominant for TBPs in Gauteng – isiZulu (28%), Sesotho (17%), Sepedi (14%) and Setswana (11%). In Limpopo the majority of TBPs (80%) were Sepedi home language speakers with 5-6% of respondents speaking Xitsonga, English and Tshivenda.



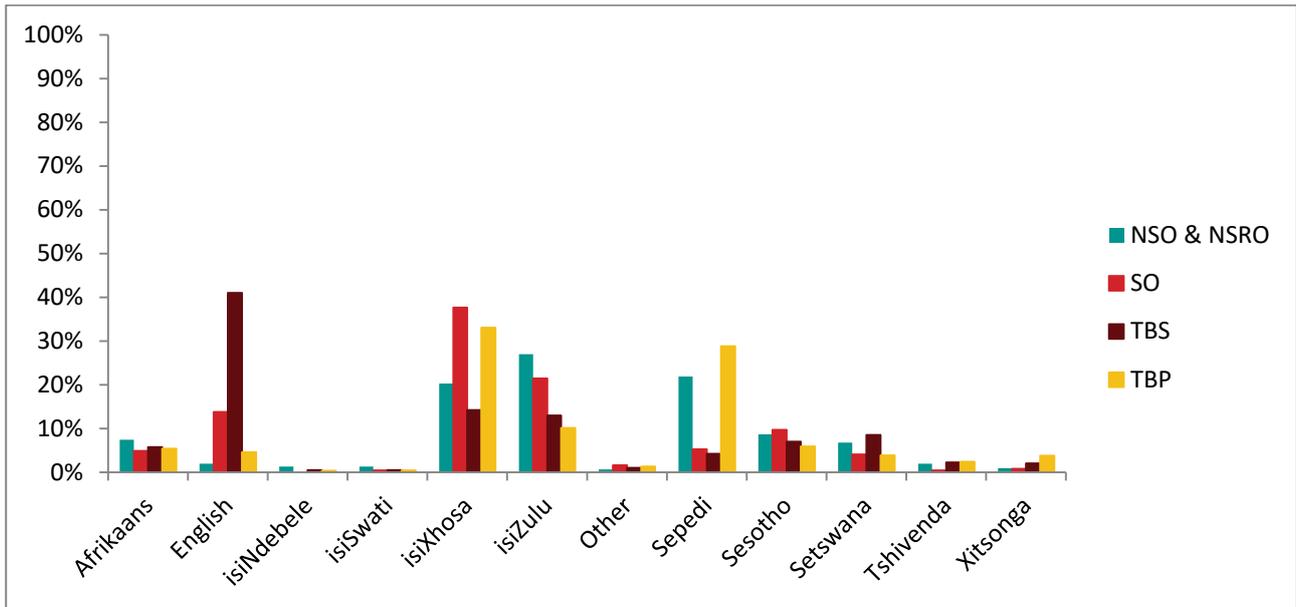


Figure 15: Percent of all survey respondents: Home language by survey type (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). Census conducted by Statistics South Africa (2011).

3.1.8 Other languages

While 12% of respondents report English to be their home language, 85% report it to be an additional language they speak (see Figure 16). All but 1% of respondents report speaking at least one other language in addition to their home language.

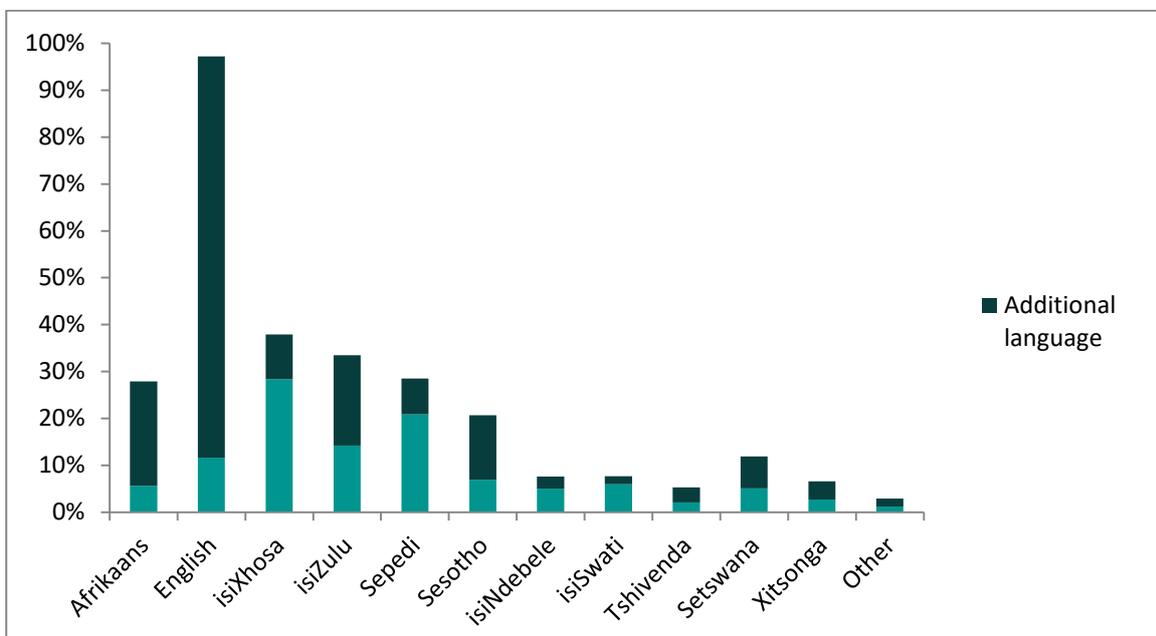


Figure 16: Percentage of all respondents: All languages spoken (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303).



3.1.9 Organisational involvement

Respondents were asked about their involvement in selected education, community, and government organisations. Those who identified as working in education or at non-governmental organisations (NGOs) are primarily organisational respondents – which are to be expected given that many were identified as representatives of these types of organisations. However, the percentage of TBS respondents who reported being NGO practitioners/volunteers is comparable to that of organisational respondents (NSROs, NSOs (reading clubs), and SOs). As many TBSs are retired they may be NGO volunteers as opposed to employees. Parents and caregivers represent 35% of respondents. A large portion of respondents (38%) – which are made up primarily by TBS and TBP respondents – do not identify with any of the categories in Figure 17.

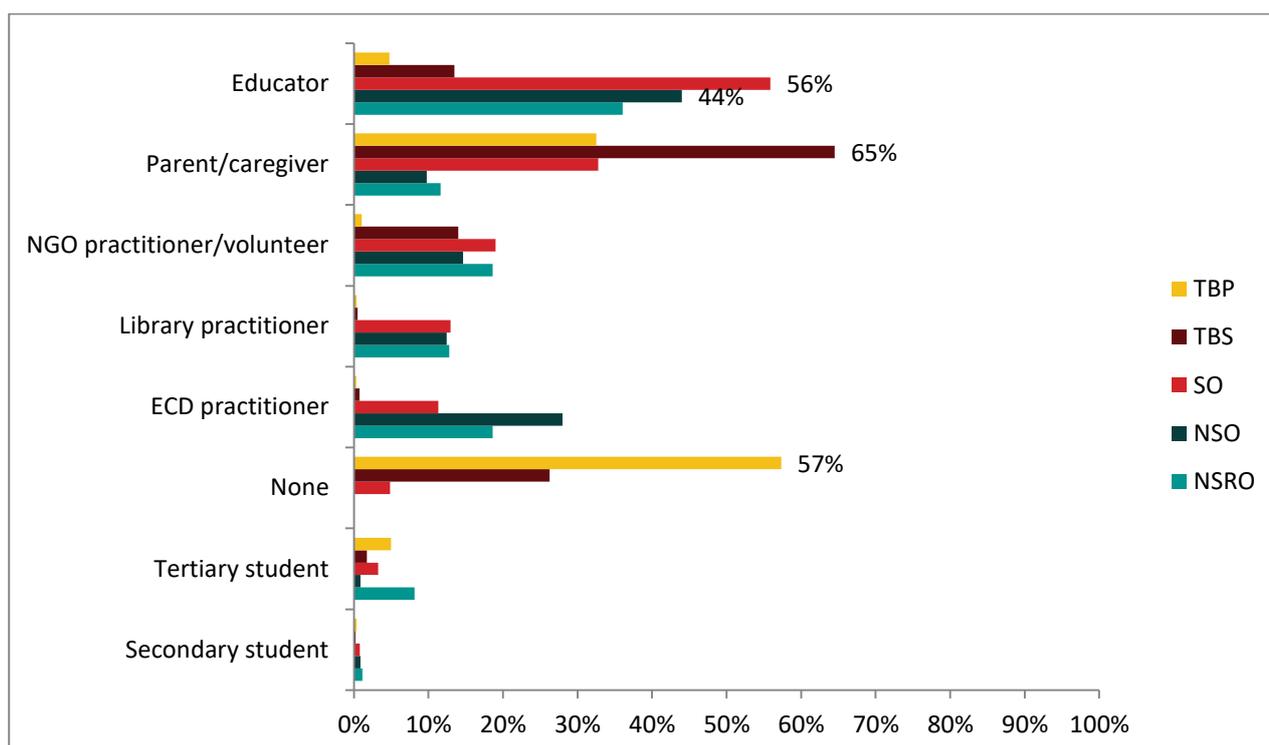


Figure 17: Percentage for all respondents: “Would you describe yourself as any of the following?” (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). Multiple responses allowed

3.2 Individuals: TBS and TBP

Demographic survey data was collected about household size and the number of children in households to better understand who has access to, and who uses, the Nal’ibali supplements in homes.

3.2.1 Household size

The average household size of TBS and TBP respondents is 3,4 as compared to 3,3 nationally in 2016 – according to Statistics South Africa (this question was not asked of organisational respondents). The range of household members is shown in Figure 18. There were no substantial differences between TBS and TBP respondents.



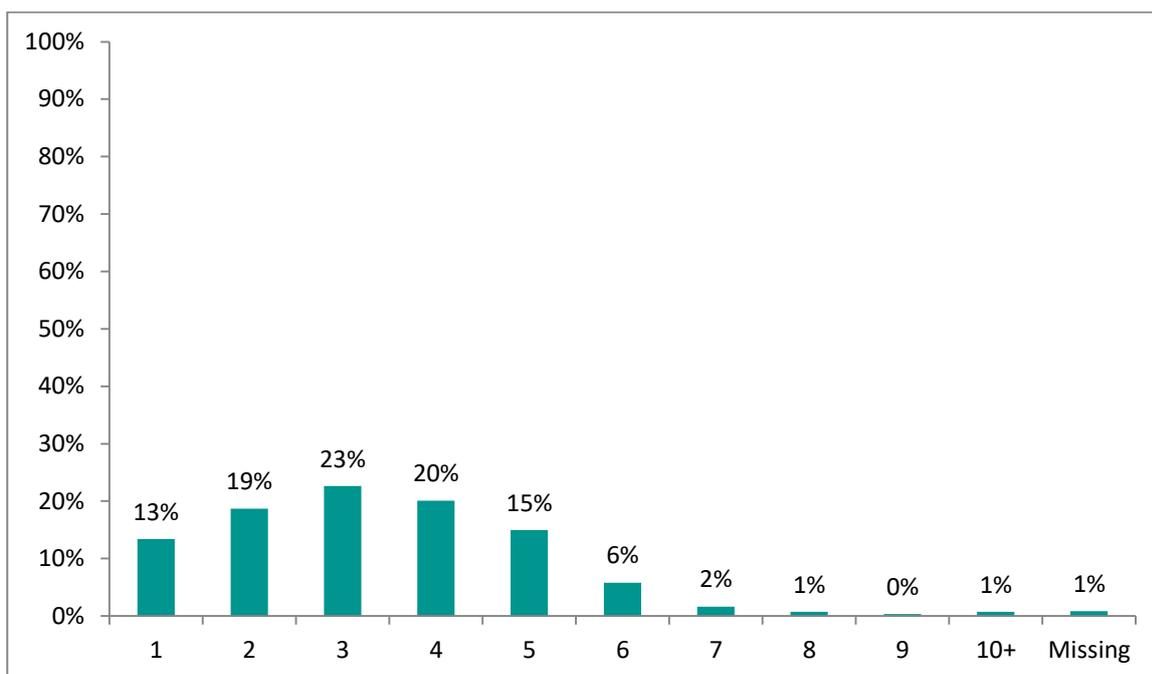


Figure 18: Percentage of TBS and TBP: Number of members in the household (n =1 701: TBS, n=398, TBP, n=1303)

3.2.2 Number of children in the household

The average number of children per household of TBS and TBP is 0.9, compared to 1.2 nationally – according to the 2015 General Household Survey conducted by Statistics South Africa (this question was not asked of not asked of organisational respondents, who were instead asked about their organisations)²⁰. TBS respondents had fewer children per household than TBP respondents: 0.7 and 1, respectively²¹. When excluding respondents/households with no children the average number of children per household increases to 1.8 for TBS and 1.6 for TBP. The range of number of children per household is shown in Figure 19.

²⁰ The General Household Survey does not directly report the number of children per household. However, it does make its data available for public use. Therefore, the total number of children in surveyed households (ages 0-17, n = 26 748), was divided by the number of surveyed households (n = 21 601) to produce the number of children per household in South Africa.

²¹ 65% of TBS earlier described themselves as parent/caregivers, but 64% report having no children in the household. It may be that they are describing themselves as parent/caregivers to adult children. Regardless of whether or not they have children currently living in their household, since they described themselves as parents/caregivers they are likely to have access to, and influence over, children.



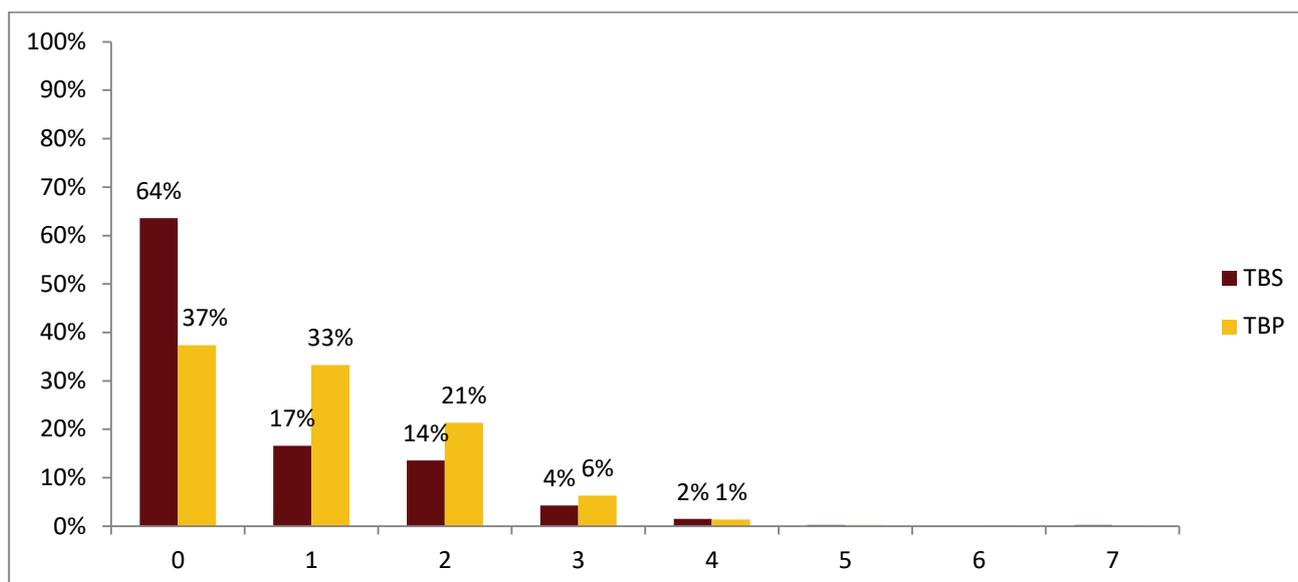


Figure 19: Percentage of TBS and TBP: Number of children in the household (n =1 701; TBS, n=398, TBP, n=1303)

3.3 Organisations: SOs, NSOs, and NSROs

As the distribution of the Nal’ibali supplement expands, it is useful know the demographics of organisations which are not currently subscribed to receive the supplement (NSOs and NSROs) and understand how they differ from SOs. These organisations also have reading clubs, whose membership may differ from that of the organisations they are associated with. Some questions reported in this Section were only asked to NSOs (reading clubs) and not to SOs, due to the need to keep the SO survey to an appropriate length and as the main focus of the survey for SOs was on the Nal’ibali supplement.

3.3.1 Types of organisation

NSOs (reading clubs) and NRSOs are primarily located at schools (37%), and ECD centres (32%). The remaining locations of NSOs (reading clubs) and NSROs are: NGOs (18%), libraries (8%), government (1%), churches (1%), and other (5%).

3.3.2 Number of members

SOs, NSROs, and NSOs (reading clubs) tend to be large, with the majority of organisations containing over 40 members (see Figure 20). Some organisations are very large, with over 1 000 members. As a result, the average size of an organisation is 165 members. However, the median is 40 members. This reflects the outsized influence that a small number of large organisations have on the whole sample. Three extreme outliers with values of 9 999, 50 000, and 62 000 were eliminated before conducting this analysis. All three of them are libraries: two are SOs, and one an NSO (reading club). Figure 100 and Figure 101 in Annexure A provide more details regarding the size of organisations.



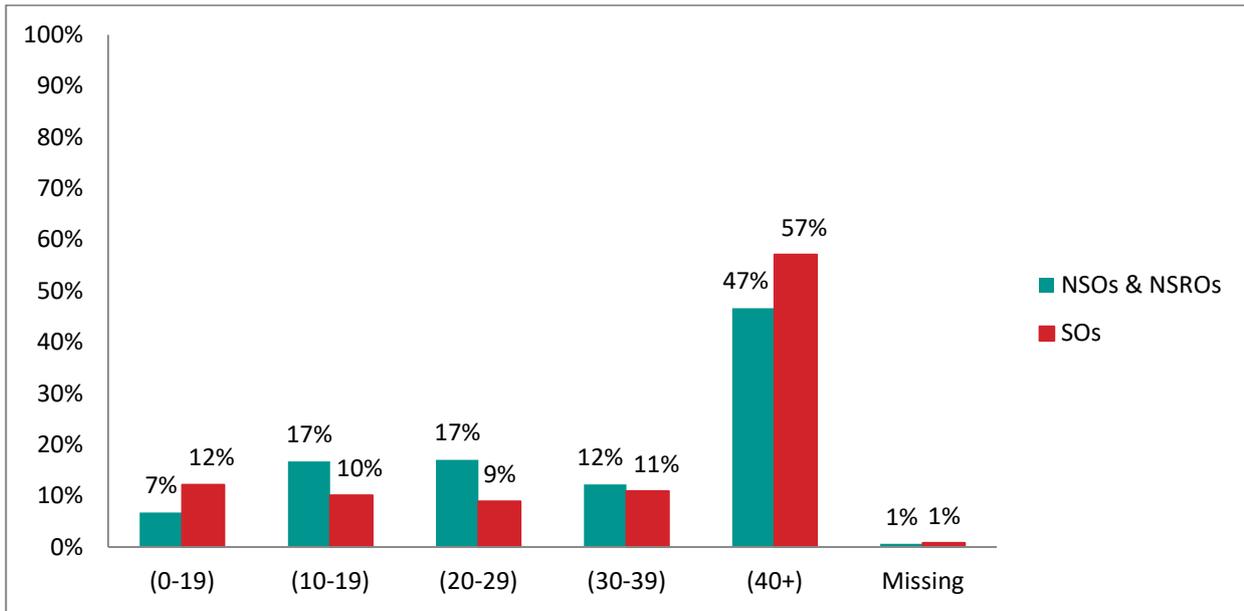


Figure 20: Percentage of NSOs, NSROs, and SOs: Size of organisations (n = 558; NSO/NSRO n=311, SO n=247)

3.3.3 Age of organisation members

The age of members is relatively similar across organisation type, with SOs having a slightly higher proportion of older members compared to NSOs and NSROs (see Figure 21).

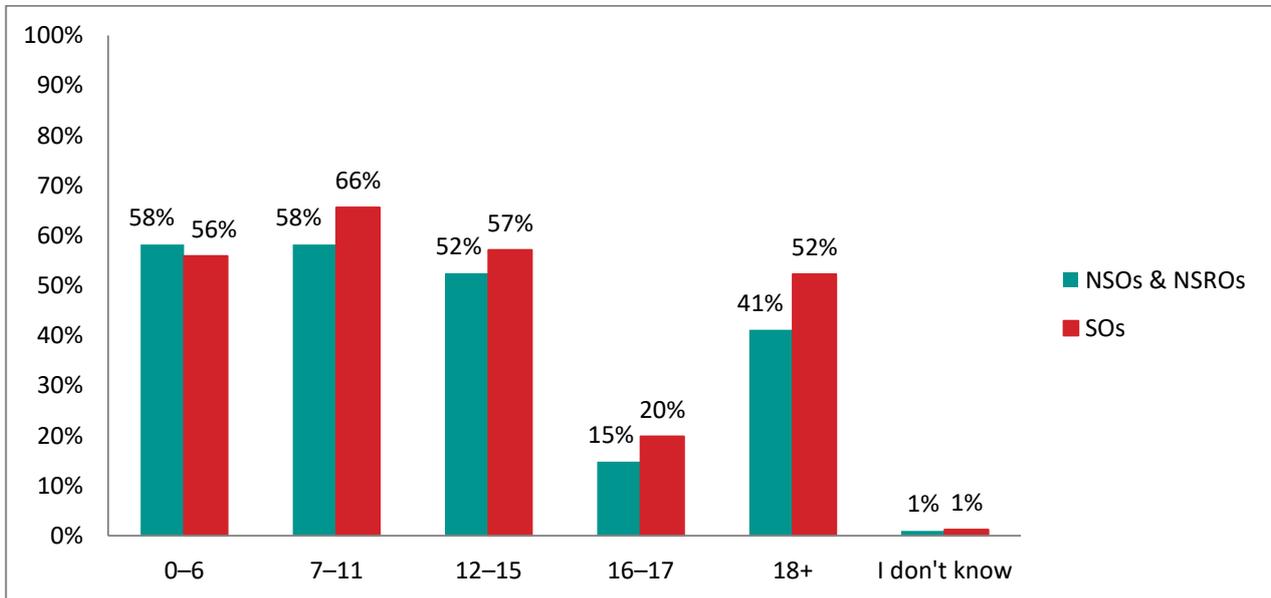


Figure 21: Percentage of NSOs, NSROs, and SOs: "What ages are the members of the organisation?" (n = 558; NSO/NSRO, n=311; SO, n=247). Multiple responses allowed.

3.3.4 Outside support for organisations

SOs receive more support than NSOs (reading clubs) and NSROs: the majority (51%) of NSO (reading club) and NSRO respondents report receiving no support. Support that is provided is varied, as shown in Figure 22.



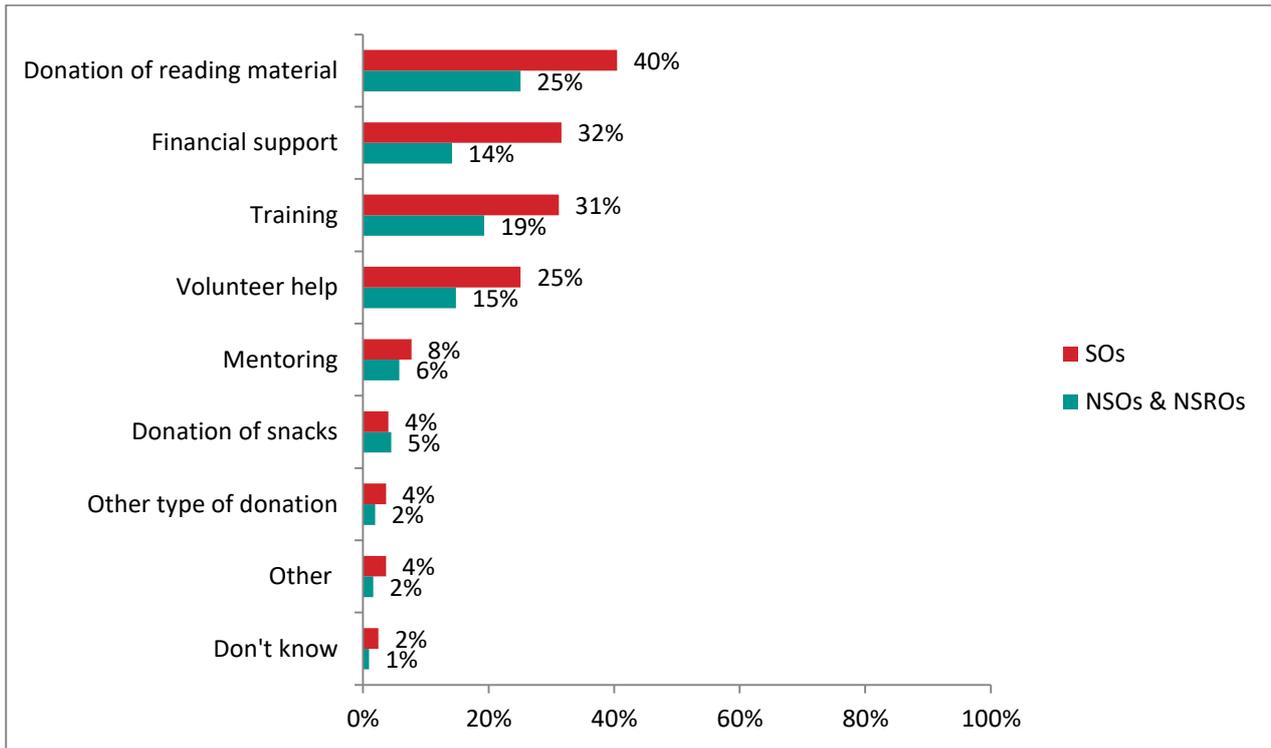


Figure 22: Percentage of organisation respondents: “What support, if any, does the organisation receive?” (n = 558; NSO/NSRO, n=311; SO, n=247). Multiple responses allowed.

The majority (64%) of financial support for organisations (n=122) was reported to come from government departments. After government, ‘other’ at 18% and ‘another NGO’ at 16% are the most common sources of financial support. ‘Other’ sources include: private individuals, private companies, organisation fundraising, and the national lottery. Nal’ibali was the least likely source of financial support of the categories provided.

When asked from whom the organisation receives donations of reading materials (n=178), the majority (54%) of SOs (n=100) report receiving support from Nal’ibali, compared to 17% for NSOs (reading clubs) and NSROs (n=78). The most common source of reading materials for NSOs (reading clubs) and NSROs is the ‘other’ category (44%), whose sources include: schools, community, private individuals, libraries, and libraries that were being dismantled. Other NGOs and government departments also contribute reading materials at 17% and 20% respectively. NSOs and NSROs receive slightly more donations from these sources than SOs, but that is likely because they receive much less support from Nal’ibali than SOs.

A majority (81%) of organisations report receiving volunteer support (n=108) from sources other than Nal’ibali, NGOs, or the government. Volunteers categorised as ‘other’ include: community members, students, parents, teachers, and foreigners. The next most frequent source of volunteer support was another NGO (with 11%), followed by Nal’ibali (6%), and government departments (3%).

When asked “from whom does the organisation receive training”, a higher percentage of NSOs (reading clubs) and NSROs (60%) reported receiving training from Nal’ibali than SOs (29%) respectively. However, SOs report more diverse sources of training support, and more training overall, as shown in Figure 23. ‘Other’ reported sources of training include: internal training, False Bay College, University of Johannesburg, and the City of Cape Town.



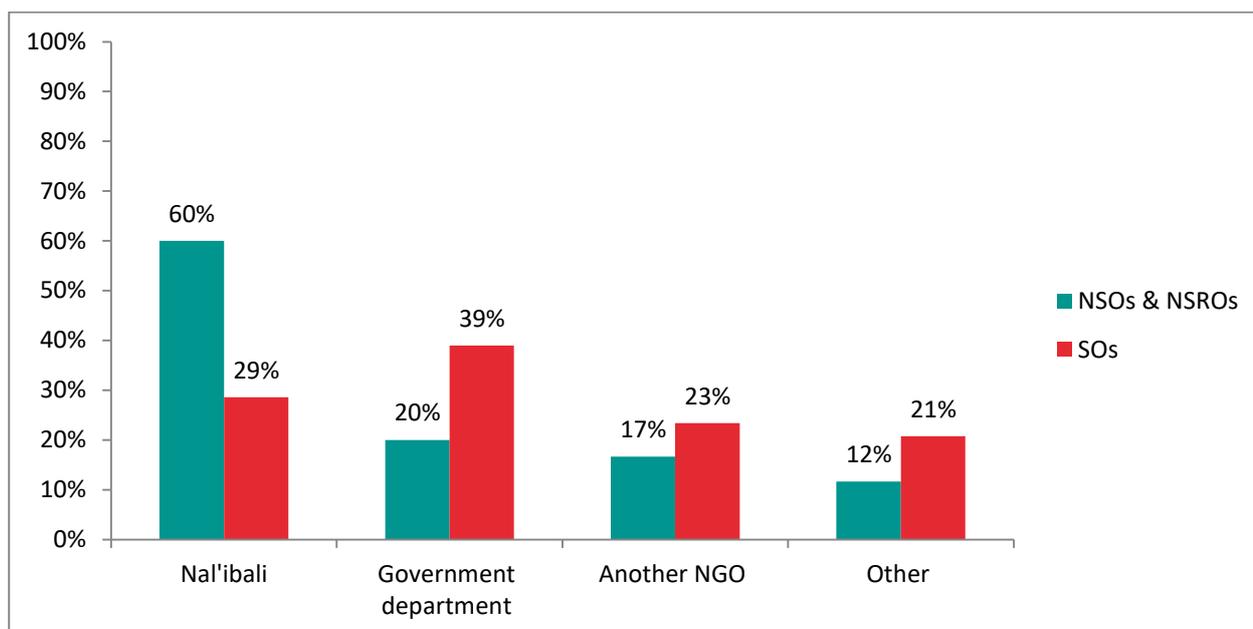


Figure 23: Percentage of organisation respondents: “From whom does the organisation receive training?” (n = 137: NSOs & NSROs, n=60, SOs, n=77)

3.4 Reading clubs

Although all NSOs and NSROs had previously registered with Nal'ibali as having a reading club, not all of these organisations reported having an active reading club at the time of the survey: 79% of both NSOs and NSROs have reading clubs (NSOs: 177 out of 225, and NSROs: 68 out of 86).

3.4.1 Age of reading club members

The age of members in these reading clubs is not substantially different from the age of members of these organisations (see Figure 21). There are slightly more children from the ages of 7 to 15 in the reading clubs as compared to other age groups: 6% more reading club members compared to overall organisation membership. This possibly indicates a focus on young readers as opposed to emergent or established readers. Adult membership is 14% lower in reading clubs compared to overall organisation membership, the greatest difference of any age group.

3.4.2 Reading club locations

Reading clubs are most commonly found at schools (47%) and ECDs (24,5%), followed by libraries (11%), homes (9%), community centres (7%), churches (0,4%), and 'other' (1%).

3.4.3 Start date of reading club

The majority (84%) of reading clubs have been established since 2015, with 17% in 2015, 38% in 2016, 29% in 2017, and 2% in 2018 (the low proportion established in 2018 is to be expected as surveys were conducted in March 2018). The range for establishment of the remaining 16% of reading clubs spans from 1993 to 2014.



3.4.4 Frequency of meetings

The majority (59%) of reading clubs meet weekly. Another 27% of reading clubs meet daily. Reading clubs rarely meet less than once a week, with 7% meeting every two weeks, 5% meeting monthly, and 1% meeting quarterly. 1% of respondents did not know how often their reading club met.

3.4.5 Reading club attendance

Although most NSOs and NSROs have over 40 members, reading clubs tend to have a smaller number of regular attendees, as shown in Figure 24. However, as with membership, there is a large range in the size of reading club attendees. For reading club attendance the mean is 36, and the median 25. This analysis was done after excluding one extreme outlier of 800 attendees.

Figure 102 and

Figure 103 in Annexure A provide more detail about reading club attendance.

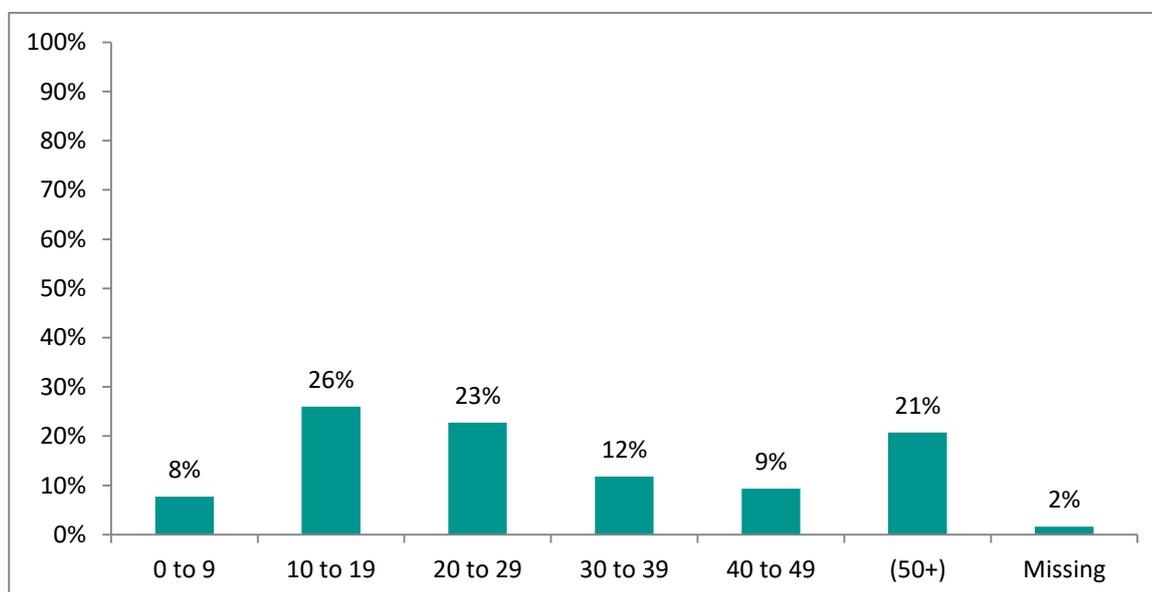


Figure 24: Percentage of reading clubs at NSOs and NSROs – “How many people attend the reading club on an average day?” (n = 245)

3.4.6 Activities at reading clubs

Activities are similar at reading clubs of NSOs and NSROs, with the exception of five activities (shown in Figure 25). Borrowing books by children, reading to children, and supervising homework are more common at reading clubs that don’t receive the supplement regularly. Meanwhile, songs and games and arts and crafts are more common at organisations that receive the supplement regularly.



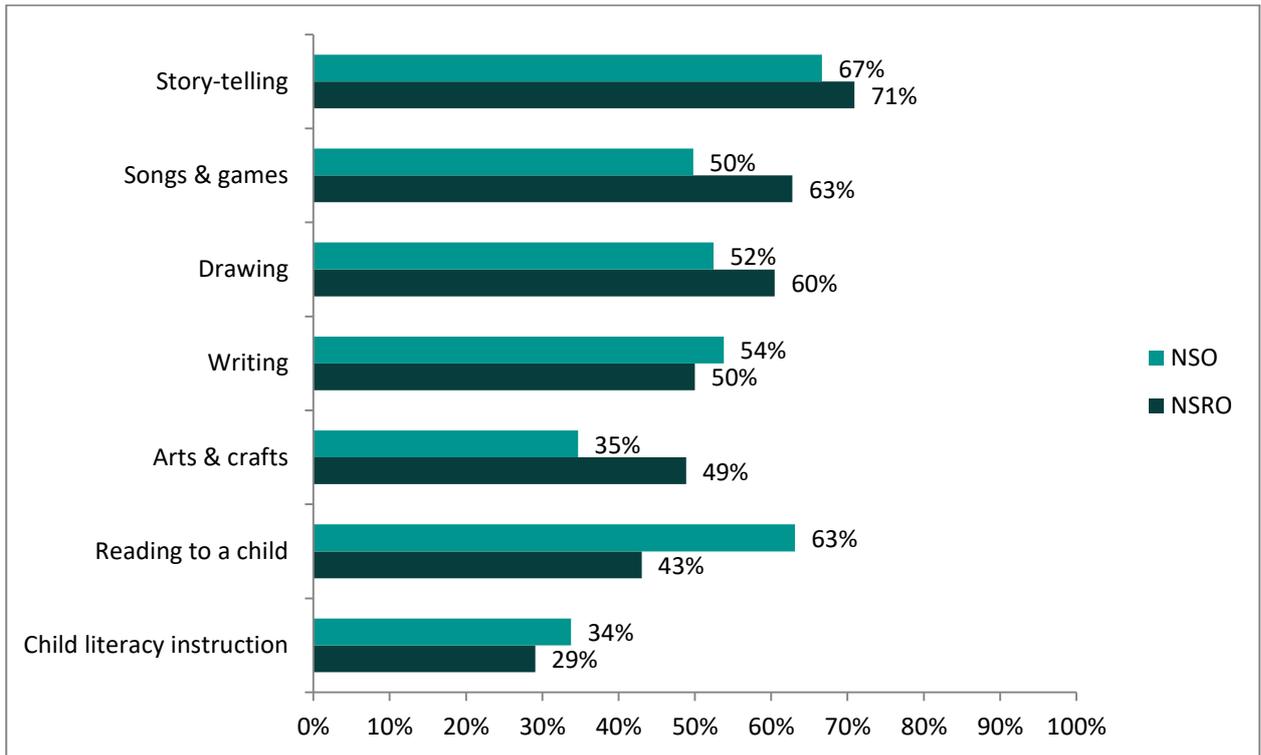


Figure 25: Percentage of NSOs and NSROs: reading club activities (n = 311; NSO, n=225; NSRO, n=86) Multiple responses allowed



CHAPTER 4

4 Access to Reading Materials

Before presenting the findings which relate to the evaluation questions (Chapter 5), it is important to understand what reading materials the surveyed individuals and organisations use, and how they access reading materials. It is important to note that TBS and TBP respondents were asked about reading materials in their homes and that SO, NSO (reading club) and NSRO respondents were asked about access to reading materials in their organisations.

Key insights

- SOs have better access to almost all types of reading resources than NSOs (reading clubs) and NSROs. The majority (57%) of SOs have more than 100 books. SOs also have better access to libraries and the internet, although NSOs (reading clubs) and NSROs with internet access are more likely to read the NaI'ibali supplement online and download it.
- Similarly, TBSs have considerably better access to reading resources as compared to TBPs, although TBPs are more likely to report having dictionaries, poetry, folk/fairy tales and textbooks in their homes.
- Almost all respondents (97%) have English books in their organisations and homes. Fewer (55%) of respondents have books in the same language as their home language when this is not English, but this percentage is higher for organisational respondents (81% of SOs and 74% of NSOs (reading clubs) and NSROs).
- The 2016 SABDC survey found that just 7% of South Africans live in households with more than 10 books. TBSs and TBPs are overall better resourced than the average South African (71% and 27% respectively live in households with 10+ books) but 52% of TBPs live in homes with no books.
- NSOs (reading clubs) and NSROs report having challenges accessing new reading resources, the main ones being cost and knowing where to get them.
- In this context the NaI'ibali bilingual reading supplement is fulfilling an important need.
- Reading materials are most frequently used on a daily or weekly basis.
- The most common type of use of all reading materials is 'reading for enjoyment'. The next most common use of books is reading aloud to children (organisational respondents) followed by learning new things (second most common type of use for TBSs and TBPs). Children reading on their own, learning to read languages, discussion and borrowing to take home are less common purposes, but they were still reported by the majority of SOs.
- SOs are more likely to NSOs to report using books for all purposes whilst NSOs are more likely to report using newspapers and magazines for most purposes.
- The vast majority of respondents who receive the NaI'ibali supplement receive it in their preferred language and the additional languages respondents would like to receive it in are by and large languages which the supplement is produced in.

4.1 Print resources (excluding the NaI'ibali supplement)

Reading resources in homes and organisations vary according to respondent group (as shown in Figure 26). The smaller percentage of children's books relative to other types of resources in the homes of TBSs and TBPs is likely due in part to the fact that 64% of TBSs and 37% of TBPs report living in households without children. TBPs



in Limpopo tend to have worse access and TBPs in Gauteng tend to have better access to most types of reading resources. When considering only those households with children, the percentage of TBSs and TBPs that have children’s books increases considerably, particularly TBSs, where the proportion increases by more than 20 percentage points. TBSs have more print resources than TBPs. SOs reported having more of every type of reading resource than NSROs and NSOs.

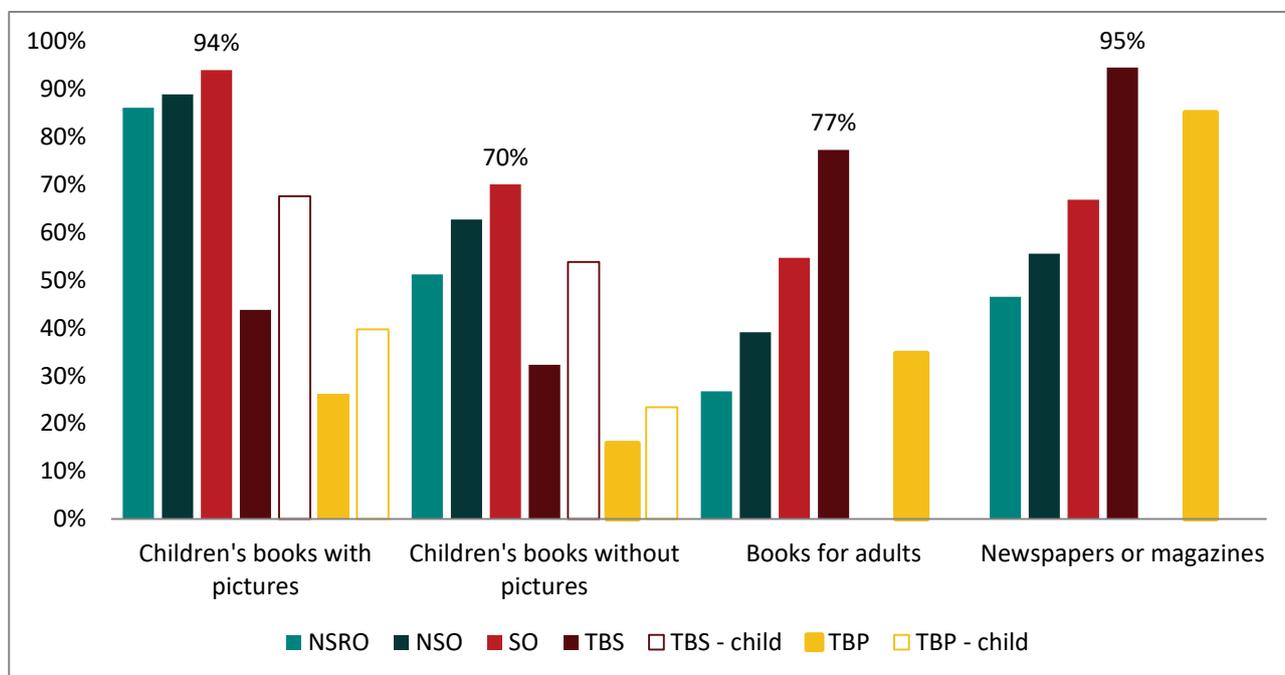


Figure 26: Percentage of respondents: “Which of the following reading materials do you have in your home/organisation (excluding the Nal’ibali supplement)?” (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303). Multiple responses allowed

When asked what types of books they have, the most common among organisation respondents were fiction books and fairy tales. SOs have more of every type of book except poetry than NSOs (reading clubs) and NSROs. The types of books owned by TBSs and TBPs are varied. TBSs were more likely to have fiction and non-fiction books, while TBPs were more likely to have dictionaries and tertiary textbooks. TBS and TBP respondents with children were more likely to report having folk/fairy tales, poetry, primary textbooks and dictionaries than their counterparts without children. The types of books most frequently found in the homes of TBPs indicate that these individuals are not likely to be frequent book readers: few people read the dictionary for fun.



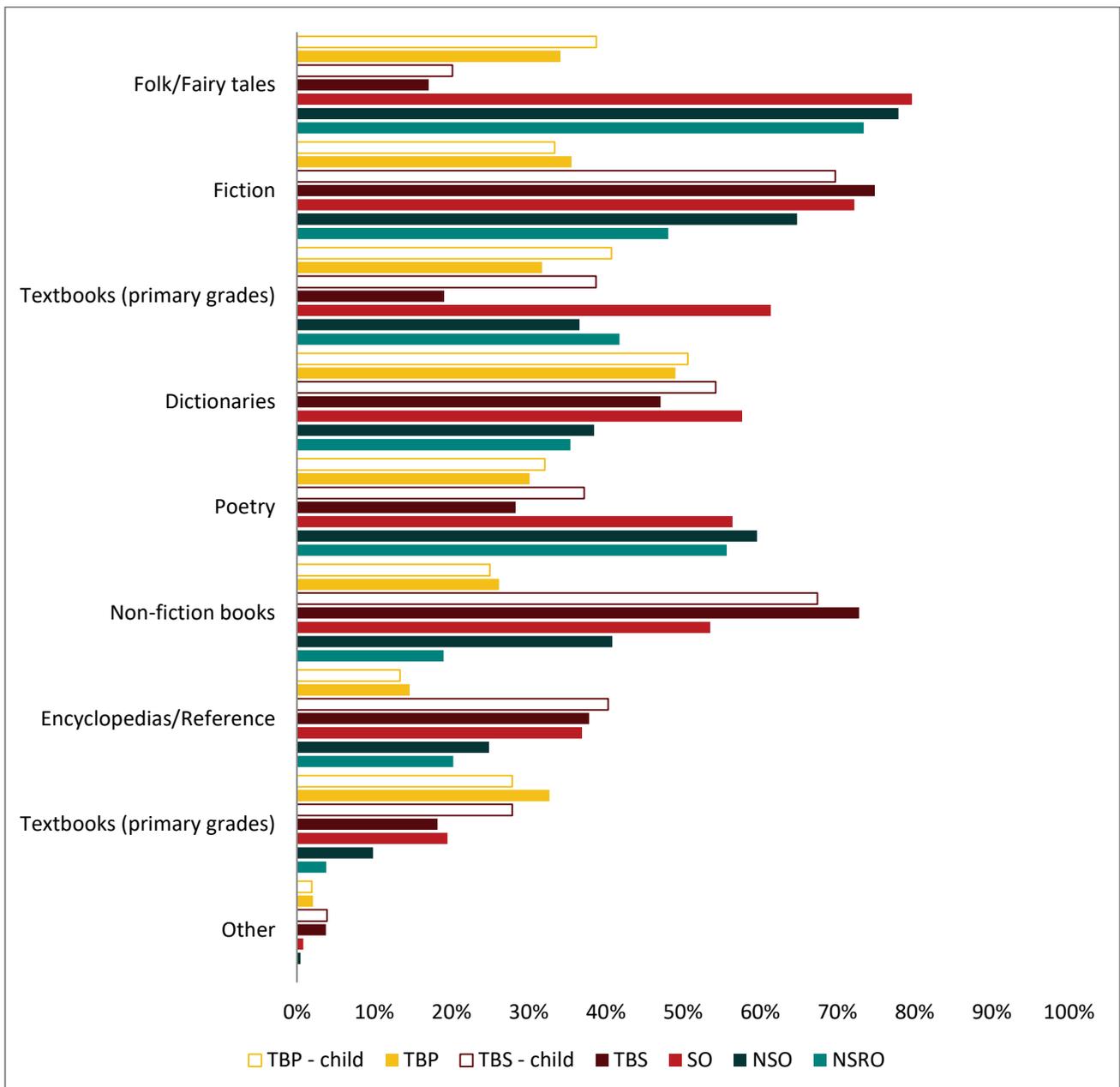


Figure 27: Percentage of respondents who have books in their home/organisation: “What types of books do you have in your home/organisation?” (n = 1 509) Multiple responses allowed

Almost all respondents have English language books (97%) in their homes or organisations (see Figure 28). The frequency of books in other languages tends to match the frequency of languages spoken by respondents: 55% of respondents (n= 1 501) have books in the same language as their home language when this is not English and this percentage is higher for organisational respondents (81% of SOs and 74% of NSO (reading clubs) and NSRO respondents) than for TBSs (57%) and TBPs (36%). SOs have more books in English and a number of other languages (isiXhosa, Afrikaans, isiZulu), but NSOs (reading clubs) and NSROs have more books in others (Sepedi, Setswana and Sesotho). Overall, organisations have more books in languages other than English than TBS and TBP respondents have in their homes. Unsurprisingly, TBPs in the Eastern Cape were more likely to have books in isiXhosa (455) and those in Limpopo were more likely to have books in Sepedi (27%), but few TBPs in Gauteng had books in any language other than English.



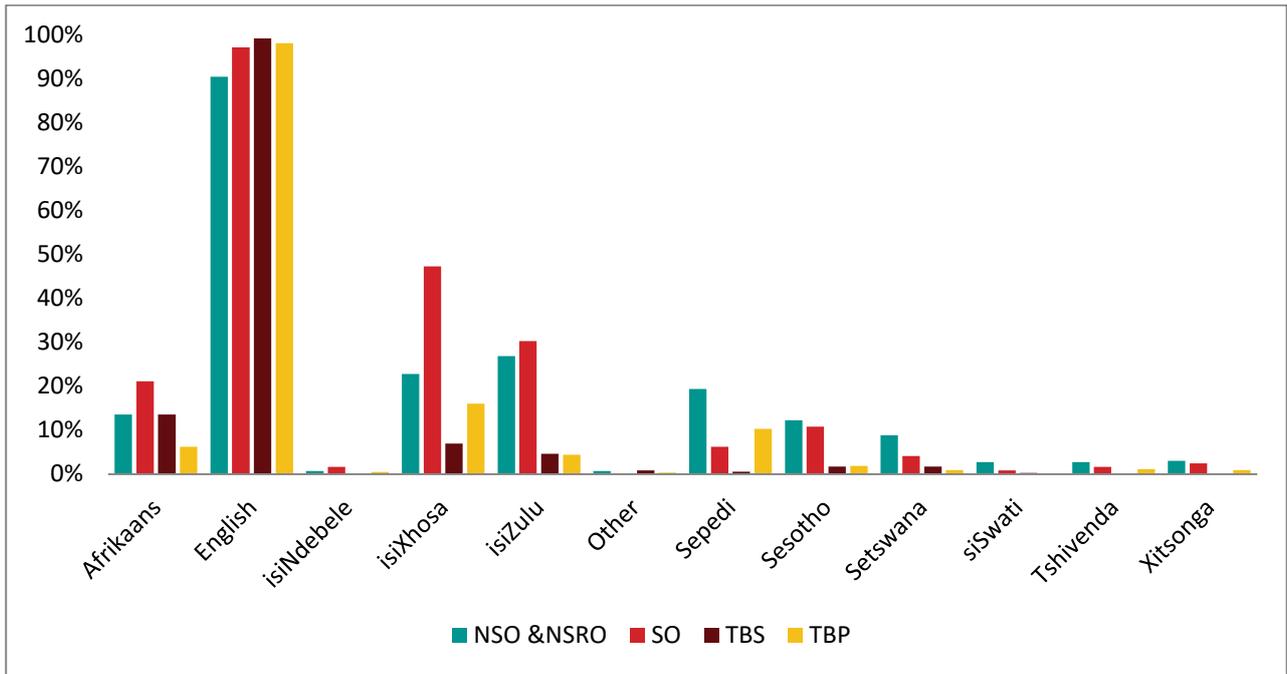


Figure 28: Percentage of respondents who have books in the homes/organisations: “In what languages do you have books in your home/organisation?” (n = 1 510) Multiple responses allowed

There was less variety in languages of newspapers and magazines, especially among TBS and TBP respondents. Just 13% of TBS and 22% of TBP respondents report having newspapers and magazines in languages other than English. Organisations were more likely to have non-English newspapers and magazines: 76% of SOs and 70% of NSOs and NSROs. For all respondents, English was the most common language for newspapers and magazines, with 96% reporting they had newspapers and magazines in this language, with isiXhosa being the second most common language (10% of respondents), and Afrikaans the third most common language (8% of respondents).

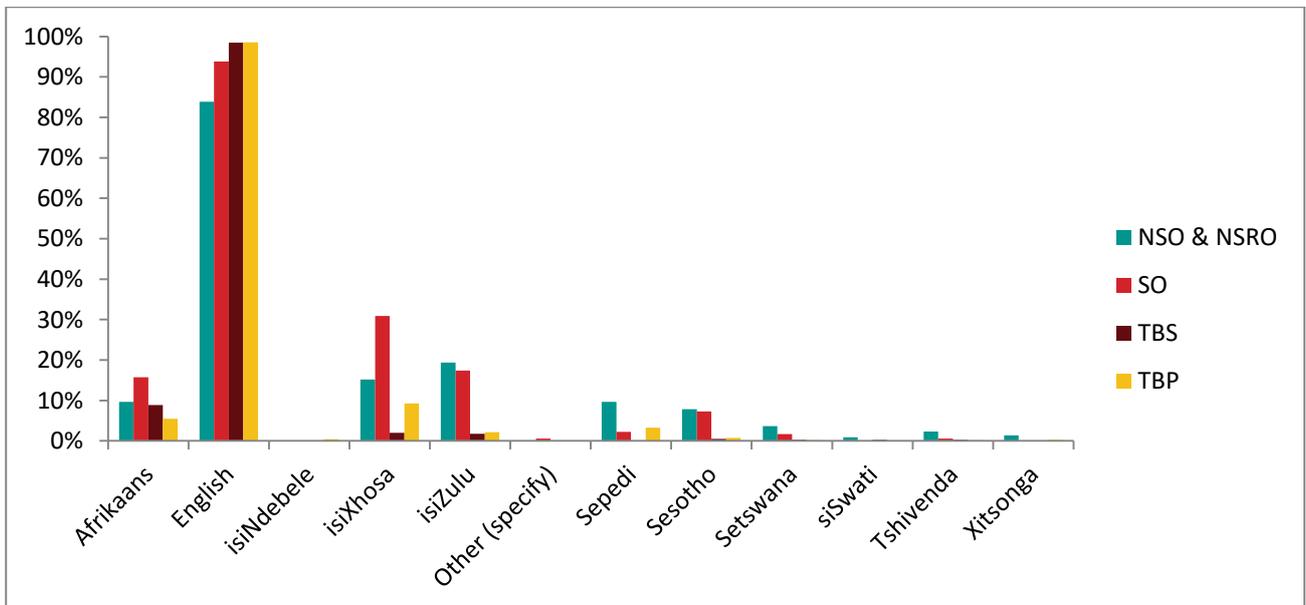


Figure 29: Percentage of respondents who have books in their homes/organisations: “In what languages do you have newspaper and magazines in your home/organisation?” (n = 2 027) Multiple responses allowed



NSO (reading club) respondents were asked whether they had reading materials in their preferred language. The majority (81%) said they did, whilst 13% said that they did not, and 6% indicated that they did, but would like reading materials in additional languages as well. The 33 respondents who wanted reading materials in other languages requested them in all South African official languages except Tshivenda, but the languages materials were more frequently requested in were English (13), isiZulu (11), Sepedi (8), and Setswana (8), all languages which the Nalibali supplement is produced in.

There is a wide range in the number of books survey respondents reported having in their homes and organisations, as shown in Figure 30. TBS survey respondents and, to a lesser extent, TBP respondents own considerably more books than the average South African. The SABDC 2016 survey found that just 7% of South Africans surveyed live in households with more than 10 books, compared to 71% of the TBS and 27% of TBP respondents in this survey. TBPs in Gauteng had on average more books in their homes than those in Limpopo and the Eastern Cape. Encouragingly, 57% of SO respondents have more than 100 books in their organisations. Just 13% of TBS, but considerably more TBP (52%) respondents reported having no books, compared to 58% in the SABDC 2016 report.

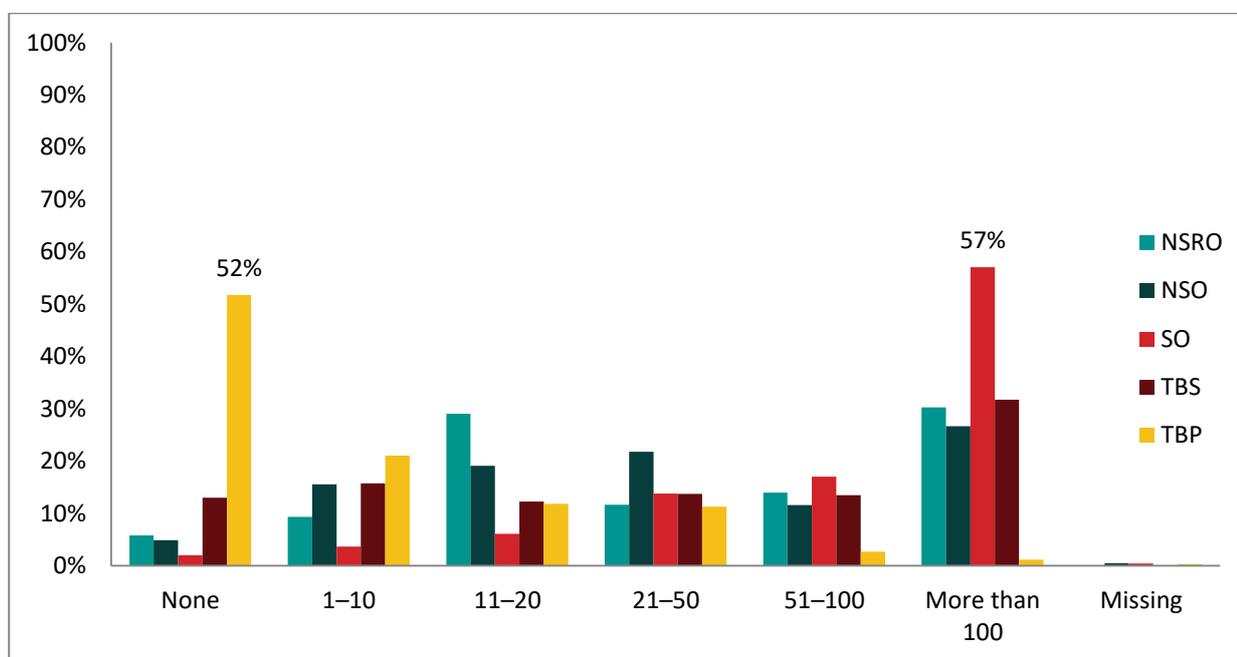


Figure 30: Percentage of all respondents: “How many books do you have in your home/organisation?” (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303).

TBS and TBP respondents were more likely to report having one to 10 newspapers than organisations. This could be because once they read the paper they recycle it before the next paper arrives. Organisations were more likely than TBSs and TBPs to report having no newspapers. However, organisational respondents – especially NSROs – were also more likely to have a large supply of newspapers, possibly saving them for members to read or use for arts and crafts.



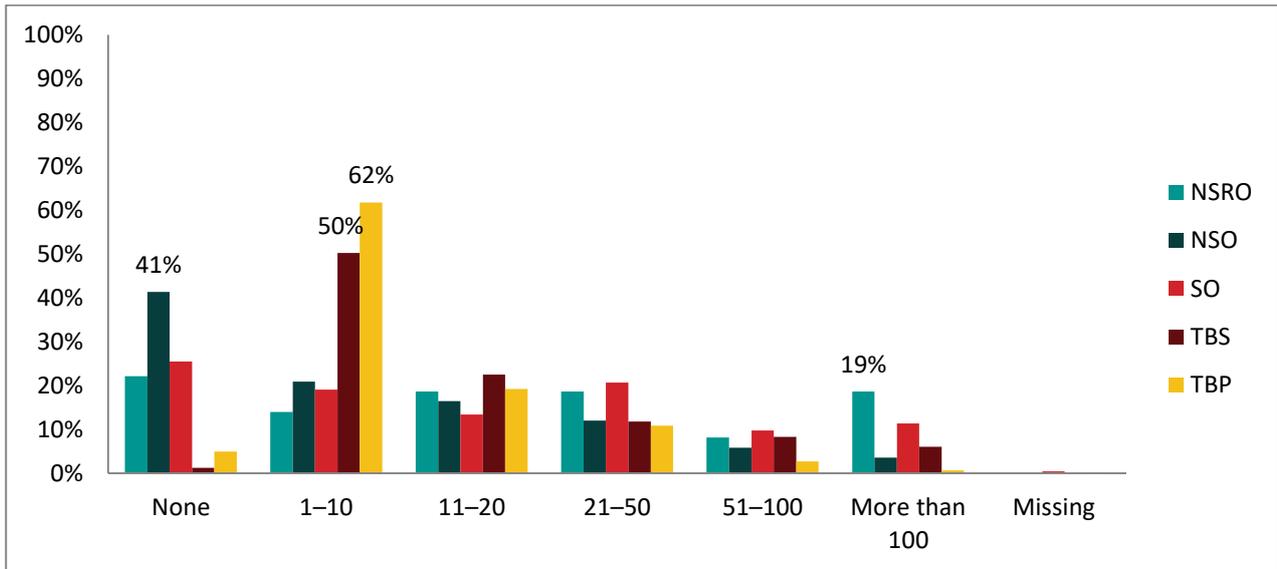


Figure 31: Percent of Respondents –“How many newspapers and magazines do you have in your home/organisation?” (n = 2 261; NSRO/NSO, n=311, SO, n=247, TBS, n=400, TBP n=1,303).

NSOs (reading clubs) and NSROs receive their reading materials from a variety of sources, as shown in Figure 32 (this question was not asked to SOs). Books are primarily accessed through a library, or donated by a school. Newspapers are most often donated by members of the community. None of the NSO (reading club) or NSRO respondents report receiving any materials via a subscription service, nor do they receive reading materials with newspapers²².

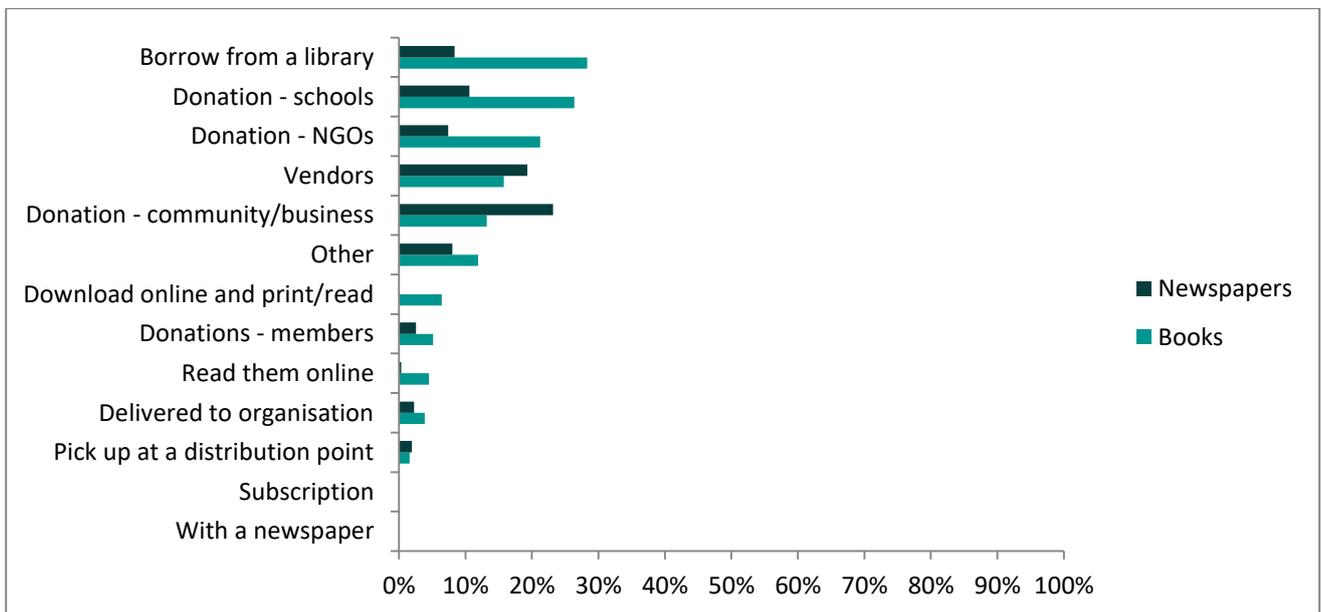


Figure 32: Percentage of NSRO and NSO (reading club) respondents: “How does your reading club access _____?” (n = 311) Multiple responses allowed

²² This finding is somewhat of a discrepancy as elsewhere in the survey 5 NSROs reported receiving the Nal’ibali supplement by purchasing a newspaper.



NSO (reading club) respondents reported having limited access to new reading resources: 86% reported not receiving new reading material regularly. The 23 NSOs (reading clubs) that reported receiving new reading materials regularly said new material was delivered to their organisation (13), collected from a library (5), delivered to a central drop-off point (4), collected from a shop (2), and delivered to their home (1). The frequency that these organisations reported receiving new reading resources ranged from daily to less than quarterly, with the largest number of respondents reporting receiving new books quarterly (9) and new magazines and newspapers monthly (9). NSOs (reading clubs) were also asked whether they faced challenges accessing reading resources. Key issues reported were that materials are too expensive (20%), and that organisations do not know where to get materials (12%) (see Figure 33).

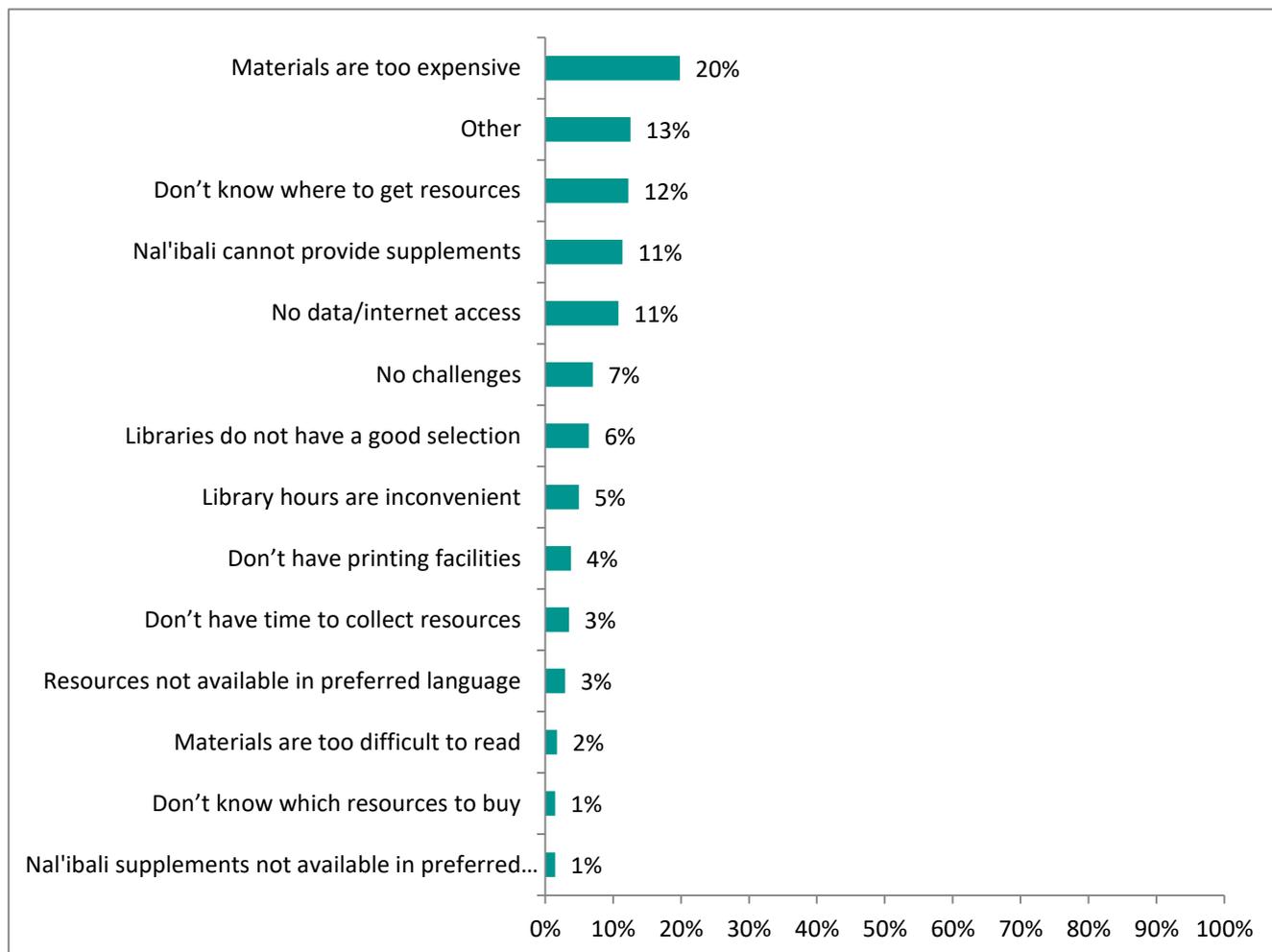


Figure 33: Percentage of NSOs with a reading club: Reported challenges wrt accessing new reading materials (n = 177). Multiple responses allowed.

All reading materials (i.e. books, newspaper, and magazines) are most frequently used on a daily or weekly basis, and TBSs and SOs use reading materials the most frequently, as shown in Figure 34 and Figure 35.



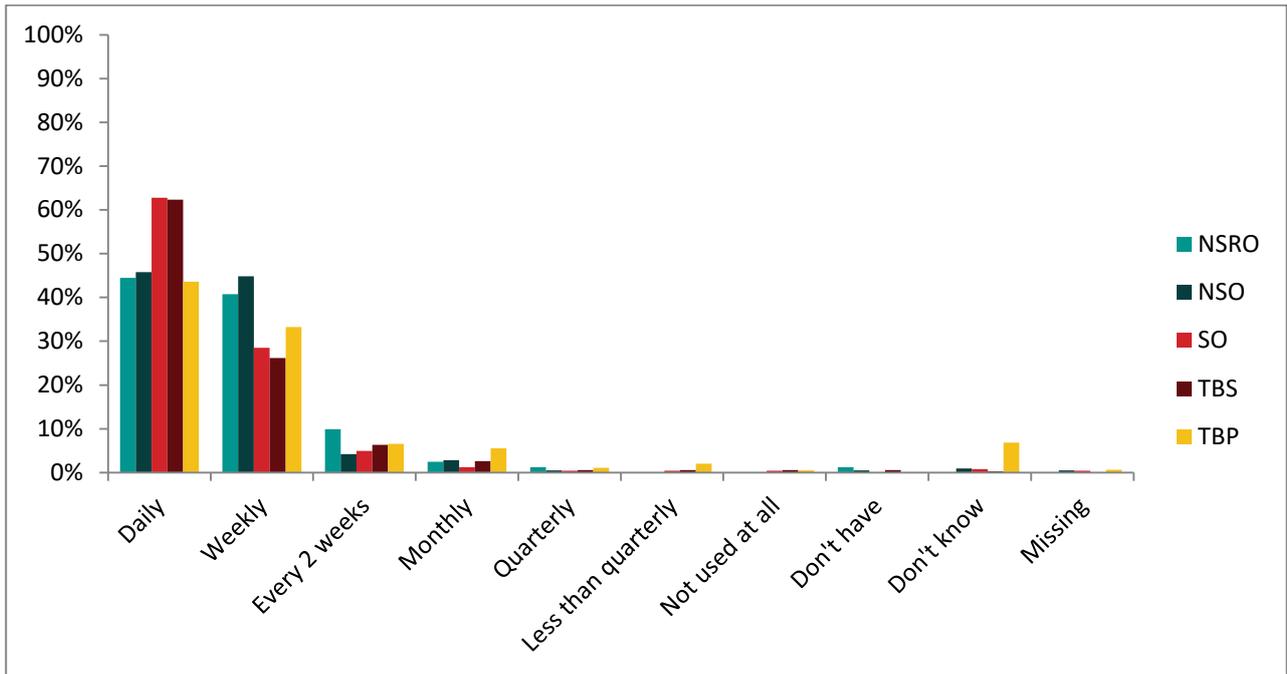


Figure 34: Percentage of respondents who have books: “How often are books used in your home/organisation?” (n = 1 514; NSRO, n=81 NSO, n=214; SO, n=242; TBS, n=348; TBP, n=629).

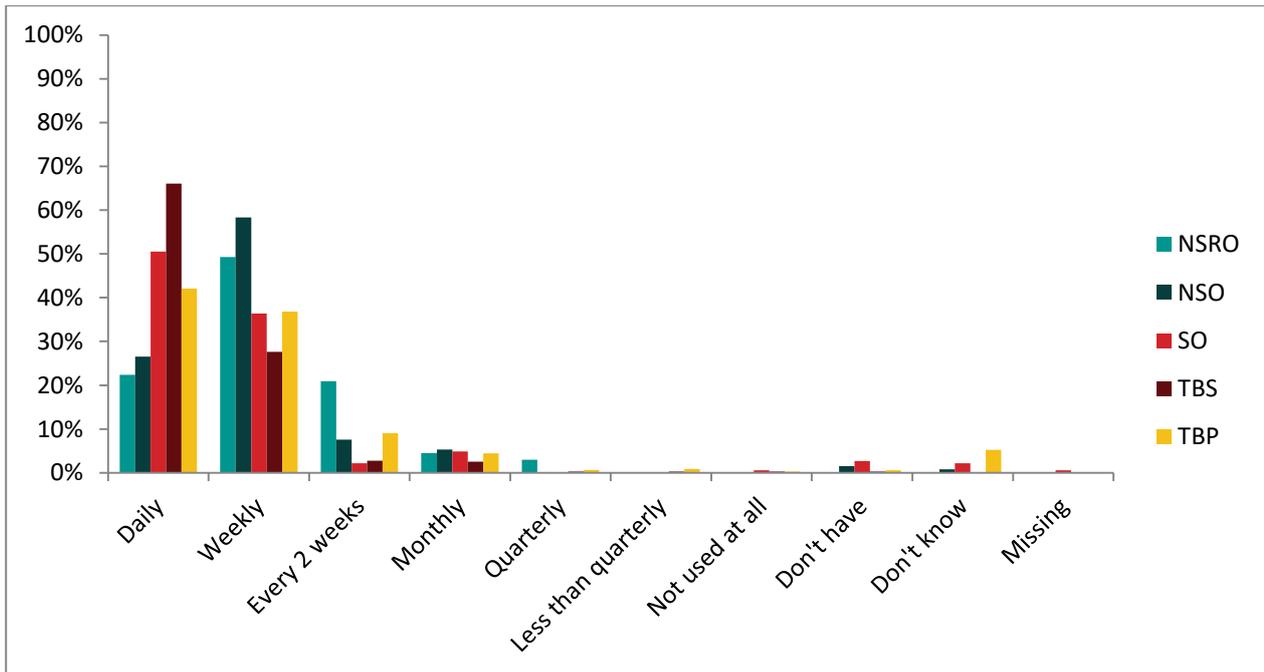


Figure 35: Percentage of respondents who have newspapers and magazines: “How often are newspapers and magazines used in your home/organisation?” (n = 2 017; NSRO, n=67; NSO, n=132; SO, n=184; TBS, n=395; TBP, n=1 239).

The reasons for using different types of reading materials are varied by both material type and respondent type, as shown in Figure 36 and Figure 37. Books are primarily used for reading for enjoyment across all respondent groups and TBS were most likely (91%) to use books in this way. However, using books for learning purposes is much more common in organisations. SOs were more likely than NSOs (readings clubs) and NSROs to report using books for all purposes. TBS and TBP respondents report lower usage of books for children compared to



organisational respondents, but TBS and TBP respondents with children in their household were slightly more likely to use books for most reasons including reading aloud to children, learning (new things and learning to read in one’s home and additional language), and children reading on their own.

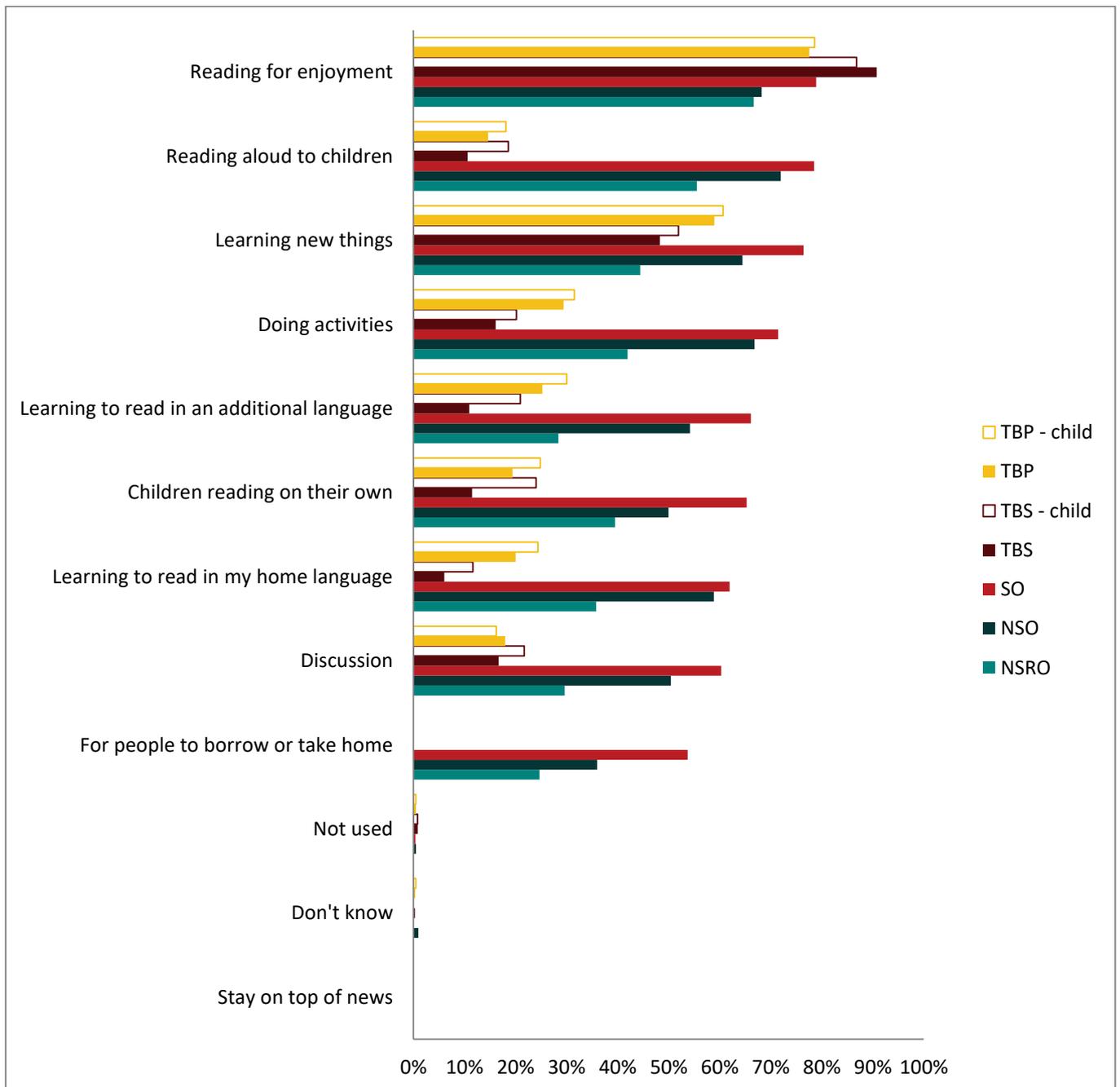


Figure 36: Percentage of respondents: “What are books used for in your home/organisation?” (n = 1 514; NSRO, n=81; NSO, n=214; SO, n=242; TBS, n=348; TBP, n=629) Multiple responses allowed

As with books, newspapers and magazines are most commonly used for reading for enjoyment, as shown in Figure 37. Unsurprisingly, they are also commonly use keep abreast of the news. Again, as with books, organisational respondents are more likely to use newspapers and magazines for educational purposes than TBS and TBP respondents. NSOs (reading clubs) were more likely than SOs to report using newspapers and magazines for most purposes except reading for enjoyment.



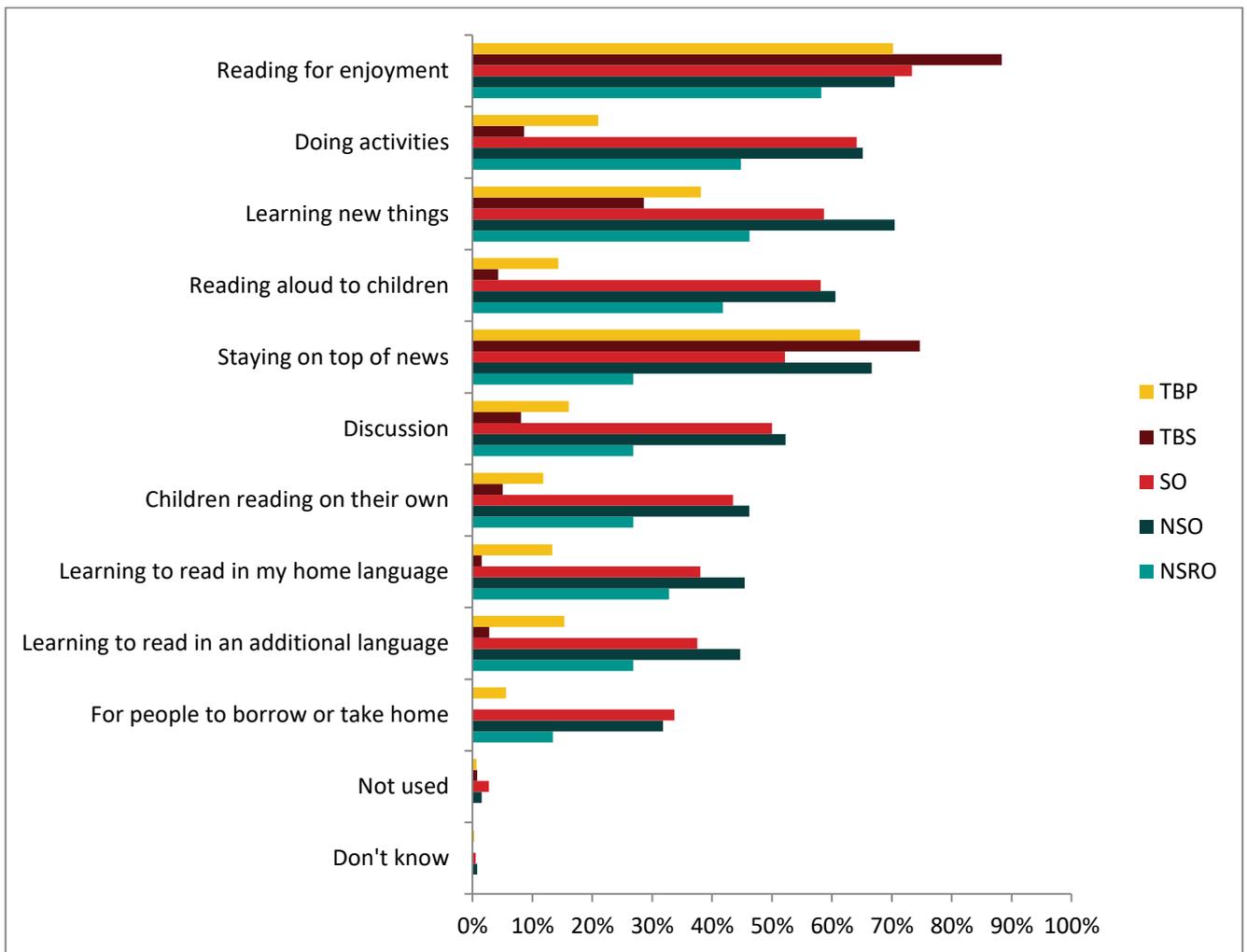


Figure 37: Percent of respondents: “What are newspaper and magazines used for in your home/organisation?” (n = 2 017; NSRO, n=67; NSO, n=132; SO, n=184; TBS, n=395; TBP, n=1 239). Multiple responses allowed

4.2 Nal’ibali reading materials

The majority of TBP respondents (86%) report not having any Nal’ibali supplements in their home, and the majority of NSO (reading club) respondents reported not having any Nal’ibali supplements at their organisation. However, there is much variation between respondent groups. Only one SO (0,4%) respondent reported not having a supplement in their organisation, and all NSROs reported having supplements. Close to half (47%) of TBS respondents reported not having any supplements at home and a further 44% reported having between one and 10 copies. Despite not receiving the supplement regularly, 34% of NSOs (reading clubs) still have copies of the Nal’ibali supplement (see Figure 38). How they receive these supplements will be discussed in Chapter 5, Section 2 ‘Access and targeting’. SOs and NSROs had similar numbers of supplements.



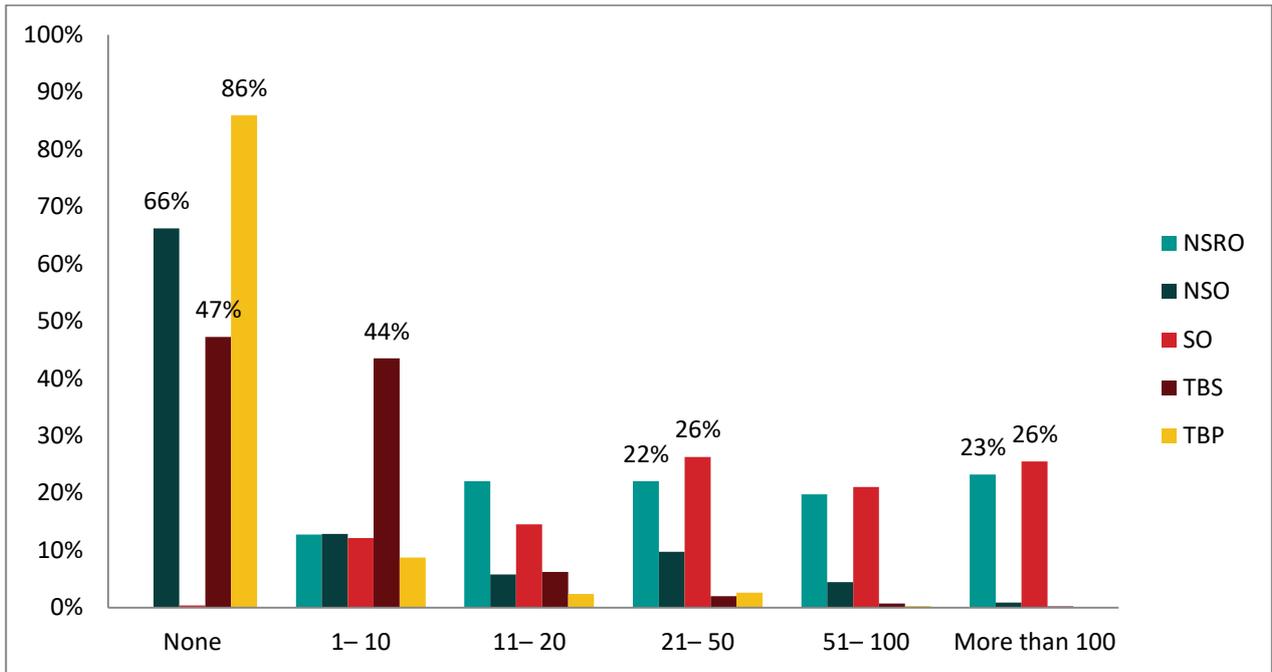


Figure 38: Percentage of respondents: “How many Nal’ibali supplements do you have in your home?” (n = 2 261; NSRO/NSO, n= 311, SO, n=247, TBS, n=400, TBP, n=1,303).

Figure 39 shows the language (other than English) which SOs and NRSOs reported receiving the supplement in. The language which TBSs and TBPs receive the supplement in depends on the province where they receive/buy their newspaper. The supplement is distributed in English/Sepedi in Limpopo, in English/isiXhosa in the Eastern Cape, and in English/isiZulu in Gauteng.

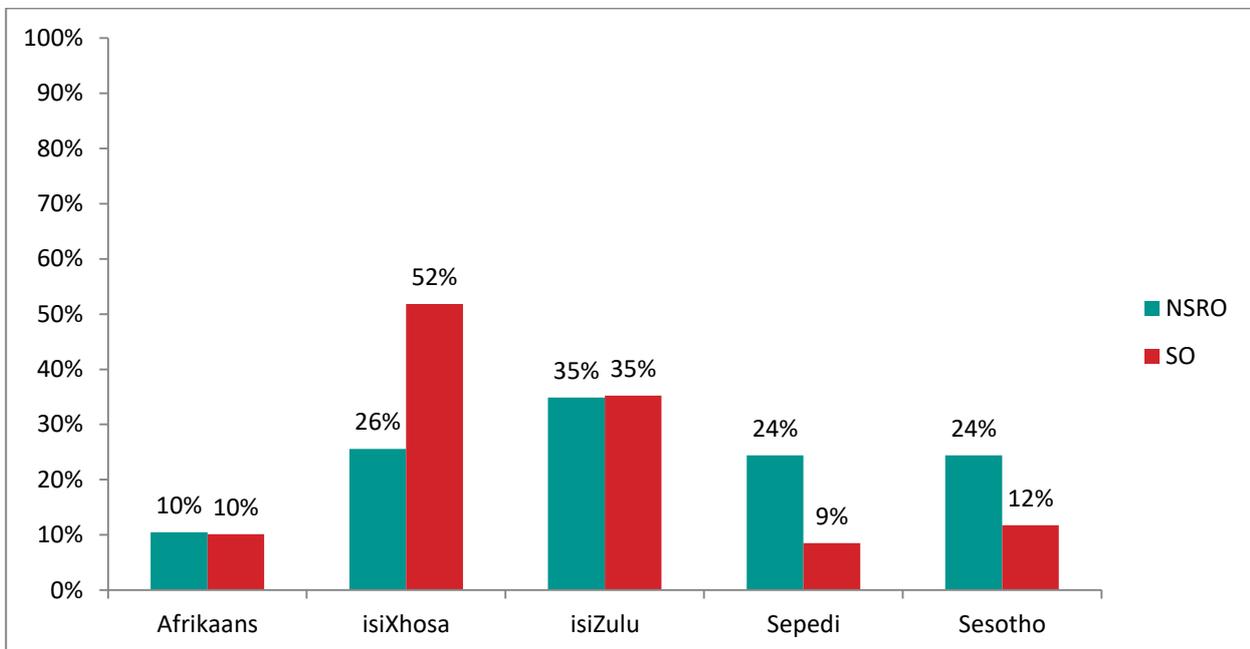


Figure 39: Percentage of respondents: “What language do you receive the Nal’ibali supplement in?” (n = 333; NSRO, n=86; SO, n=247). Multiple responses allowed.



The majority (87%) of SOs, and 97% of NSROs reported receiving the supplement in their preferred language, as did 92% of TBSs and 86% of TBPs. However, 8% of SOs and 2% of NSROs said they would like to receive the supplement in additional languages as well, as did 2% of TBSs and 6% of TBPs. Fewer organisational respondents – 5% of SOs, and 1% of NSROs – and slightly more individual respondents – 6% of TBSs and 8% of TBPs said they did not receive the supplement in their preferred language. This may be because SOs have a choice of languages which they can receive the supplement in, whereas TBSs and TBPs receive the supplement in the languages which it is available in, and distributed in in their province. The additional languages which TBSs and TBPs said they would like to receive the supplement in (see Figure 40) were predominantly Sepedi and Sesotho, followed by Tshivenda, Xitsonga, and Afrikaans. The supplement is produced in all of these languages except Tshivenda. Few NSROs (5) said they would like the supplement in additional languages, and the languages most commonly requested by SOs were Afrikaans (7) and Setswana (6).

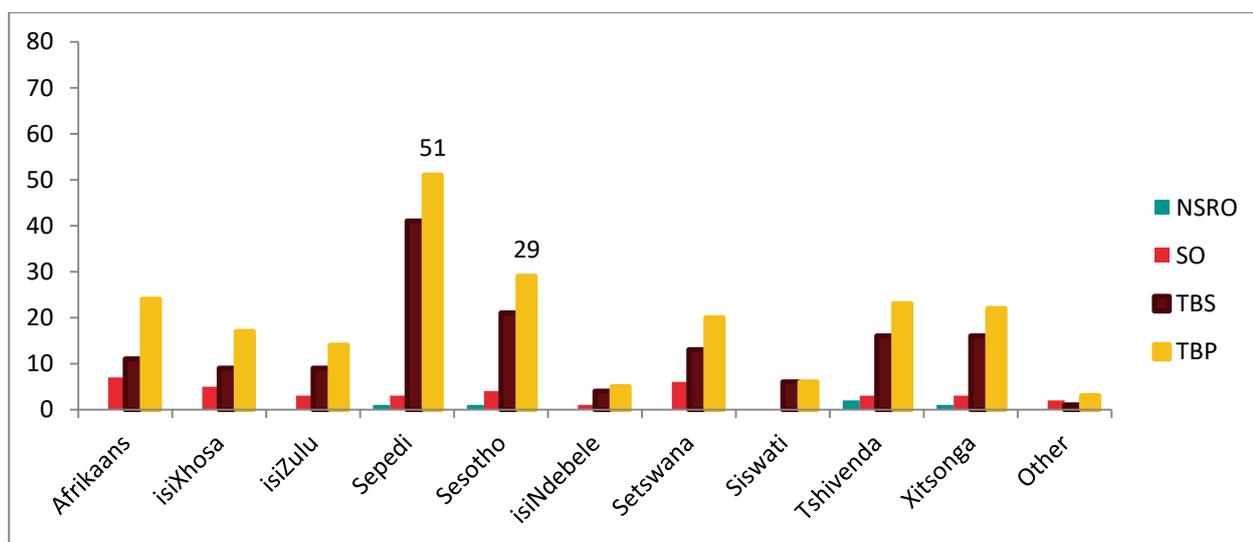


Figure 40: Respondents who would like to receive the supplement in additional languages: Number of respondents who would like to receive the supplement in different languages (n = 173; NSRO, n=3; SO, n=31; TBS, n=24; TBP, n=115). Multiple responses allowed.

Figure 41 shows that the Nal’ibali supplement is most frequently used on a daily or weekly basis within the home/organisation, just as with books, newspapers, and magazines.



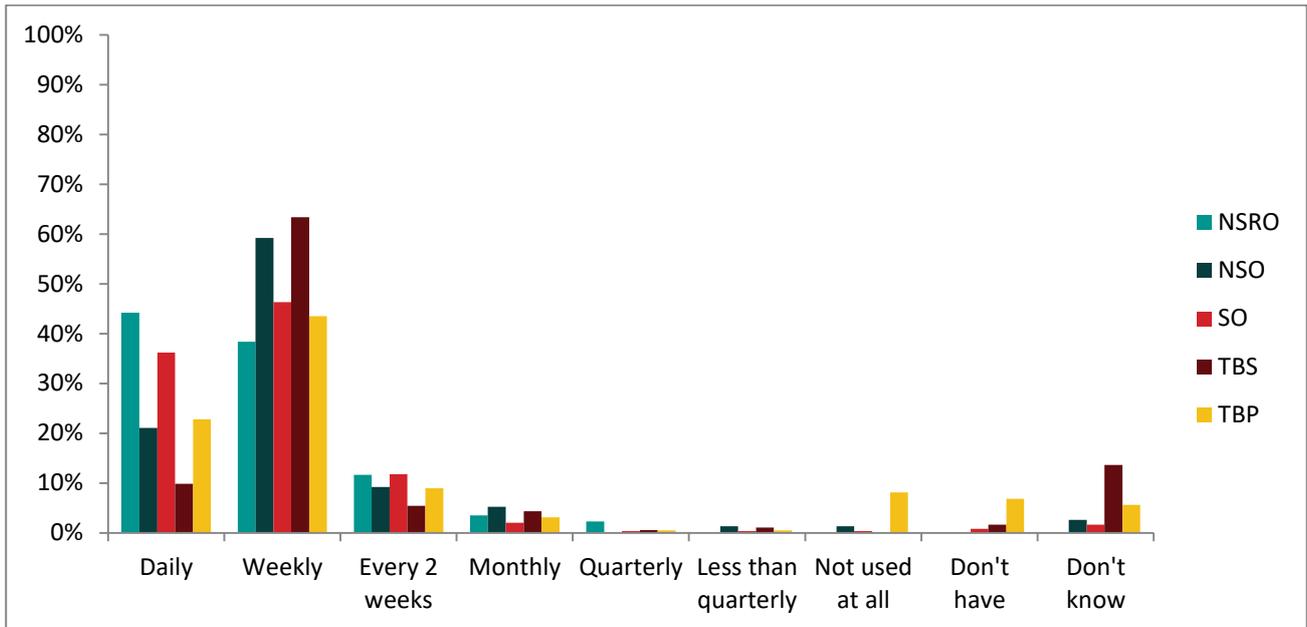


Figure 41: Percentage of respondents: “How often are Nal’ibali supplements used in your home/organisation?” (n = 802; NSRO, n=86; NSO, n=76; SO, n=246; TBS, n=211; TBP, n=183).

NSOs (reading clubs) were asked whether they had other Nal’ibali reading resources aside from the supplement, and just 11% indicated that they did. The 20 organisations that indicated they had other Nal’ibali resources said that they are delivered to the organisation (8), are donated by NGOs (5), are downloaded and printed (3), obtained through other means (3), borrowed from a library (2), read online (1), or donated by communities (1).

4.3 Library access

TBP respondents are substantially less likely to access reading resources from a library as compared to other respondent groups. TBPs in the Eastern Cape were least likely (13%) and those in Limpopo most likely (25%) to report accessing reading resources via a library.

NSOs (reading clubs) and NSROs were most likely to access resources from a library, closely followed by SOs – in part because 9% of NSOs & NSROs organisations are libraries, as shown in Figure 42. On average, 57% of NSO (reading club) and NSRO respondents either access reading materials for their organisation from the library, or belong to an organisation which is a library. When excluding organisations that are libraries, 51% of SO and 48% of NSO (reading clubs) and NSRO respondents report accessing materials at a library. This is higher than the access rates of individual respondents (TBS and TBP). According to SABDC’s 2016 report, 27% of South African adults report visiting a library for any purpose and 7% check out books. TBSs access libraries at higher rates than the average South African adult, whereas TBPs access libraries at a lower rate than the national average.



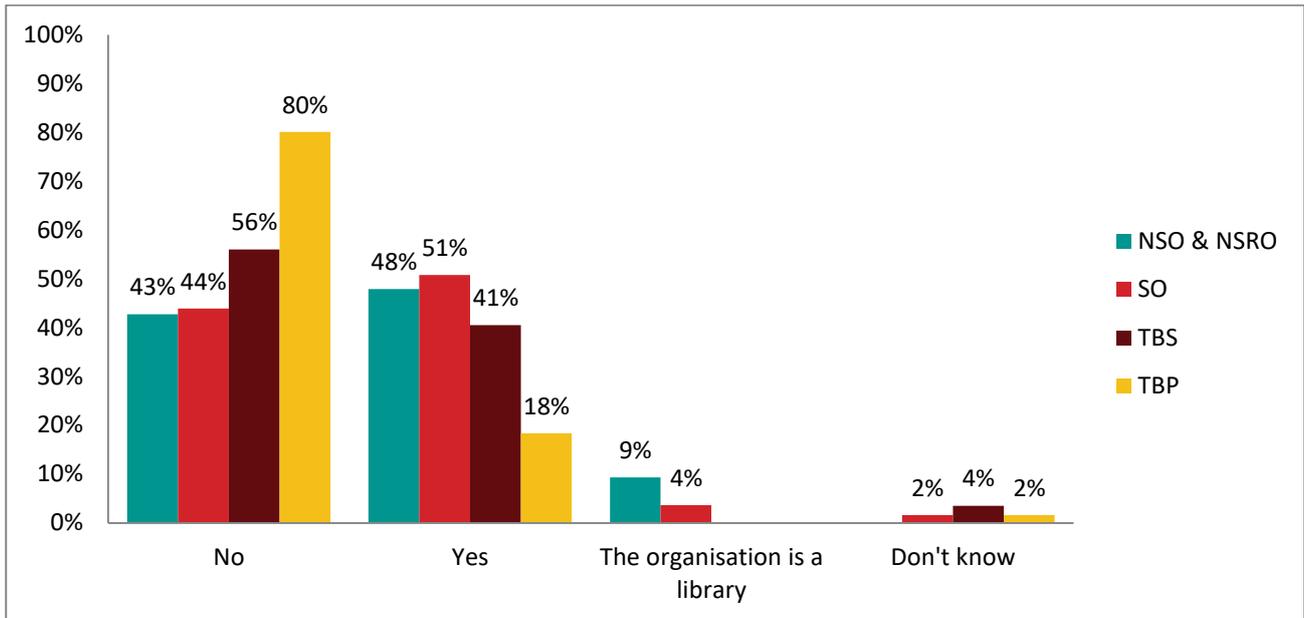


Figure 42: Percentage of all respondents: Access reading resources at library (n = 2 261; NSO & NSRO, n=311; SO, n=246; TBS, n=400; TBP, n=1 294)

4.4 Internet access

Overall, 43% of survey respondents report that they have access to the Internet²³. This rate is similar to data from a 2017 study by World Wide Worx, which estimated that 40% of South Africans would have access to the Internet by the end of 2017. However, Internet access and use varies by survey respondent group. NSOs and NSROs have the lowest Internet access at 32%, which is 27 percentage points lower than SOs. Internet access for SOs was at 59%. The majority (58%) of TBSs have Internet access. TBPs access is 39%, or 18 percentage points less than TBSs and TBPs in Limpopo and the Eastern Cape have considerably worse access (32% and 36% respectively) than those in Gauteng (50%).

In line with these findings, SOs do the most online reading, indicating an opportunity to highlight the additional resources available on the Nal'ibali website. The majority of organisational respondents report having either daily or weekly access to electronic resources, such as computers and Internet (see Figure 43). Figure 44 shows how different survey respondents use Internet resources.

²³ No definition of "access" was provided, and respondents may have interpreted this as including access via a smartphone.



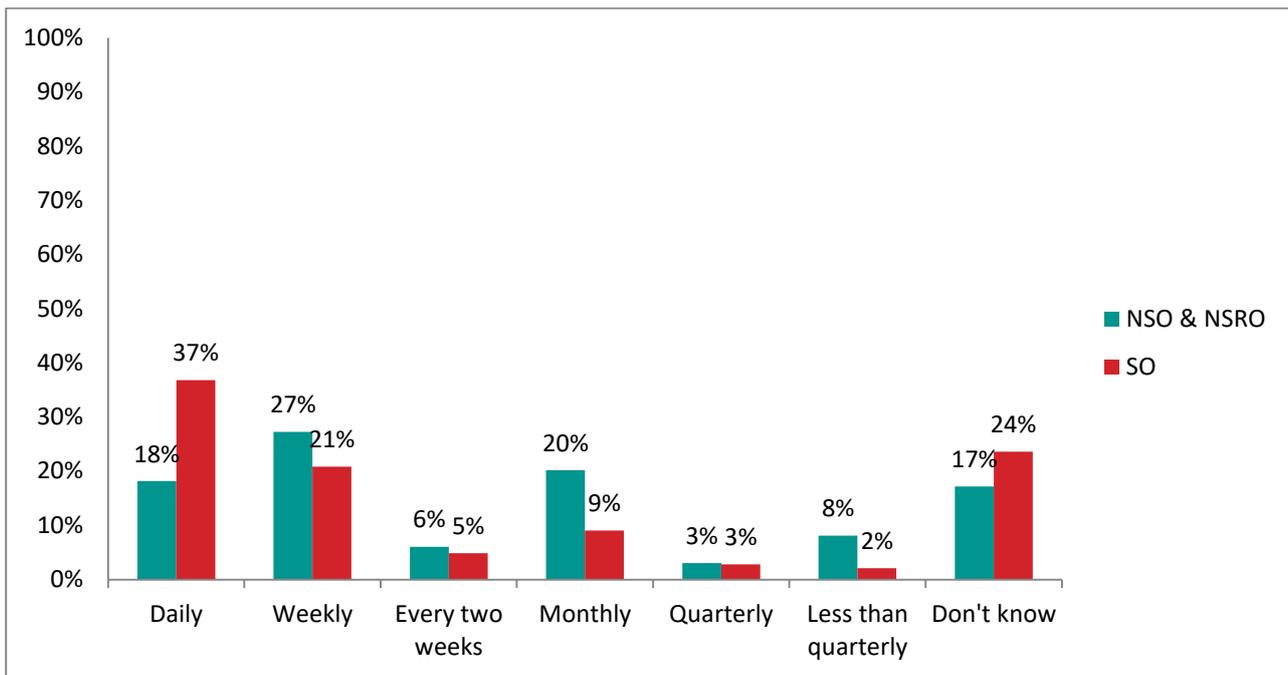


Figure 43: Percentage of all organisations with Internet access: Frequency of access to Internet resources (n = 245; NSO/NSRO, n=99; SO, n=144).

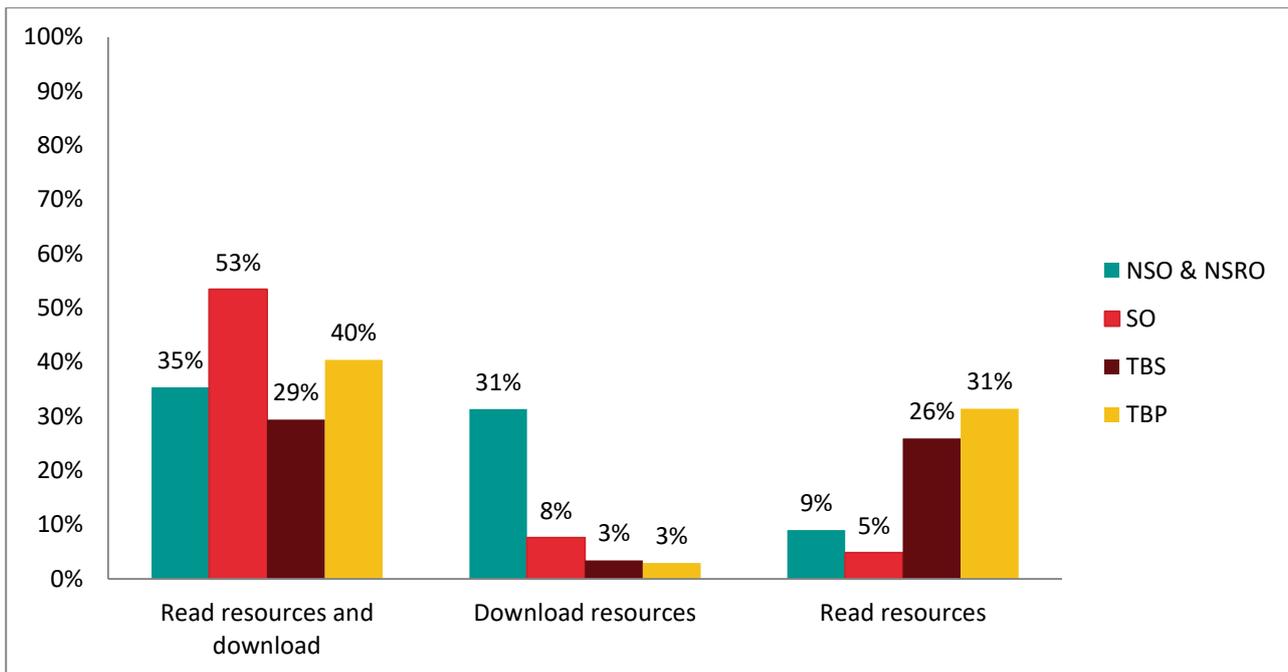


Figure 44: Percentage of all respondents with Internet access: Use of Internet resources (n = 983; NSO/NSRO n=99; SO, n=144; TBS n=231; TBP, n=509).

If only respondents who have internet access and reported using the Na’ibali supplement are considered (as indicated in Figure 45), NSOs and NSROs are more likely than SOs to read the Na’ibali supplement online and download it. This is despite NSOs and NSROs having limited Internet access. A possible reason for this is that NSOs and NSROs lack regular access to hard copies of the supplement and thus resort to online access.



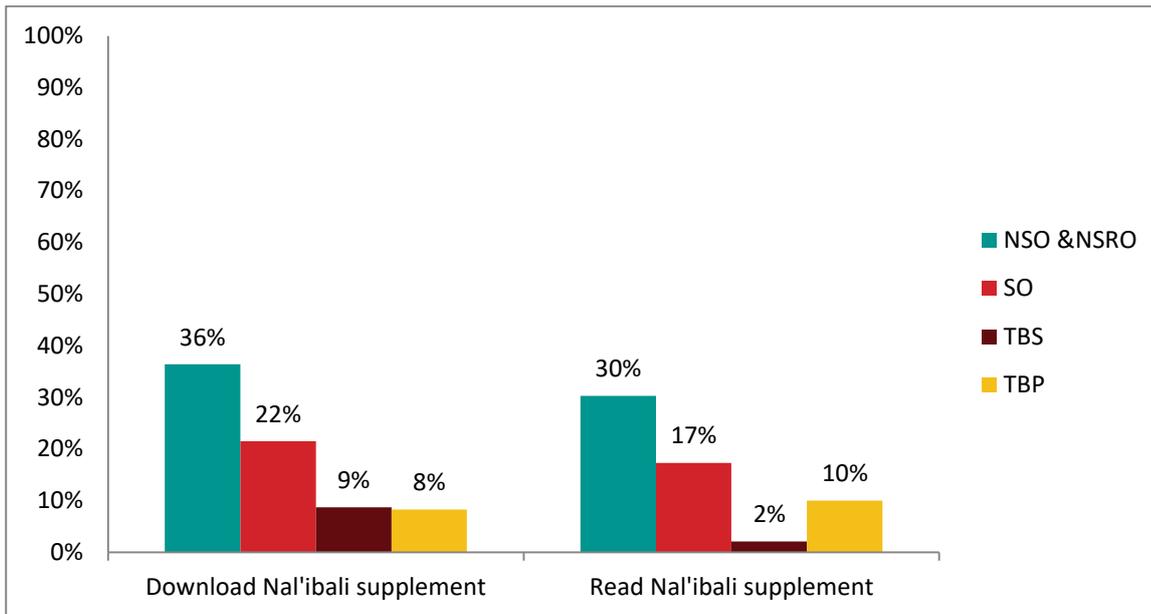


Figure 45: Percentage of respondents who use the Nal'ibali supplement and who have internet access: Online use of the Nal'ibali supplement (n = 409; NSO/NSRO, n=99; SO, n=144; TBS, n=46; TBP, n=120).



CHAPTER 5

5 Findings

This Chapter details the main findings of the evaluation, which are organised thematically according to the following categories: awareness, access and targeting, use, appropriateness, quality, messaging, and cost-effectiveness. The data comes predominantly from the surveys conducted with various supplement users, but also draws on qualitative interviews and FGDs which were conducted.

5.1 Awareness

In this section, we discuss awareness of Nal'ibali and the bilingual supplement among survey and interview respondents.

Key insights

- The majority of TBSs and TBPs are aware of Nal'ibali. Awareness is greater among TBSs (74%) than TBPs (57%) and amongst TBPs in Limpopo and Gauteng (66%) as compared to the Eastern Cape (42%).
- Attending training, attending events and word of mouth are the most common ways that NSOs (reading clubs) and NSROs are aware of Nal'ibali, and appear to be the most effective awareness raising strategies.
- Limpopo SAPO staff are aware of Nal'ibali but are not well informed about the SAPOs role in the distribution of Nal'ibali supplements to SOs. They reported that awareness of Nal'ibali is high amongst SAPO customers, which is in line with the TBP survey findings.

5.1.1 Survey data

The majority of TBSs and TBPs are aware of Nal'ibali and awareness of Nal'ibali is greater among TBSs (74%) than TBPs (57%). Awareness is higher amongst TBPs in Gauteng and Limpopo than in the Eastern Cape where less than half (42%) of respondents are aware of Nal'ibali. This is likely because Nal'ibali is not published daily (The Herald and The Daily Dispatch are daily papers), or even weekly, so TBPs are less likely to receive the supplement with their newspaper. Interestingly, 4% more TBP respondents report having seen the Nal'ibali supplement than stated they were aware of Nal'ibali including substantially more (11% of) Eastern Cape respondents. It is possible that respondents are not familiar with the Nal'ibali brand, but recognise the supplement in the newspaper, indicating that familiarity with Nal'ibali is really at 63% among TBPs.

SOs, NRSOs, and NSOs (reading clubs) were not asked whether they knew about Nal'ibali, as their contact information was provided by Nal'ibali, it was assumed that they knew about the organisation. NSOs (reading clubs) and NSROs were, however, asked *how* they knew about Nal'ibali. The reasons given are largely similar except for one form of communication (see Figure 46). Attendance at a Nal'ibali training is the most common form of awareness for NSROs at 60%. However, respondents were allowed to select multiple answers and it is unlikely that respondents first heard about Nal'ibali at a training session. NSOs were most likely to know about Nal'ibali from word-of-mouth (28%). Attending an event not sponsored by Nal'ibali was also a common way to



know about the organisation. Presenting at training sessions and events are, therefore, excellent ways to raise awareness about Nal’ibali.

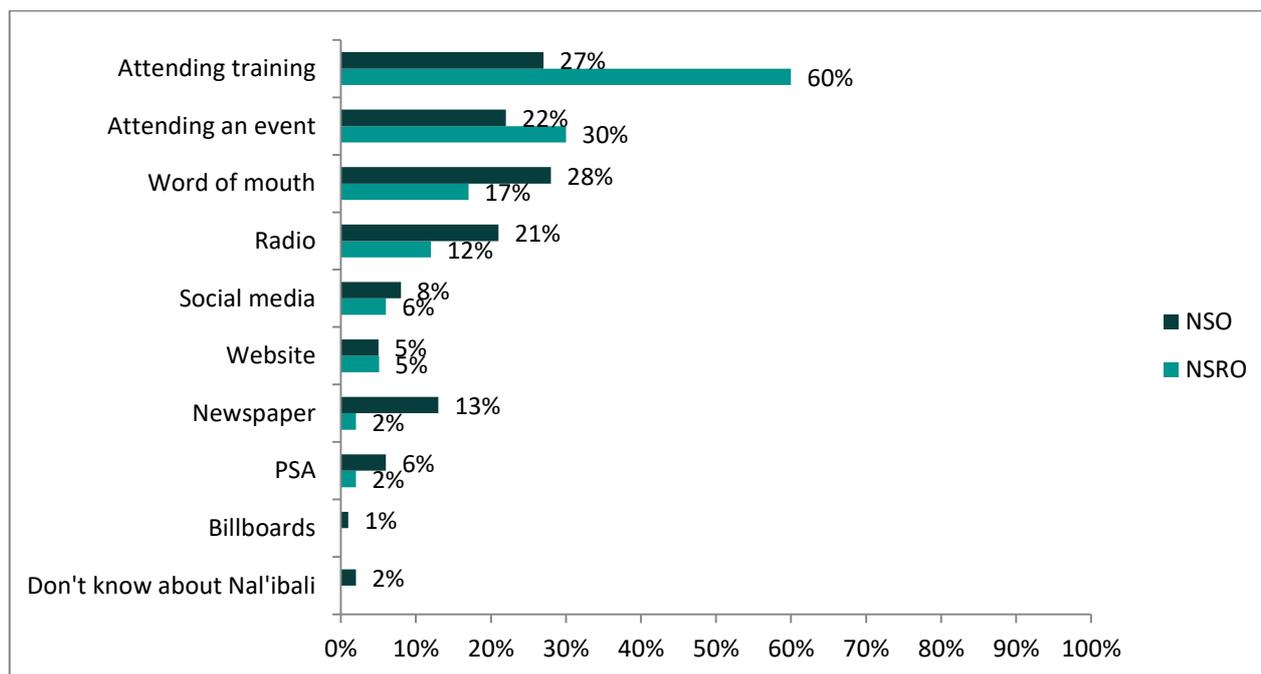


Figure 46: Percentage of NSOs and NSROs responses to the questions “Do you know about Nal’ibali?” and “How do you know about Nal’ibali?” (n = 311; NSO, n=225; NSRO, n=86). Multiple responses allowed

5.1.2 FGD data

Adult FGD participants reported knowing about Nal’ibali and the reading supplement via the newspaper, with some indicating that they heard about it via word of mouth or attending training or an event, a few said they had heard about it on the radio. Child participants said they knew about Nal’ibali from their reading club or school, which is to be expected, as the child participants were identified by SOs.

5.1.3 Qualitative interviews

5.1.3.1 Post offices

All seven SAPO staff interviewed were aware of the Nal’ibali supplement, however, respondents were not well informed about their post office’s role in the distribution of Nal’ibali supplements. When asked “are there people/organisations who have subscriptions to the Nal’ibali reading supplements that collect from your post office?” three respondents said “no”, and three said “I am not sure.” Only one respondent stated that there were people from the municipality who collected supplements. However, all of these SAPOs are participating in the Nal’ibali reading supplement distribution pilot in Limpopo. It is possible that the identified respondents were not the most informed about the partnership with Nal’ibali. When asked, “what is your role in delivery and distribution of Nal’ibali supplements to those who collect from your post office?” all respondents mentioned putting materials in accessible locations for customers. According to Nal’ibali, each SAPO is supposed to receive a pack of supplements for distribution to the public and supplements to be picked up by SOs.

Interviews with SAPO employees did, however, yield some positive results. Awareness of the supplement is high among SAPO customers (which is in line with the relatively high rates of awareness amongst TBP in Limpopo). Five SAPO employees said customers are aware of the supplements and that additional advertising is



unnecessary. Two other SAPO employees mentioned that they use posters to raise customer awareness about the supplements.

5.1.3.2 Central distribution point coordinators

The majority (five out of six) central distribution point coordinators interviewed reported that they learned of Nal'ibali through word-of-mouth. The other respondents learned about Nal'ibali through the newspaper. The respondents said that when they spread awareness about Nal'ibali within their community, they do so primarily through events (four out of six). This is in line with how NSROs reported knowing about Nal'ibali. Other ways central distribution point coordinators said that they spread awareness included home visits (2), workshops for parents (1), school competitions (1), and via school teachers (1). One respondent reported that their organisation did not actively promote Nal'ibali.

When asked how Nal'ibali could increase awareness, a common suggestion by both SAPO staff (3) and central distribution point coordinators (2) was to provide posters advertising Nal'ibali. One central distribution point coordinator suggested that these posters include contact information and be placed in central locations where staff and visitors are likely to see them, such as at regional offices.

5.2 Access and targeting

In this section, we discuss how different audiences **access** the supplement and consider the effectiveness of Nal'ibali's **targeting** mechanisms.

Key insights

- NSOs (reading clubs) were identified as a comparison group for SOs that receive the supplement regularly. However, 43% of NSOs report receiving the supplement, of which 28% report receiving the supplement regularly. This suggests that either 1) Nal'ibali's database of SOs is not up to date, 2) a large number of NSOs (reading clubs) have recently become SOs (i.e. between when the database of SOs was handed over and fieldwork was conducted), or 3) these organisations access the supplement via other modalities (e.g. by purchasing a newspaper or via donation).
- The vast majority of NSOs (reading clubs) – 97% – indicated that they would like to receive the supplement regularly, which begs the question “how do organisations become SOs?”
- There are four main modalities via which organisations and individuals access the supplement which are: 1) via a newspaper, 2) direct delivery to SOs, 3) delivery to a central distribution point which SOs collect from and 4) delivery to a SAPO which SOs and customers collect the supplement from. 58% of supplements were accessed via modality 1) in 2017.
- The majority of SOs are ‘very happy’ with how they currently receive the supplement.
- 93% of SOs indicated that direct delivery is the only convenient way for them to receive the supplement. It would be challenging to shift SOs which are used to receiving the supplement directly to a more indirect access modality.
- The vast majority of TBS and TBP would buy the newspaper whether or not it contained the Nal'ibali supplement but 28% of TBPs and a substantial 53% of TBPs in Limpopo would prefer to receive the supplement in another newspaper. The most preferred alternative newspapers were: the Daily Sun, City Press, The Sowetan, The Sunday Times and the Sunday World.
- 25% of TBPs and 14% of TBSs who were aware of the supplement would buy it if it was sold separately and the majority of those who would consider buying it would be willing to pay R5. Willingness to purchase the supplement is high in Limpopo: a substantial 47% of Limpopo TBPs said they would be willing to purchase the supplement if it were sold separately.
- However, organisations may not be willing or able to pay for the supplement.
- The extent to which SOs are collecting the supplement from SAPOs was not clear.
- Challenges were reported with the onwards delivery/collection of supplements delivered to central distribution points, with some distribution points receiving more supplements than are collected.



5.2.1 Survey data

5.2.1.1 Access to the supplement

As noted previously, NSOs (reading clubs) were identified as a comparison group for SOs that received the supplement regularly. However, the majority of NSOs (reading clubs) reported receiving the supplement either currently, or in the past. In fact, 86 (28%) reported receiving the supplement regularly²⁴. A further 49 (16%) reported receiving the supplement currently but not regularly, and 49 (16%) had received the supplement in the past (as shown in Figure 47).

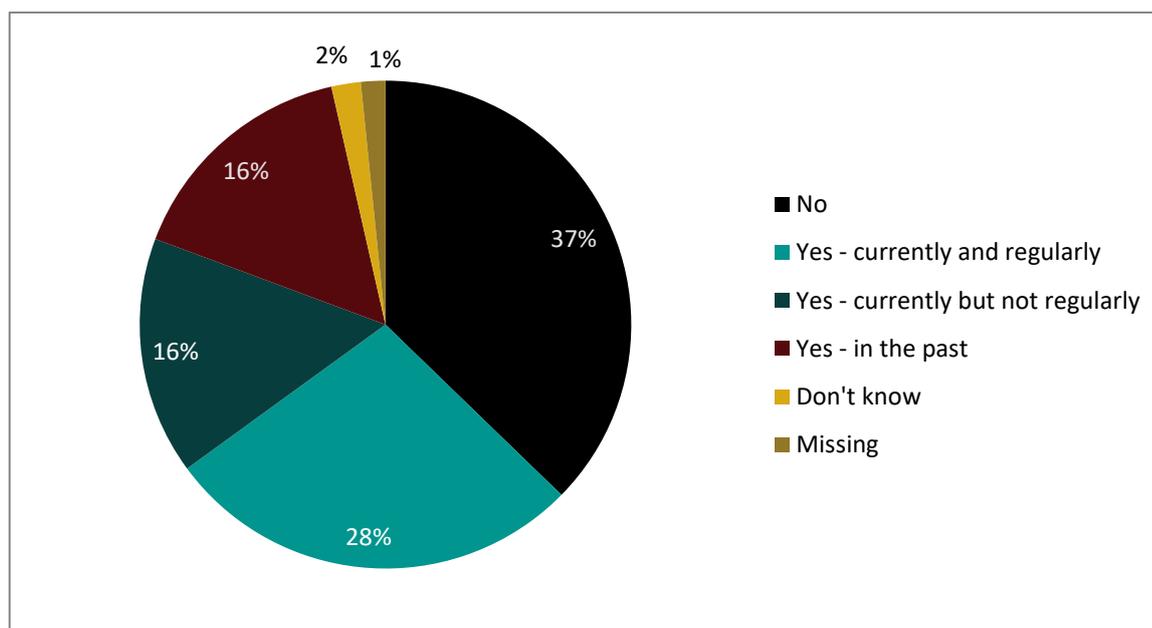


Figure 47: Percent of NSO (reading club) and NSRO – “has your organisation ever received the Nal’ibali supplement?” (n=311)

The largest share (41%) of NSROs started receiving the supplement one to two years ago, but few (eight out of 86) had received the supplement for more than three years. However, 53% of SOs reported receiving the supplement for more than three years. These findings are in line with other survey data which shows that the majority (86%) of reading clubs at NSOs and NSROs have been established since 2015. Of the SOs which were schools (but not USAID funded Story Powered Schools), the majority (64%) reported receiving the supplement for more than three years, as compared to just 9% of the USAID funded Story Powered Schools.

²⁴ NSROs were considered a distinct group when conducting the analysis, and findings are reported separately for SOs, NSROs, and NSOs where relevant.



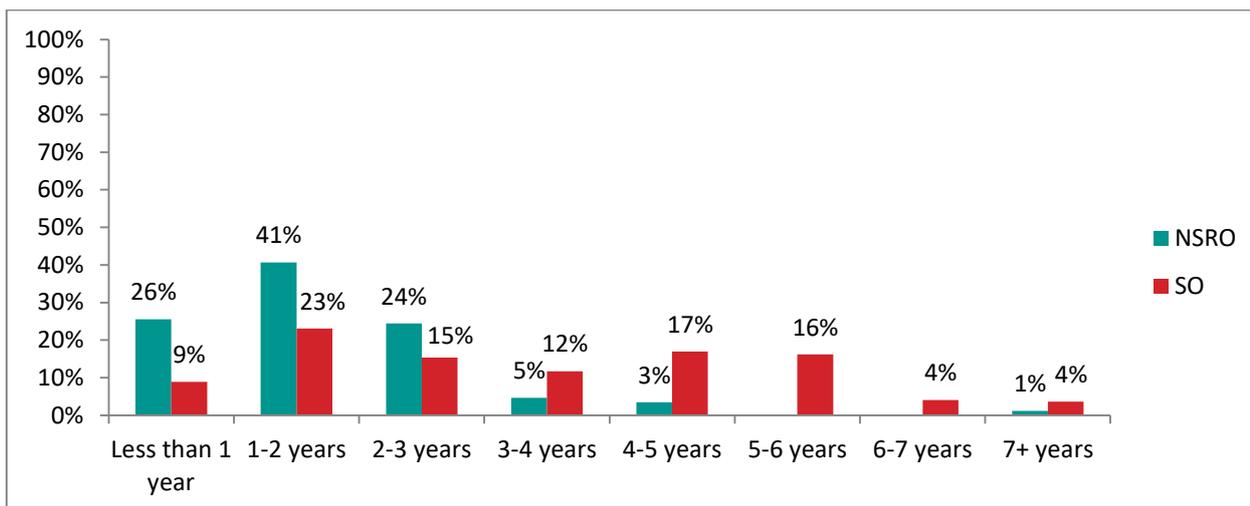


Figure 48: Percentage of NSROs (n = 86) and SOs (n = 247): “How long organisations have received the supplement for”

NSOs (reading clubs) which had received the supplement in the past but did not receive it now were asked when they stopped receiving the supplement. One in every three had stopped receiving it less than a year ago, and the majority (78%) had stopped receiving it up to two years ago. These organisations (n = 49) were asked why they stopped receiving the supplement. 45% did not know why, 29% indicated that Na’ibali stopped delivering the supplement, and 27% indicated other reasons.

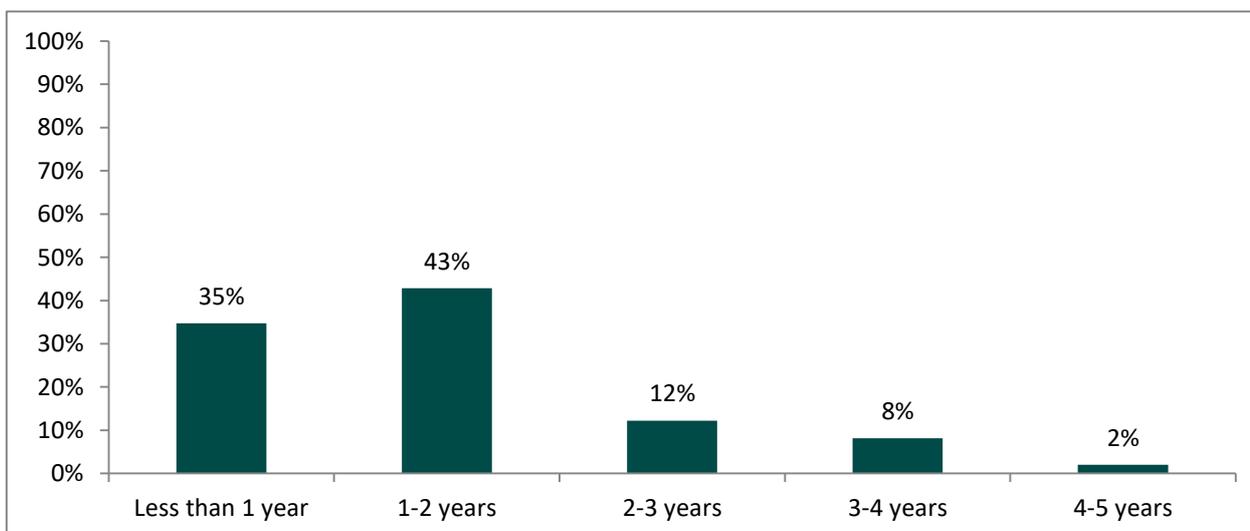


Figure 49: Percentage of NSOs (reading clubs) (n = 49), when organisations stopped receiving the supplement

All NSOs (reading clubs) (n = 220) were asked whether they would like to receive the supplement regularly. The vast majority, 97% said they would like to receive the supplement regularly. Only seven respondents (3%) said they would not like to. This begs the question, why do some organisations receive the supplement regularly and others not?

5.2.1.2 Delivery modalities

The supplement is accessed via four main modalities: 1) via a newspaper, 2) direct delivery to an SO, 3) delivery to a central distribution point which SOs collect from, and 4) delivery to a post office which SOs collect from and which members of the public may collect the supplement from. Delivery channels 1, 2, and 3 were introduced



when the supplement was launched, and channel 4 was introduced in 2016. As of November 2017, the supplement was distributed directly to 12 organisations, 19 central distribution points, and 20 SAPOs in Limpopo. In 2018, delivery was expanded to 43 additional SAPOs in Limpopo and the North West province in April, and a further 50 SAPOs in five provinces in July (McDonald, 2018, personal communication).

As indicated in Table 9: 9, in 2017, the majority of supplements were distributed via newspapers: they were included for free in the following publications: the Sunday World, which retails at R9.30 in Gauteng, KwaZulu-Natal, Free State and Limpopo; the Sunday Times Express, which retails at R15.20 in the Western Cape; The Daily Dispatch and the Herald which retail at R6.60 in the Eastern Cape.

Table 9: Na'ibali supplement modalities and distribution, source: Na'ibali 2018

Modality	# supplements distributed in 2017	% supplements distributed via this channel
1. Via a newspaper	2 382 600	58%
2. Direct delivery to organisations	1 698 367	42%
3. Collection from a central distribution point	<i>Included above</i>	<i>Included above</i>
4. Collection from SAPO	<i>Included above</i>	<i>Included above</i>
Total distribution in 2017	4 080 967	

All of the TBP (n = 1 303) and TBS (n = 400) survey respondents accessed their supplement via modality 1. The vast majority (92%) of SOs (n=246) who were surveyed reported that they access the supplement via modality 2 (i.e. direct delivery to their home, to a relative/friend, or to their office/organisation). Just 5% reported accessing their supplement via modality 3, and a further 3% via modality 4. The vast majority (87%) of NSROs (n=86) also access the supplement via modality 2. Of the NSOs (reading clubs) (n=49) which reported receiving the supplement, but not regularly, the majority (55%) also reported receiving the supplement directly (modality 2), and a further 24% reported receiving it from a distribution point (i.e. a central distribution point or post office)²⁵. These responses suggest that Na'ibali's databases of SOs and NSOs (reading clubs) which were handed over to construct the sampling frame are not up to date. A further 10% of NSOs which receive the supplement, but not regularly, said they receive it by purchasing a newspaper, and 4% said the supplement is donated to them.

²⁵ SOs and NSOs (reading clubs) had slightly different response options when asked how they received the supplement. SOs had the option of indicating from a central distribution point or SAPO whereas NSOs (reading clubs) had the options of indicating that they received it directly, from distribution points or a number of other options).



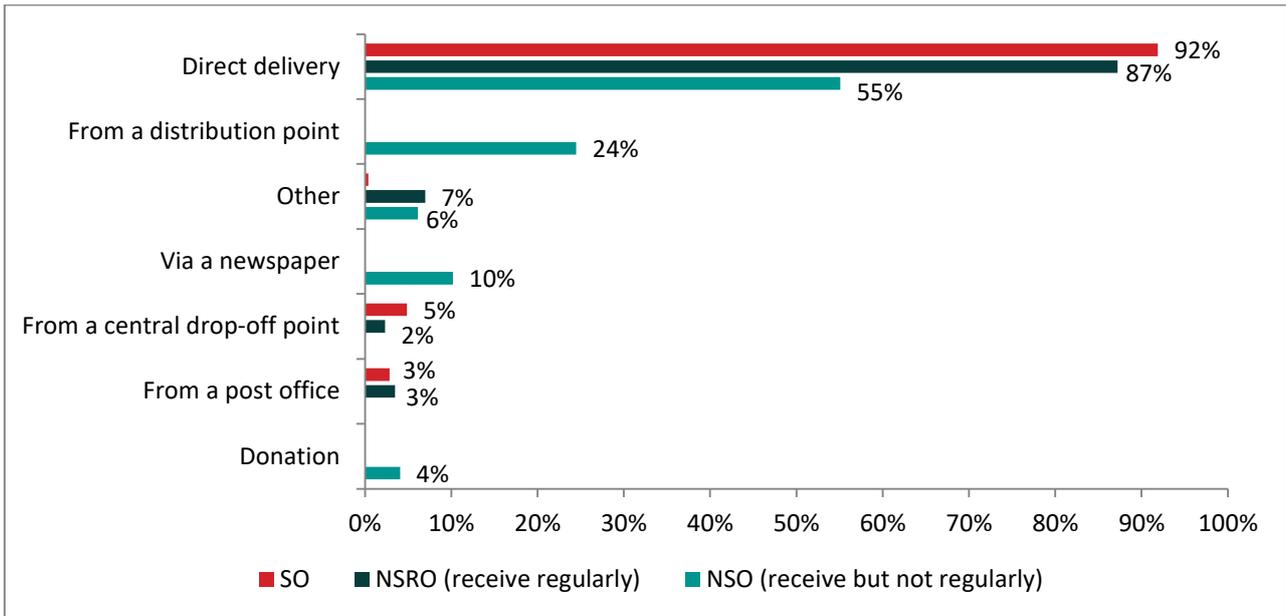


Figure 50: Percentage of SOs (n = 246), NSROs (n = 86), and NSOs (n = 49) which currently receive the supplement via different modalities

The majority of SOs and NSROs indicated that they were “very happy” with how they currently receive the supplement. Furthermore, 96% of SOs and 97% of NSROs were either “very happy” or “happy” with how they currently receive the supplement. This question was answered by SOs and NSROs that reported receiving the supplement: directly, from a central distribution point and from a post office. Organisations that received the supplement directly were happier overall than those that received the supplement from a central distribution point or SAPO, but the sample of respondents receiving the supplement from a central distribution point and from a SAPO was small (n = 14 and n = 10 respectively) and therefore the findings should be interpreted with caution.

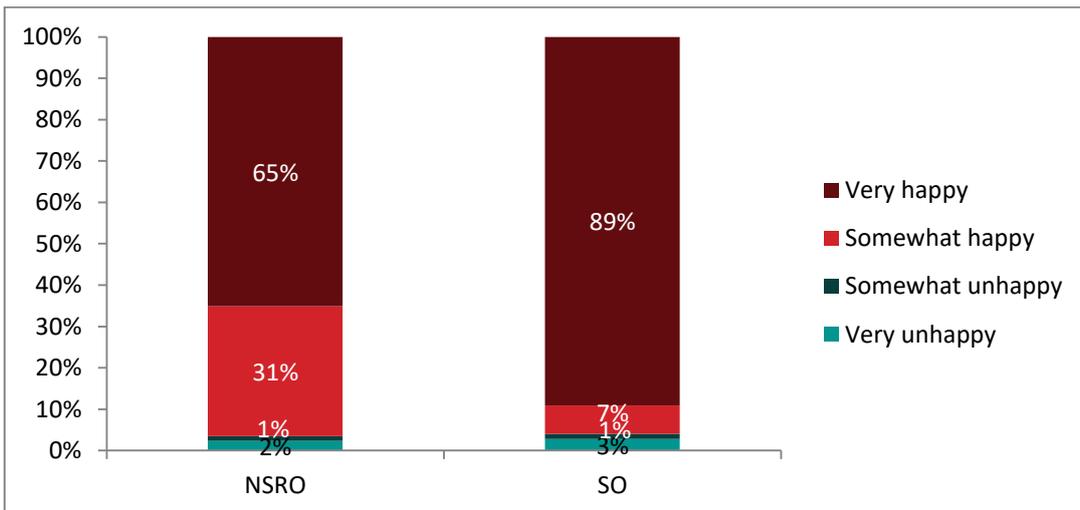


Figure 51: Percentage of NSROs & SOs: “Please indicate how happy you are with how you currently receive the supplement” (NSRO n = 86, SO n = 247)



Organisations which receive the supplement regularly were asked which of the current delivery modalities – in addition to a number of other possible options – would be convenient for them. Not surprisingly, 93% indicated that direct delivery to their organisation (modality 2) was convenient. A small proportion (5%) indicated that collection from a central distribution point (modality 3) was convenient, and a small proportion of SOs (2%) indicated that collection from a SAPO (modality 4) was convenient. Only respondents currently receiving the supplement via modalities 3 and 4 indicated that these modalities were convenient for them. No respondents indicated that collection from a library, shop, or buying a newspaper containing the supplement would be convenient for them. Multiple responses were possible when answering this question.

5.2.1.3 Nal’ibali supplements in newspapers

TBS and TBP respondents who were aware of the Nal’ibali supplement were asked whether they would subscribe to, or buy, the newspaper if the Nal’ibali supplement was not in it. The vast majority (94%) of TBSs and a slightly lower percentage (89%) of TBPs said that they would. TBSs and TBPs without children were two percentage points more likely (i.e. 96% and 91% respectively) to say they would subscribe to, or buy, the newspaper if the Nal’ibali supplement was not in it. On the other hand, 28% of TBPs indicated that they would prefer to receive the supplement in another newspaper, and a further 31% indicated that they were not sure. A substantial 53% of TBPs in Limpopo said they would prefer to receive the supplement in another newspaper, as compared to just 15% of TBPs in the Eastern Cape and Limpopo. This may relate to the price of the Sunday World (R9.30) and more limited purchasing power of TBPs in Limpopo.

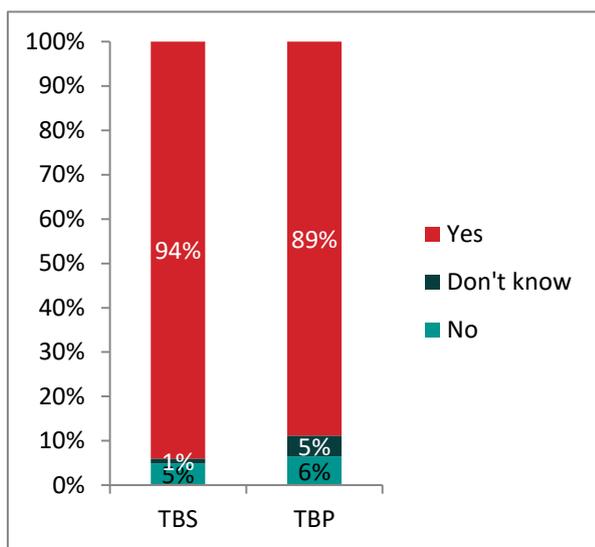


Figure 52: Percentage of TBS (n = 284) and TBP (n = 816), would subscribe to/buy the newspaper if the Nal’ibali supplement was not in it

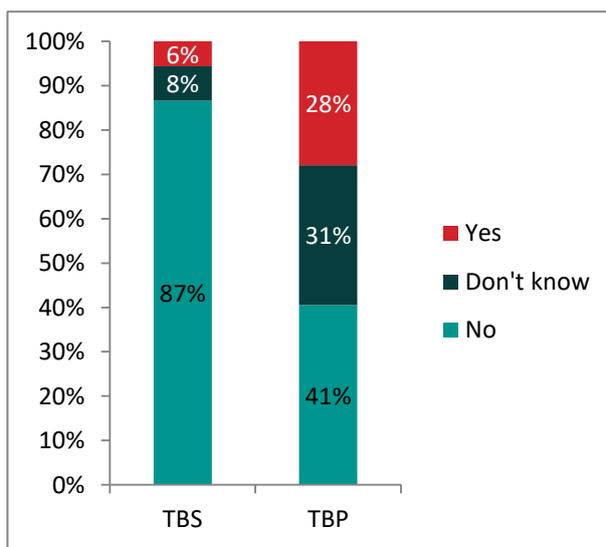


Figure 53: Percentage of TBS (n = 28) and TBP (n = 816), would prefer to receive the Nal’ibali supplement in another newspaper

The most preferred alternative newspaper of TBSs was the Sunday Times (11 out of 20 respondents), while the most preferred alternative newspapers of TBP respondents were – the Daily Sun (53%), City Press (25%), The Sowetan (18%), The Sunday Times (15%), and the Sunday World (11%). These responses are in line with the



other newspapers which TBSs and TBPs reported purchasing²⁶. The newspapers which respondents would prefer to receive the supplement in are all English language newspapers, and several are cheaper than the newspapers which it is currently distributed in.

25% of TBPs (n = 816) and 14% of TBSs (n = 284) who were aware of the Nal'ibali supplement said they would buy the supplement if it was sold separately. TBSs and TBPs with children were considerably more likely or willing to purchase the supplement than those without (TBSs were 18 percentage points more likely and TBPs were 16 percentage points more likely). However, these results should be interpreted with caution due to the small sample size. TBPs in Limpopo were substantially more likely/willing to buy the supplement, with close to half (47%) indicating that they would buy the Nal'ibali supplement if it were sold on its own.

Of the respondents who indicated that they would be willing to buy the supplement, or were not sure whether they would, the majority were willing to pay R5, one in five indicated that they were willing to pay R10 and very few were willing to pay R15. TBPs from Limpopo were once again more willing than their counterparts in the Eastern Cape and Gauteng to pay R5, R10 and R15 for the supplement.

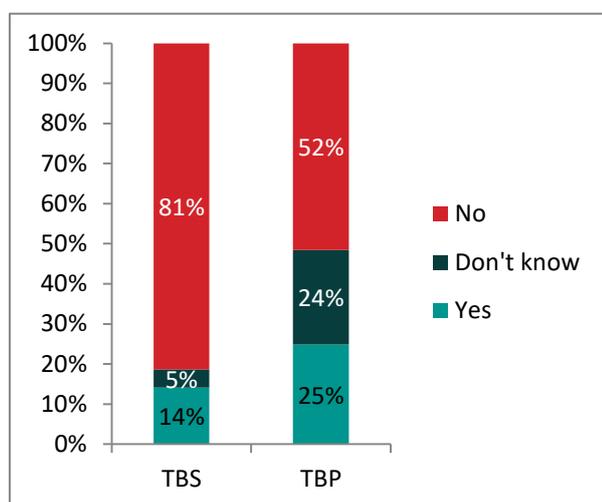


Figure 54: Percentage of TBS (n = 284) & TBP (n = 816) who would buy the Nal'ibali supplement if it were sold separately

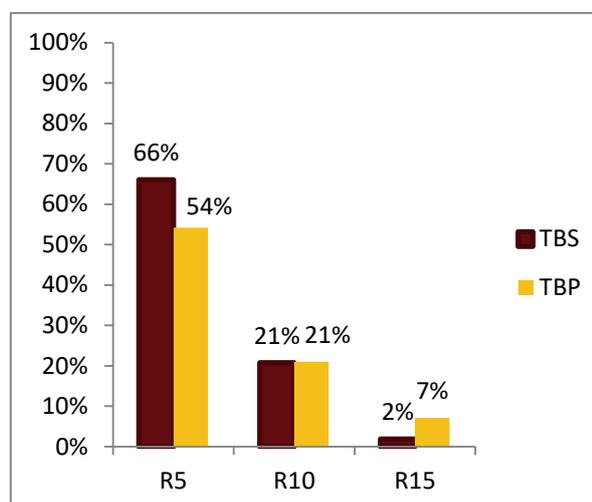


Figure 55: Percentage of TBS (n=53) & TBP (n=395) who would consider buying the Nal'ibali supplement, who would pay R5, R10, and R15 for the Nal'ibali supplement

The places TBP and TBS respondents said would be most convenient for them to buy the supplement from were supermarkets and convenience stores. Of these, TBS indicated that Pick n Pay would be the most convenient supermarket, whilst TBP indicated that Shoprite, Spar, and Checkers, followed by Pick n Pay, would be the most convenient supermarket for them (see Figure 104 in Annexure A).

²⁶ Other newspapers which TBS and TBP reported buying were as follows: TBP: Daily Sun 43%, Sunday World 25%, Sunday Times 23%, City Press 23%, The Sowetan 18%. TBS Sunday Times 39%, Sunday World 18%, The Herald 12%. The other newspapers which TBS and TBP who use the Nal'ibali supplement reported buying were: Daily Sun 11%, Sunday Times 10%, City Press 8% and Sunday World 7%, plus various others bought by <5% of supplement users.



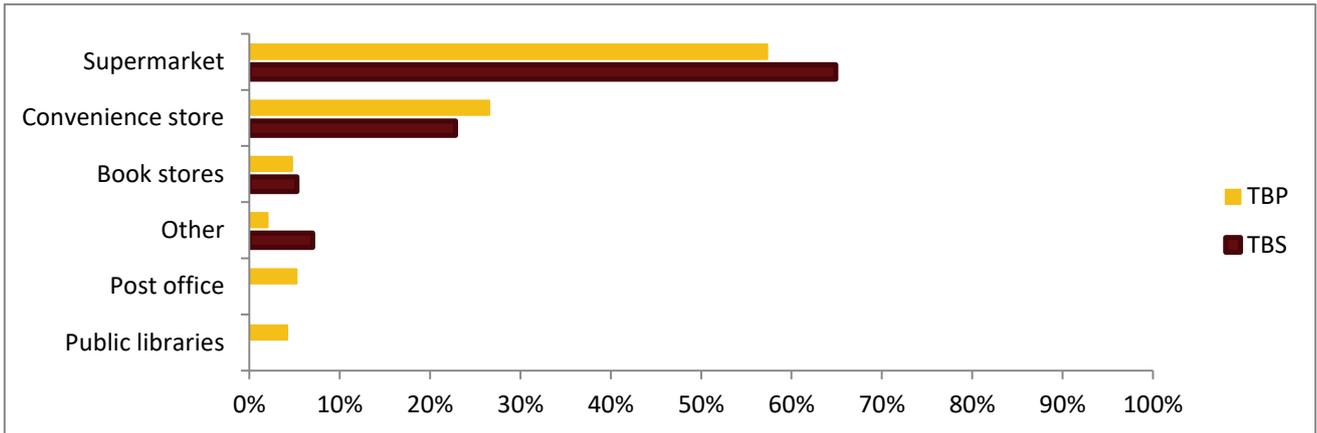


Figure 56: Percentage of TBS (n = 57) and TBP (n = 595) who would consider buying the Nal’ibali supplement if it were sold separately – the most convenient place to buy the supplement. Multiple responses allowed.

5.2.1.4 Frequency of receiving the supplement

SOs and NSROs were told how often the supplement was produced and were asked whether they received every edition. Overall, four out of every five respondents indicated that they did, whilst 14% of SOs, and 9% of NSROs indicated that issues are sometimes not received, and 5% of SOs and 9% of NSROs indicated that issues are often not received. This may warrant further investigation. However, it is also possible that the respondents surveyed are not always aware when the supplement is delivered²⁷. Amongst NSROs, organisations that receive the supplement directly were more likely to report not receiving every edition than organisations receiving the supplement via the SAPO or from another organisation. The opposite was found amongst SOs where, organisations that receive the supplement directly were more likely to report receiving every edition than those receiving the supplement from an SAPO or other organisation.

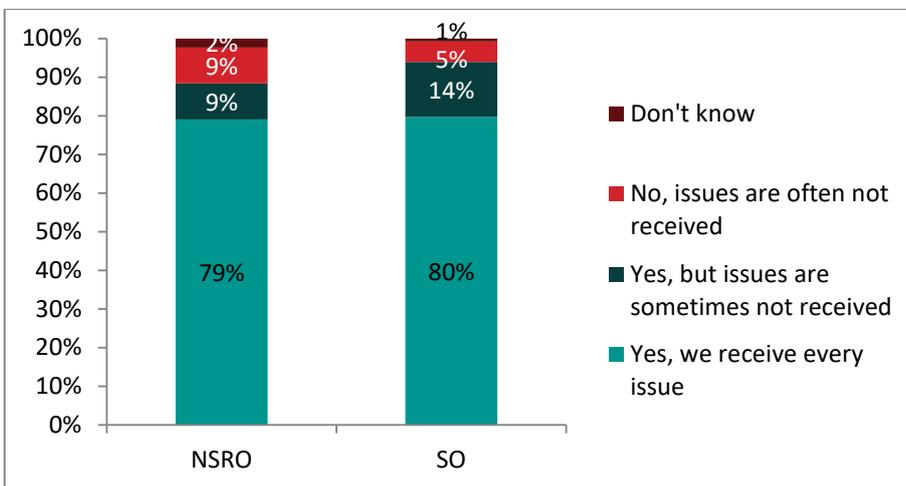


Figure 57: Percentage of SOs (n = 247) and NSROs (n = 86): “Do you receive every edition of the Nal’ibali supplement?”

²⁷ TB monitors delivery in several ways: proof of delivery (POD) slips which state the name of organisation, number of supplements delivered, and the language of supplements are signed for at every distributor and delivery drop-off point. Hard copies are kept for audit purposes and entered into a Microsoft Excel spreadsheet. SOs are contacted twice a year to confirm whether they still want to receive supplements and whether the address details, number of supplements required, and language of supplements is correct.



There was more variation among the NSOs (reading clubs) (n = 49) which reported receiving the supplement but not regularly (data not displayed here) which is to be expected. The largest share (27%) reported receiving the supplement monthly, and 22% reported receiving it quarterly and less frequently.

5.2.2 Qualitative Interviews

5.2.2.1 Post offices

As discussed in Section 5.1, it appears that post office employees are not well informed about SAPO's partnership with Nal'ibali. It could not be determined from the interviews if SOs are collecting supplements because six out of the seven respondents reported that no SOs pick up supplements at their post office. However, SAPO customer receipt of supplements is high: four of the seven SAPOs reported no leftover supplements (it was unclear if this refers to all supplements delivered, or just those available to the public). According to respondents, the amount of supplements delivered to SAPOs varied between 50 and 300. Nal'ibali's own records (2017c) show that the minimum number of supplements a post office receives is 15, and that 300 is the maximum. This quite similar to the figures reported by the post office interview respondents. The highest number of leftover supplements reported by respondents was 30. When supplements are leftover, they are left out for customers who eventually take all the copies.

SAPO employees unanimously said there were no issues with the delivery of the supplements to their locations, or with the collection of supplements. However, it is unclear if the collection they referred to include collection by SOs or only customers.

When asked their opinions about charging for the Nal'ibali supplement, post office staff opinions were mixed. One respondent said Nal'ibali should not charge for the supplement. Two respondents were unsure if customers would be willing to pay for the supplement as it is currently free. Three respondents said yes, and suggested that the supplement should cost 50 cents, R2, or R5.

5.2.2.2 Central distribution point coordinators

Central distribution point coordinators have mixed experiences with the collection of supplements. Three respondents reported no problems. However, two respondents reported that some SOs do not pick up their supplements even after receiving reminder phone calls. These SOs are either located a long distance from the distribution point, or are organisations that no longer have a relationship with the organisation which acts as a central distribution point. Both respondents stated reporting these issues to Nal'ibali, who they said has not been helpful. Another respondent reported that they only receive isiZulu supplements, but deliver to isiXhosa speaking communities.

Despite only two central distribution point coordinators reporting having issues with supplement collection, four respondents (out of six) said they have leftover supplements - and in one case it was reported that over 500 are left over. This may be because the central distribution point reports receiving large quantities of supplements, ranging from 1 000 to 2 400 (two respondents did not know the exact number of supplements delivered; one stated, "five packs" and another, "we deliver to 10 organisations"). These numbers are substantially different from Nal'ibali's own records (2017c). According to Nal'ibali's own records (2017c), the minimum delivered to a drop-off point is 50, and the maximum is 1 775 - substantially less than the 2 400 one respondent believed was delivered to their organisation. The respondents over-estimated the number of supplements they receive, which could also indicate they are overestimating how many supplements they have leftover. Still, leftover supplements appear to be an issue for central distribution point coordinators.



Central distribution point coordinators are proactive in ensuring that leftover supplements are used:

- “We run home visits for families with children of 0-5 years and give them the supplements to add to their home libraries.”
- “We give them out to ECD practitioners and caregivers during special events.”
- “We have school reading competitions where our learners use these extra materials for prepare for competitions.”
- “They are collected by [X] who takes them to different schools.”
- “I use them for Nal'ibali activities, and also share with the schools' reading club.”

When asked their opinions about charging for the Nal'ibali supplement, central distribution point coordinators responses' were mixed. One respondent said “no” due to financial constraints of the organisation. Another four respondents were unsure: they all mentioned concerns about whether their organisations could afford to purchase the supplement. One respondent said yes, they would purchase the supplement. This respondent did not mention how much they would be willing to pay for the supplement.

5.3 Use

This section presents findings regarding how the supplement is used by different types of users in organisations and homes.

Key insights

- Almost all SO respondents use the supplement at their organisation (92%), as do the majority of NSROs (66%) and 14% of NSRO respondents use the supplement at home.
- For every 100 supplements distributed in newspapers to TBSs, 19 are used (by 41 people) and 31 are given away (2 of these are used and then given away). For every 100 supplements distributed to TBPs, 18 are used (by 47 people) and 10 are given away (1 of these is used and then given away).
- Amongst TBPs supplement usage is considerably higher in Limpopo.
- Organisations also have a higher number of people using the supplements; however, they typically receive multiple copies of the supplement.
- Organisations and individuals use the supplement in a wide variety of ways including: reading aloud to children; doing activities; reading for enjoyment; learning new things; and learning to read in home language and additional languages. Use is highest amongst SOs but somewhat puzzlingly, NSROs and NSOs report using the supplement for a greater variety of reasons.
- Adults use the supplement to read to children and to read alone.
- ‘Reading aloud to children’ was the most common use of the Nal'ibali supplements in SOs, whilst ‘doing activities’ was most common in NSOs (reading clubs) and NSROs and ‘reading for enjoyment’ was the most common use by TBSs and TBPs.
- ‘Children reading on their own’ is happening in 76% of SOs which have copies of the Nal'ibali supplement, which is higher than for other types of reading materials (reported in Chapter 4).
- SOs are more likely than NSOs (reading clubs) and NSROs to allow children to take the supplement home and when children take the supplement home SOs are more likely to allow them to keep the supplement.
- The supplement is predominantly used in English; it is used more extensively in languages other than English by organisations and when adults read to children.
- English is heavily represented as a home language and another language and many respondents consider themselves and their children/children they work with to be bilingual in English and another language.
- All sections of the supplement are most frequently used (except for to a lesser extent the article on page one and get story active). The cut-out-and-keep books and story corner story are most popular.
- The majority of supplement users make the cut-out-and-keep books.



5.3.1 Survey and FGD data

Whether the Nal’ibali supplement is used and where it is used varies by audience. Almost all SO respondents use the supplement at their organisation (92%), as do the majority of NSROs (66%). Additionally, 14% of NSROs and 8% of SOs use the supplement in their home. The supplement is used at home by more than one in four TBS and TBP respondents who were aware of it (27% and 29%, respectively). Interestingly, TBPs in Limpopo who are aware of the supplement are substantially more likely to use it in their home (38%) than TBPs in the Eastern Cape (29%) and Gauteng (20%). TBP respondents are twice as likely to throw away the supplement as TBS respondents (53% and 24%, respectively). TBS respondents are more likely to give the supplement to an individual than TBPs (40% and 14%, respectively). TBS respondents are more likely to give the supplement to an individual than TBPs (40% and 14%, respectively). A reason for this difference could be that as TBSs receive the newspaper regularly, there is an individual, such as a neighbour’s child, to whom they always give the supplement. A further 7% of SOs and 8% of NSROs give the supplement away to individuals and 6% of SOs and 3% of NSROs give it away to organisations. Organisations rarely throw away the supplement, with just 0,4% of SO and 5% of NSRO respondents reporting this.

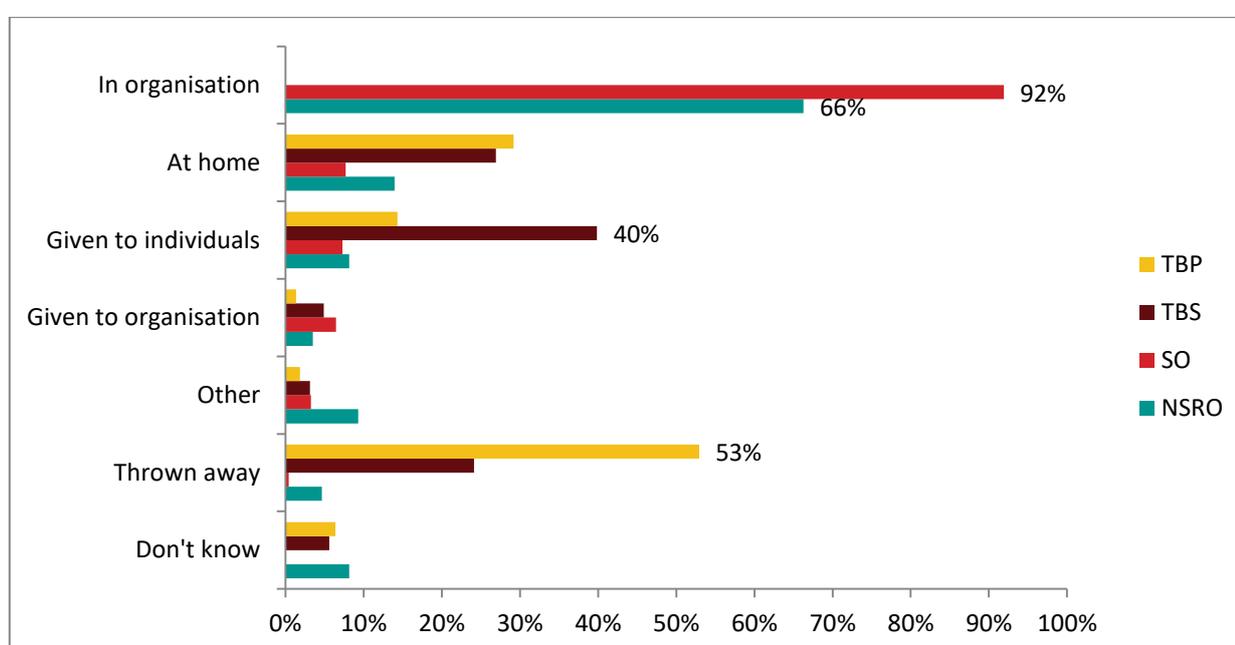


Figure 58: Percentage of all respondents who are aware of Nal’ibali supplement: “What do you do with the Nal’ibali supplement?” (Total n = 1 435; TBP: n = 816; TBS: n = 286; SO: n = 247; NSRO: n = 86). Multiple responses allowed.

Figure 59 extrapolates what happens to the supplements that NSROs, SOs, TBSs, and TBPs receive by four categories of use: ‘used and given away’; ‘not used and given away’; ‘not used and given away’; ‘not used and not given away’; and a fifth category ‘not aware’ (TBSs and TBPs only). In total 88% of SOs and 71% of NSROs use the supplement and do not give it away. The majority of TBPs (37%) are not aware of, or do not use the supplement or give it away (35%). Supplement usage was highest amongst TBPs in Limpopo and lowest amongst TBPs in Gauteng. The largest share of TBSs are either not aware of the supplement (29%), or give it away (29%).

For every 100 supplements distributed in newspapers to TBSs, 19 are used (by 41 people) and 31 are given away (2 of these are used and then given away). For every 100 supplements distributed to TBPs, 18 are used (by 47 people) and 10 are given away (1 of these is used and then given away). A supplement distributed in a



newspaper is used by an average of 0,46 people, with supplements distributed to TBPs having slightly higher use (0,47 people as compared to 0,41 people for supplements distributed to TBSs). When considering only those supplements that are used, the average number of users is 2.58 for TBPs and 2.10 for TBSs. Organisations have a much higher number of people using the supplements; however, they receive multiple copies of the supplement²⁸; the average number of users per supplement is discussed in Section 5.7.

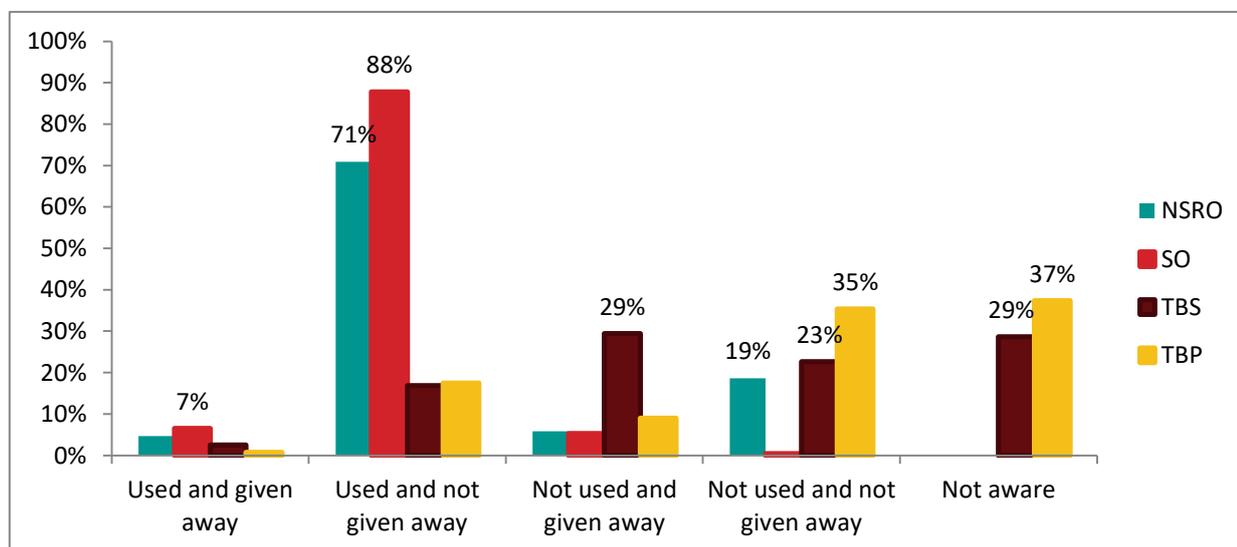


Figure 59: Percentage of all respondents, NSRO (n = 896) and SO (n = 247) respondents and TBS (n = 398) and TBP (n = 1 303): “What do you do with the Nal’ibali supplement?”

There is much greater variation in the use of the Nal’ibali supplement as compared to other reading materials discussed in Chapter 4 (see Figure 60). NSOs (reading clubs) and SOs have similar trends, with SOs reporting the highest use, except for discussion purposes and doing activities, for which NSOs (reading clubs) report higher use. These two groups are also much more likely to use the supplement for a variety of purposes as compared to TBS and TBP respondents. ‘Children reading on their own’ is happening in 76% of SOs which have copies of the Nal’ibali supplement, which is higher than was reported for other types of reading materials. NSROs have the lowest organisational reported use for all categories of use, suggesting that they could benefit from support in this regard. The majority of TBSs (55%) who report having Nal’ibali supplements at home do not use them however, they were most likely to report using the supplement to read for enjoyment. Whereas ‘reading for enjoyment’ was the most common reported use of books, for all respondent groups, ‘reading aloud to children’ was the most common use of Nal’ibali supplements for SOs and ‘doing activities’ was the most common use of Nal’ibali supplements for NSROs and NSOs. However, ‘reading for enjoyment’ was the most common use of supplements for TBSs and TBPs.

²⁸ According to a supplement distribution list provided by Nal’ibali (2017c), organisations receive between 10 and 1700 copies of the supplement.



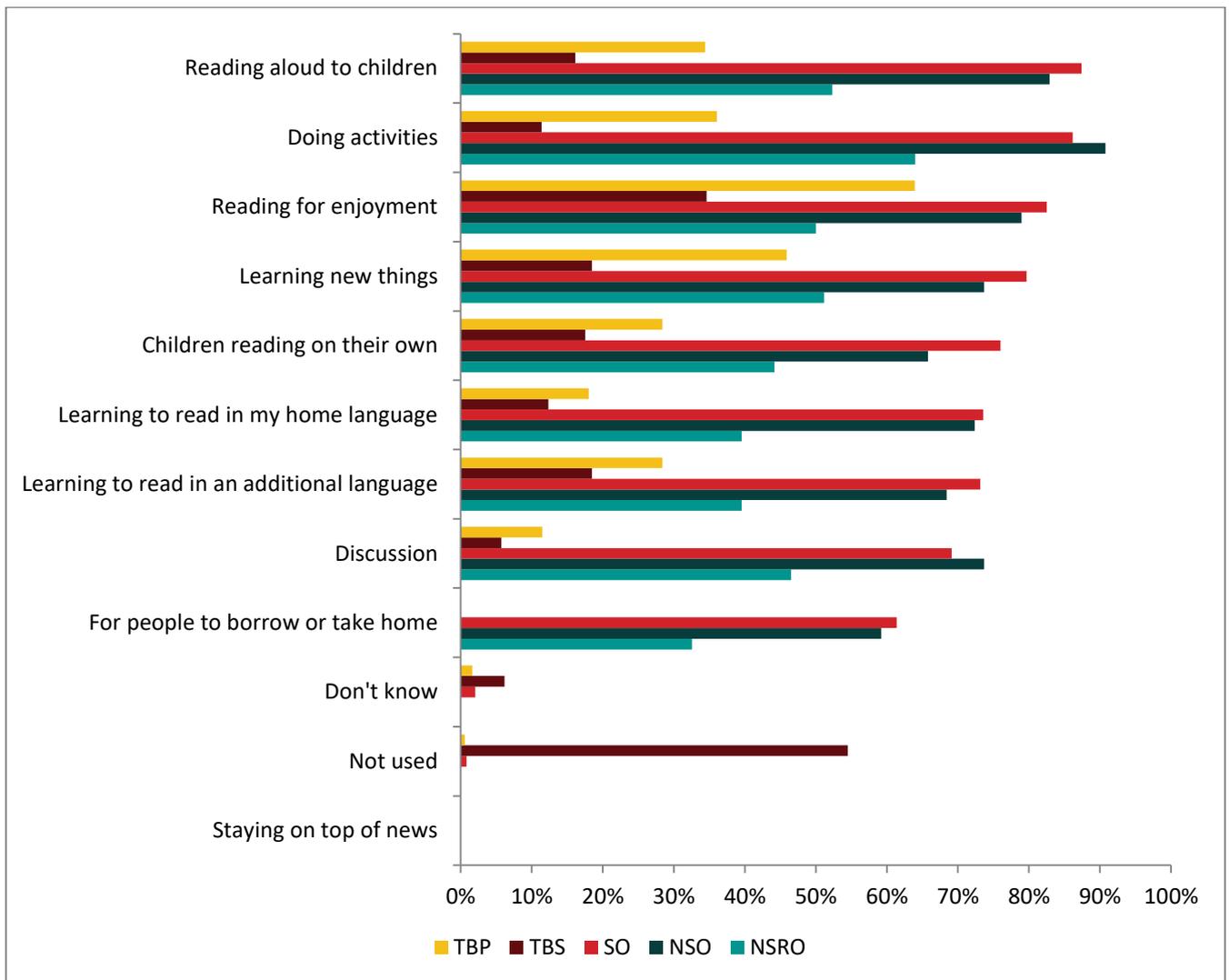


Figure 60: Percentage of respondents that have Nal'ibali supplements in the home/organisation: "What are Nal'ibali supplements used for in your home/organisation?" (n =800; NSRO n= 86; NSO, n=76; SO, n=246; TBS, n= 209; TBP, n= 183). Multiple responses allowed.

Whether or not children are allowed to take the supplement home and whether or not they are keep the supplement varies, depending on organisation type. SOs (n=247) were more likely than NSOs (reading clubs) and NSROs (n=311) to report that children take the supplement home (85% as compared to 50%), and when children take the supplement home 64% SOs (n=209) reported that are allowed to keep the supplement, as compared to 34% at NSOs (reading clubs) and NSROs (n=157). Meanwhile, over 63% of NSOs (reading clubs) and NSROs reported that children return the supplement, as compared to 35% of children at SOs.

5.3.1.1 Use of Nal'ibali supplements by adults and children

Reported use of the Nal'ibali supplement by TBSs and TBPs is considerably lower than the results of the 2017 Nal'ibali Reader Survey (Nal'ibali, 2017a). The 2017 survey found that 71% of respondents read the supplement to children, which compares to 13% for TBS and TBP respondents in this study. However, the 2017 survey was conducted online with TB readers who opted to participate, which is likely to introduce selection bias. A similar proportion of TBS and TBP respondents reported that adults and children read together, and do the activities together. Amongst TBPs, those in Limpopo reported higher rates of all types of use. Figure 61 shows the overall rate of supplement use by all respondents for a select group of questions. Subsequent figures provide more



detail on use by only those who reported that they used the supplement. Figure 61 shows that use of the Nal'ibali supplement in organisations is quite high, even in NSOs and NSROs use is above 50% in all categories. For SOs, use peaks at 90% for “adults read to children”.

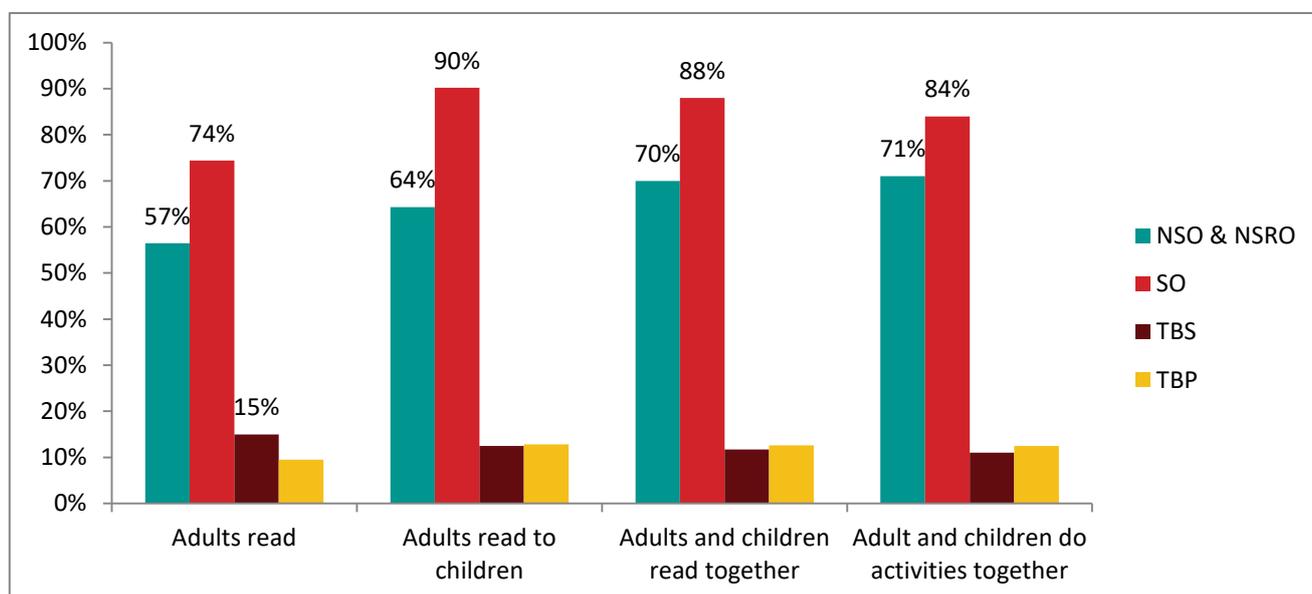


Figure 61: Percent of all respondents – Adult use of Nal’ibali supplement (n=2 261; NSO & NSRO, n=311; SO, n=247; TBS n=400; TBP, n=1 303)

The majority (68%) of adults who report use of the supplement at their organisation or home read the supplement. This rate is similar across organisations and TBSs. TBPs read the Nal’ibali supplement at a lower rate than the other three groups. However, their use of the supplement with children is between nine and 13 percentage points higher than that of TBSs. This is possibly because TBP respondents are more likely to have children in their household than TBS respondents. Adults at organisations are more likely to use the supplement with children than TBSs and TBPs (see Figure 62).



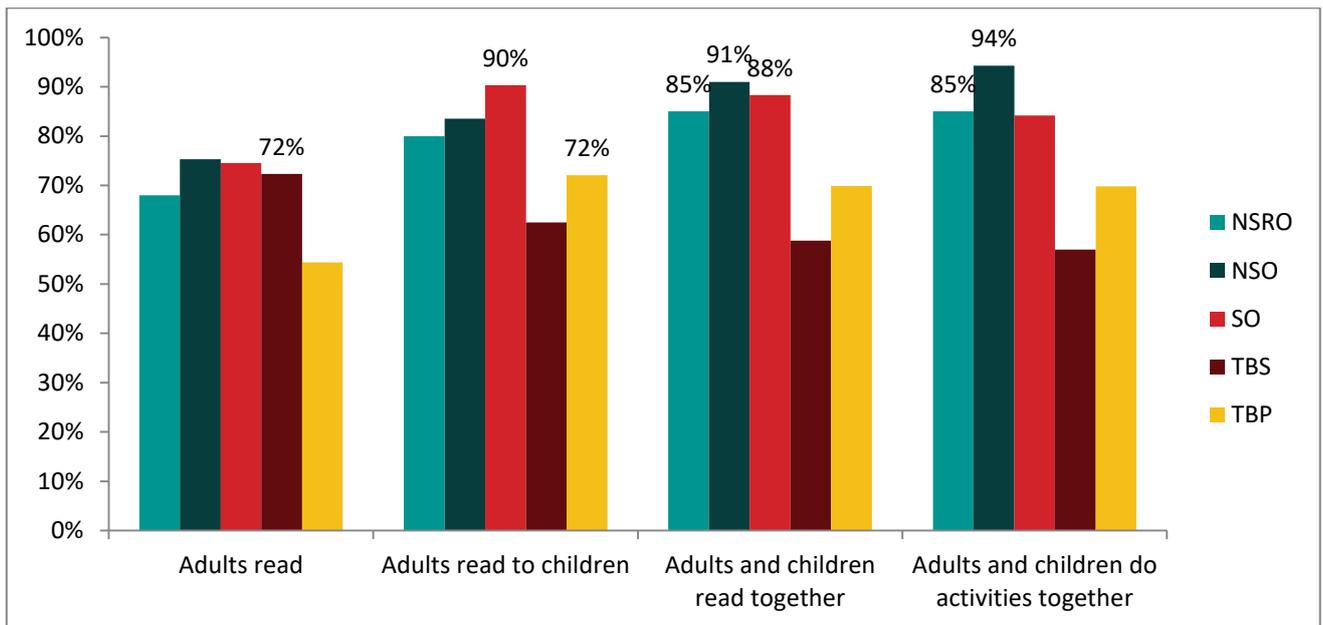


Figure 62: Percentage of all respondents who use Na'ibali supplement: Adult use of the Na'ibali supplement (n=800; NSRO, n=86; NSO, n=76; SO, n=246; TBS, n=209; TBP, n=183) (n = 801)

As with adult use, children's use of the supplement in organisations is greater than use of the supplement in TBS and TBP homes. Children use the supplement on their own more than adults across all survey respondent groups except TBSs. However, the gap is small. 71% of TBS respondents report that children in their home read the supplement on their own, as compared to 72% of adults. Children at SOs are more likely to use the supplement on their own compared to NSOs and NSROs.

Figure 63 and Figure 64 show that the supplement is more likely to be used in a variety of ways by organisations as compared to the ways in which they are used by TBS and TBP respondents.

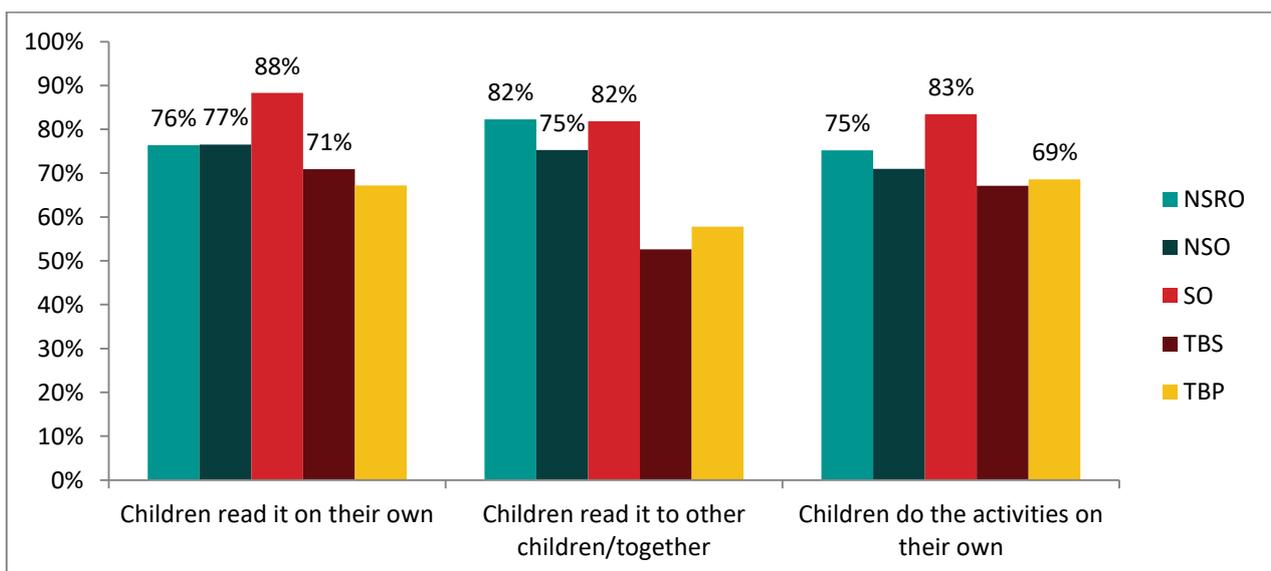


Figure 63: Percentage of all respondents who use Na'ibali supplement: Children's use of Na'ibali supplement (n=800; NSRO, n=86; NSO, n=76; SO, n=246; TBS, n=209; TBP, n=183) (n = 801)



Across all survey types, the majority of respondents who use the Nal’ibali supplement use it for spending quality time together and helping children and adults read in home languages and second languages. Across all these categories, organisational respondents report a larger diversity of uses for the Nal’ibali supplement. However, whilst SOs generally use the supplement in more ways than NSROs and NSOs (reading clubs) (preceding analysis), the opposite picture emerges regarding reasons why the supplement is used, with higher use amongst NSROs and NSOs (reading clubs). This is surprising. The largest gap between organisational and individual use is in adult use of the Nal’ibali supplement. Use of the supplement to assist adults with learning home and second languages is much more common at organisations, which is not surprising, as shown in Figure 64.

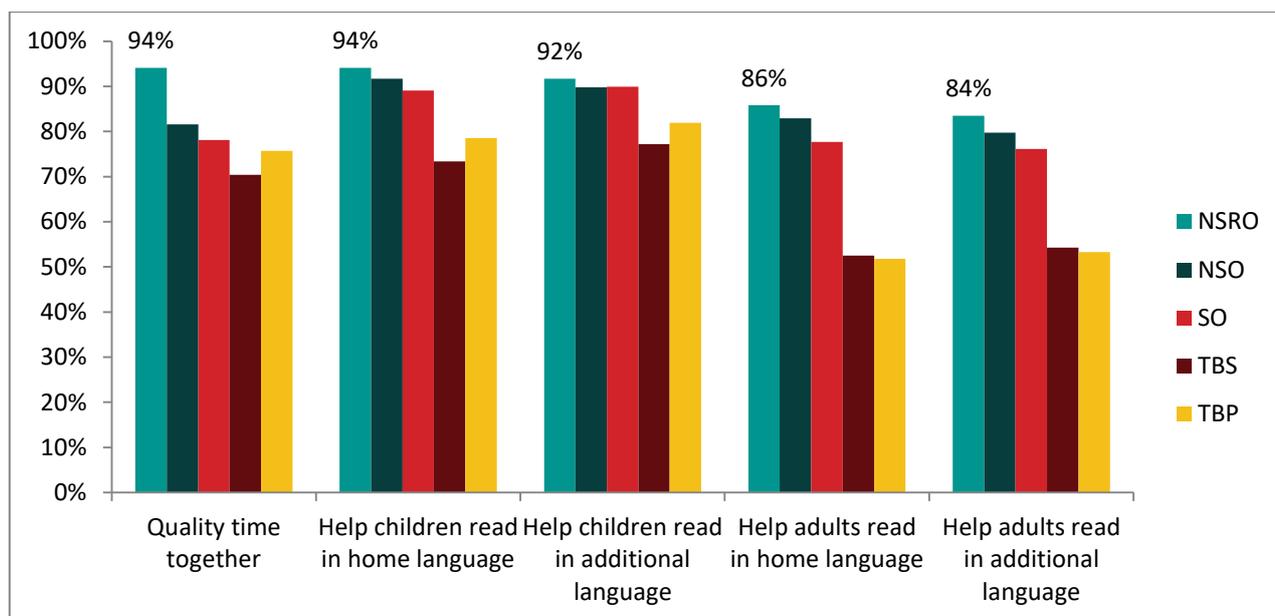


Figure 64: Percentage of all respondents who use Nal’ibali supplement: Reason for using Nal’ibali supplement (n=800; NSRO, n=86; NSO, n=76; SO, n=246; TBS, n=209; TBP, n=183) (n = 801)

The FGD participants gave additional feedback regarding the different ways that the supplement is used for fun and learning including:

- Story telling (to young children);
- To improve communication skills (children reading aloud);
- As a stimulus for games, drama, drawing and creative writing;
- To learn new words and improve spelling.

5.3.1.2 Use of Nal’ibali supplement by language

In a series of questions about use and language, options were limited to the six languages which the Nal’ibali supplement was available in at the time of the survey: English, isiXhosa, isiZulu, Afrikaans, Sepedi, and Sesotho²⁹. When adults and children read for fun, the language that they read in does not change much – regardless of who

²⁹ In April 2018, after the completion of survey fieldwork, the supplement languages were expanded to include Setswana and Xitsonga.



is reading. As seen in Figure 65, English is the predominant language used. Language use for completing Na’ibali activities was nearly identical to the language use while reading, but adults were slightly more likely to read to children in languages other than English.

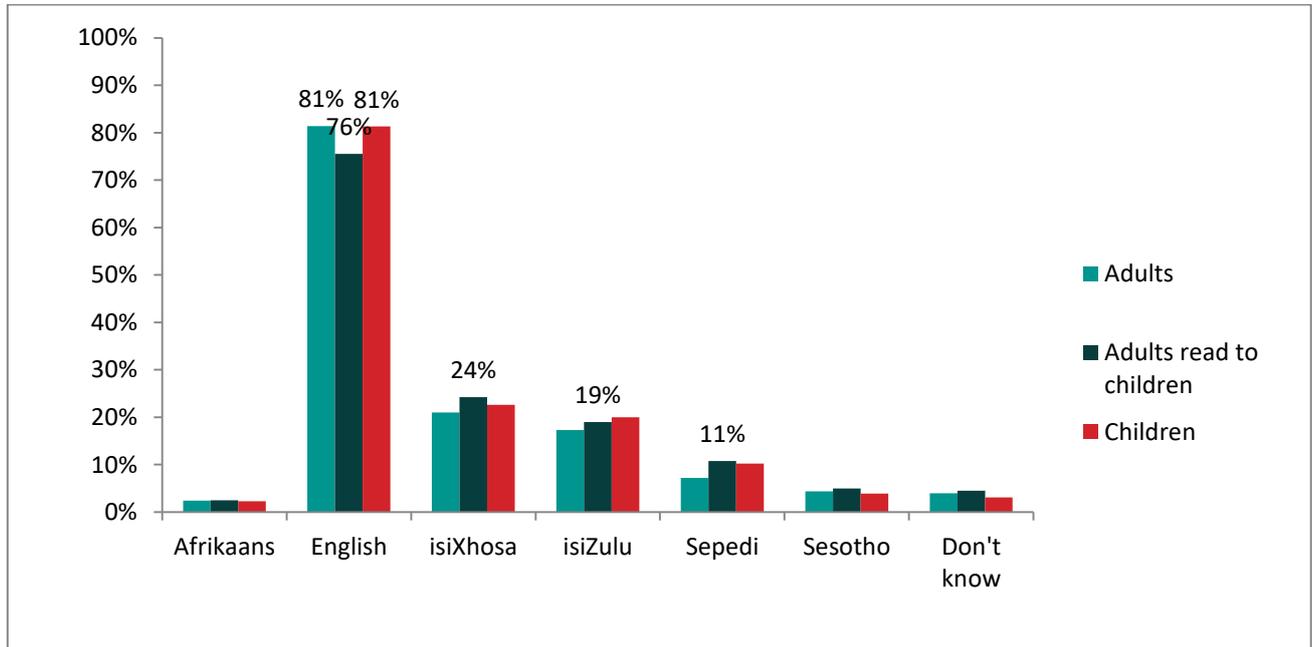


Figure 65: Percentage of all respondents who use Na’ibali supplement: “Which languages of the Na’ibali supplement are used when reading for fun?” (n = 648)

Language use is, however, different according to respondent group (as shown in Figure 66). The supplement is used more extensively in languages other than English by organisations.

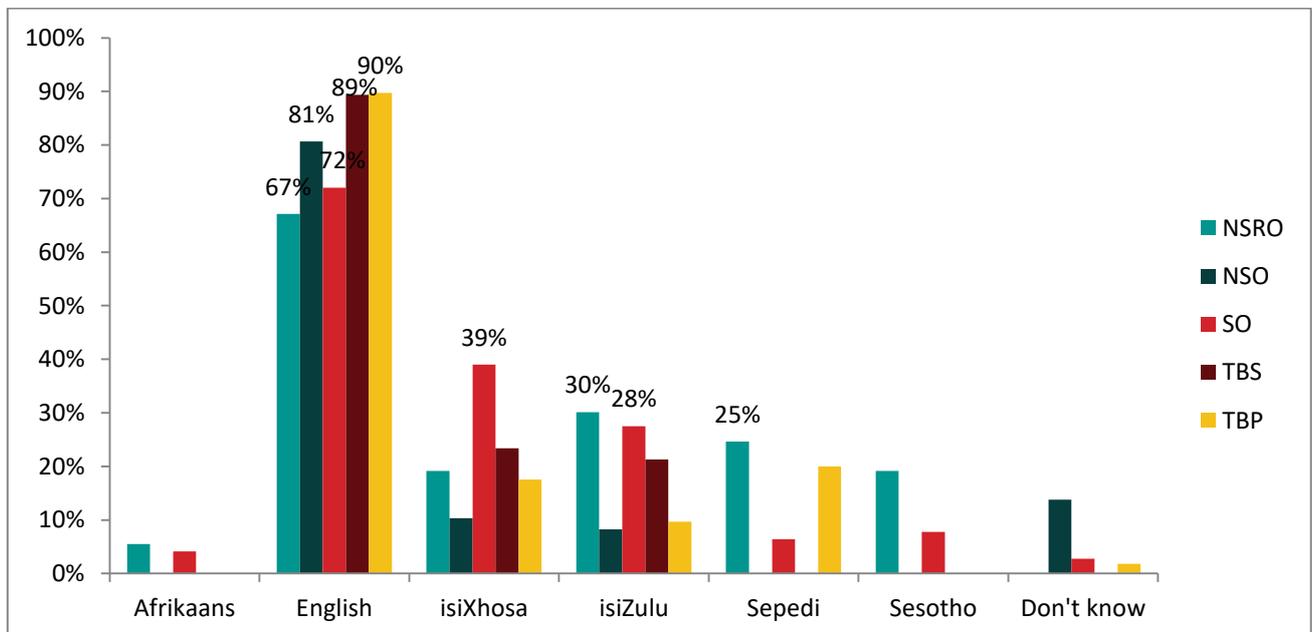


Figure 66: Percentage of all respondents who use Na’ibali supplement: “Which languages of the Na’ibali supplement are used when adults and children read it together?” (n = 648)



When using the supplement to learn a home language or a second language, there are some differences between adults and children (as shown in Figure 67 and Figure 68). English is heavily represented as both a home language (59% average), and as a second language (82% average). It appears that many respondents consider themselves and their children/children they work with to be bilingual in English and another language.

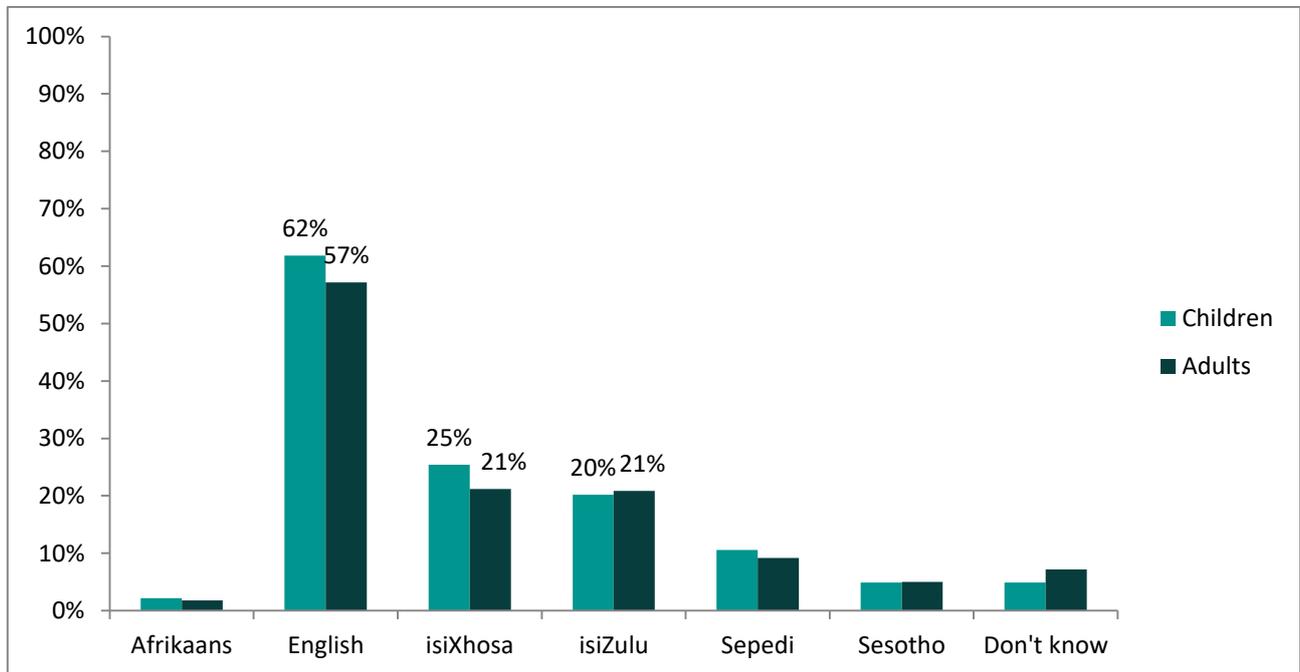


Figure 67: Percentage of all respondents who use Na'ibali supplement – “Which languages of the Na'ibali supplement are used when helping someone to learn to read in their home language?” (Children n = 689; Adults n = 556)

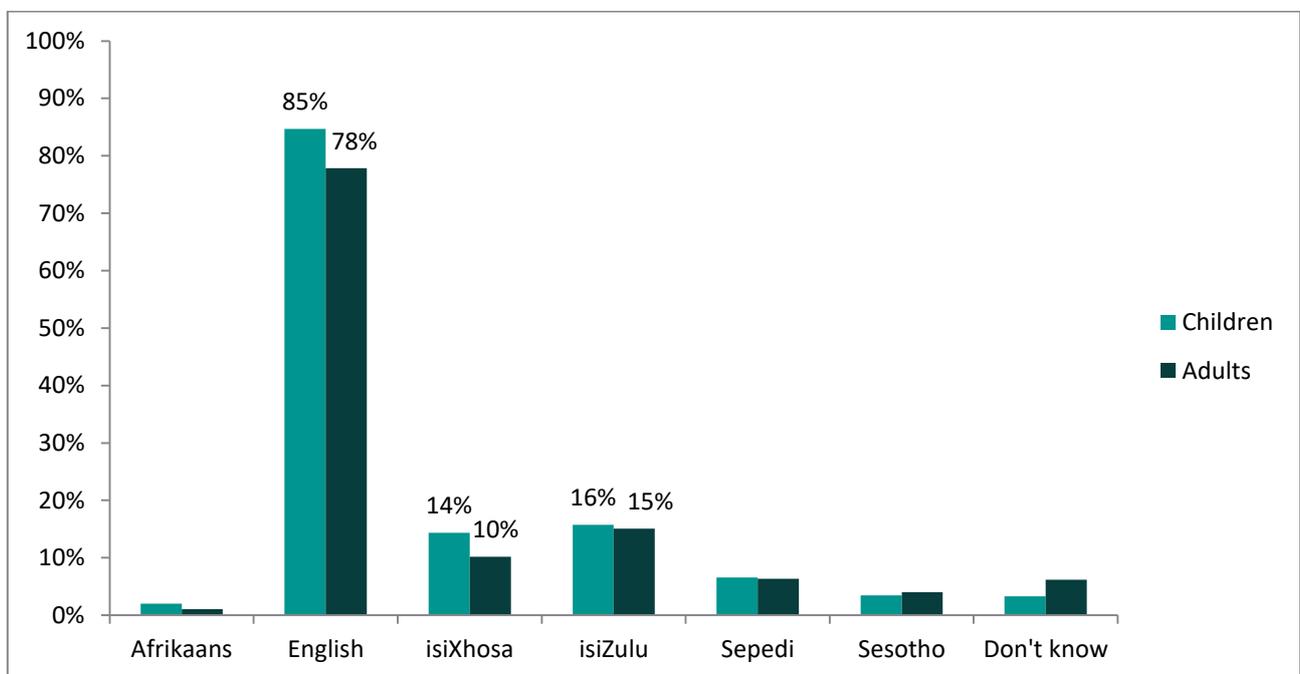


Figure 68: Percentage of all respondents who use Na'ibali supplement: “Which languages of the Na'ibali supplement are used when helping someone to learn an additional language?” (Children n = 698; Adults n = 551)



FGD participants provide additional insight into the languages preferences of Nal'ibali users. The majority of child participants preferred to read in English. Two common reasons for this were: 1) They want to learn more English, and 2) English is the language used at school.

Adult FGD participants were more in support of reading in home languages. However, they noted that the trend is for children to learn English. Several adult participants lamented that they had relatives whose children could not understand their home language. As one respondent said: "My younger sister's child is of the same age as my last born. My last born is multilingual: he speaks Tsonga, English, Sesotho, and Sepedi. My sister's child is Pedi, but only communicates in English. He gets puzzled when we start speaking – he does not understand anything you say." Another respondent commented: "People think speaking English is 'high-class'. You will find all Pedi people gathered around and speaking English [at malls]." Adults, like children, mentioned the use of English in schools as influencing the use of English at home. Some respondents said they try to use only their home language in the home, but noted that it is a rule they have to enforce with their children, who are used to speaking English at school.

5.3.1.3 Use of Nal'ibali supplement by section

When users of the Nal'ibali supplement were asked which section of the supplement is the most used, responses were mixed (as seen in Figure 69). All sections are frequently used, with the exception of 'the article on page one' and 'get story active' 'Cut-out-and-keep' books are the most used, followed by the 'Story Corner' story. These results are similar to those of the 2017 Nal'ibali Reader Survey, which found the 'Story Corner' story to be the most popular, followed by the 'cut-out-and-keep' books (Nal'ibali, 2017a). The children participating in FGDs mentioned the 'cut-out-and-keep' books and 'Nal'ibali Fun' as their favourite sections. This may be because they were older (i.e. aged 14+), and the 'Story Corner' story is aimed at adults reading aloud to a younger audience.

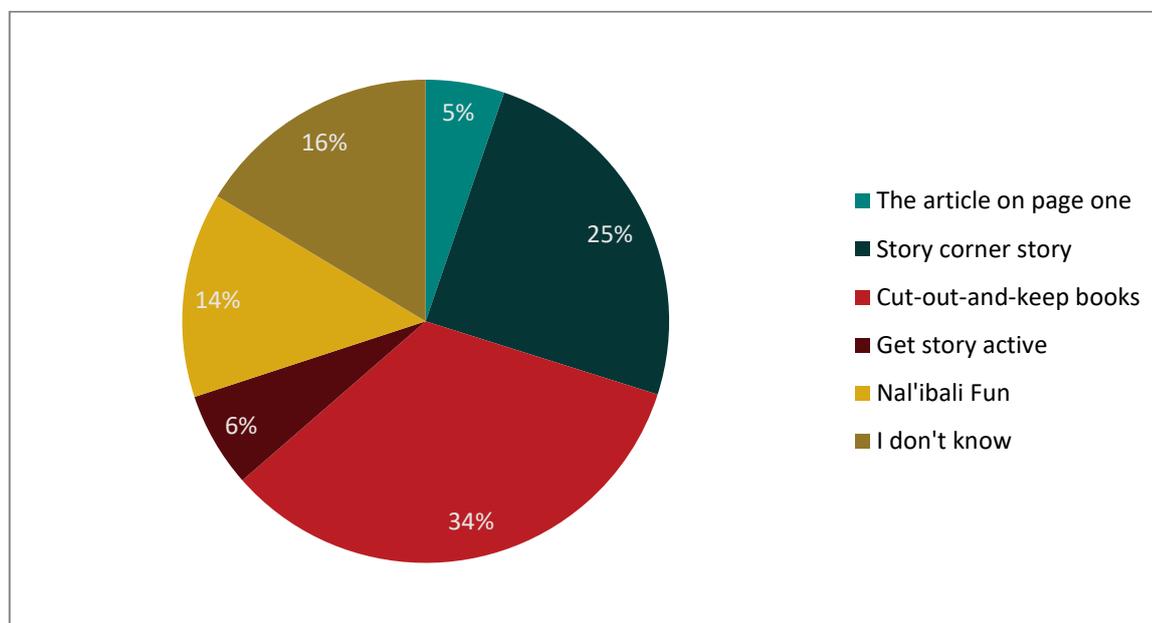


Figure 69: Percentage of all respondents who use Nal'ibali supplement: "Which section of the supplement is the most-used?" n = 612



5.3.1.4 Cut-out-and-keep books

Cut-out-and-keep books are the most popular section of the supplement. Unsurprisingly therefore, the majority of respondents who use the supplement make and read the books. Most often, adults and children make the books together.

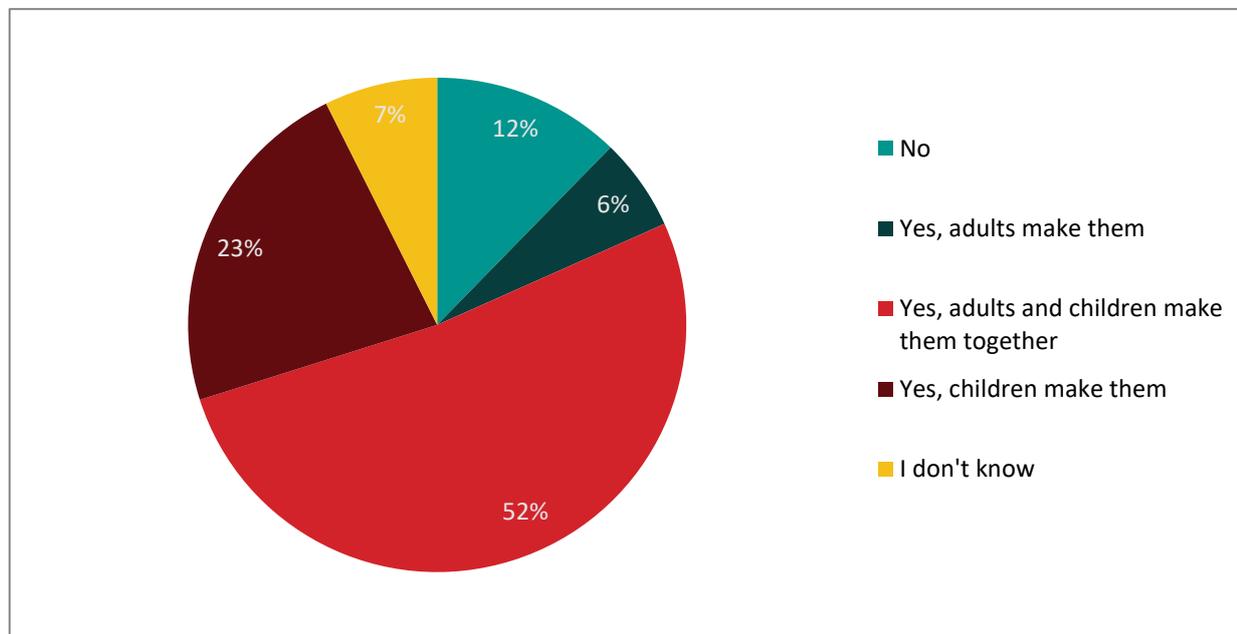


Figure 70: Percentage of all respondents who use Na'ibali supplement: "Do you and/or children take out the cut-out-and-keep stories and make them into books?" (n = 612)

Despite the popularity of the cut-out-and-keep books, they are most often read once, or two to three times, across all respondent types (as shown in Figure 71). SOs report the highest repeat use, with 21% reading the books more than five times, compared to just 3% of TBPs. Table 16 in Annexure A shows the full breakdown by respondent type.

The FGDs provided some insight into the high use of the cut-out-and-keep books at organisations. Child FGD participants indicated that they are allowed to keep the books. The period for which they are allowed to keep them differs, with some children indicating that they keep them for a week, some for two weeks, and others for a month.

'Story Corner', the second most popular section of the Na'ibali supplement, follows the same use trends as the cut-out-and-keep books. Across all respondent types, use of these once, twice, or thrice is the most common. Again, SOs are more likely (14%) to read these stories more than five times as compared to 3% of TBPs.



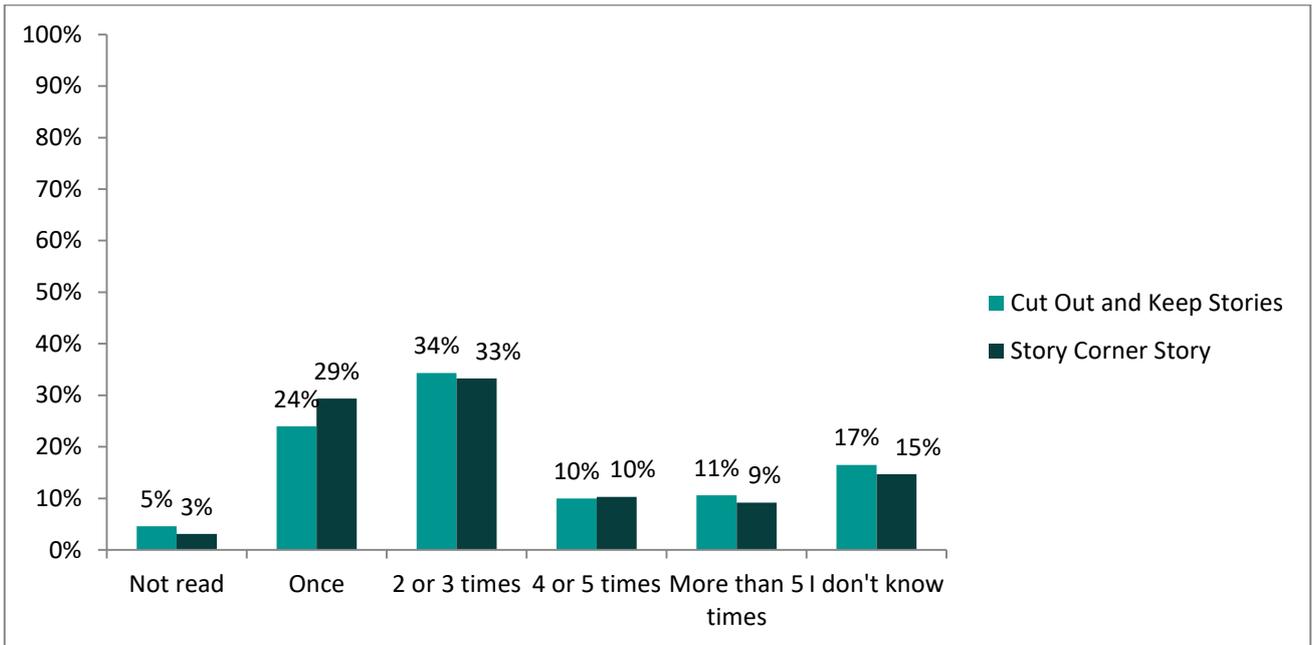


Figure 71: Percentage of all respondents who use Na'ibali supplement: "How many times are the 'cut-out-and-keep' books/'story corner' stories read in/at your home/organisation?" (n = 612)

The results in Figure 72 show that the majority (55%) of users report keeping the entire supplement. After the entire supplement, the most used sections are also the most frequently kept (see Figure 69). The most kept parts of the supplement are the cut-out-and-keep books (19%), the Story Corner stories (9%), and Na'ibali Fun (8%). There are no major differences between survey respondent groups.

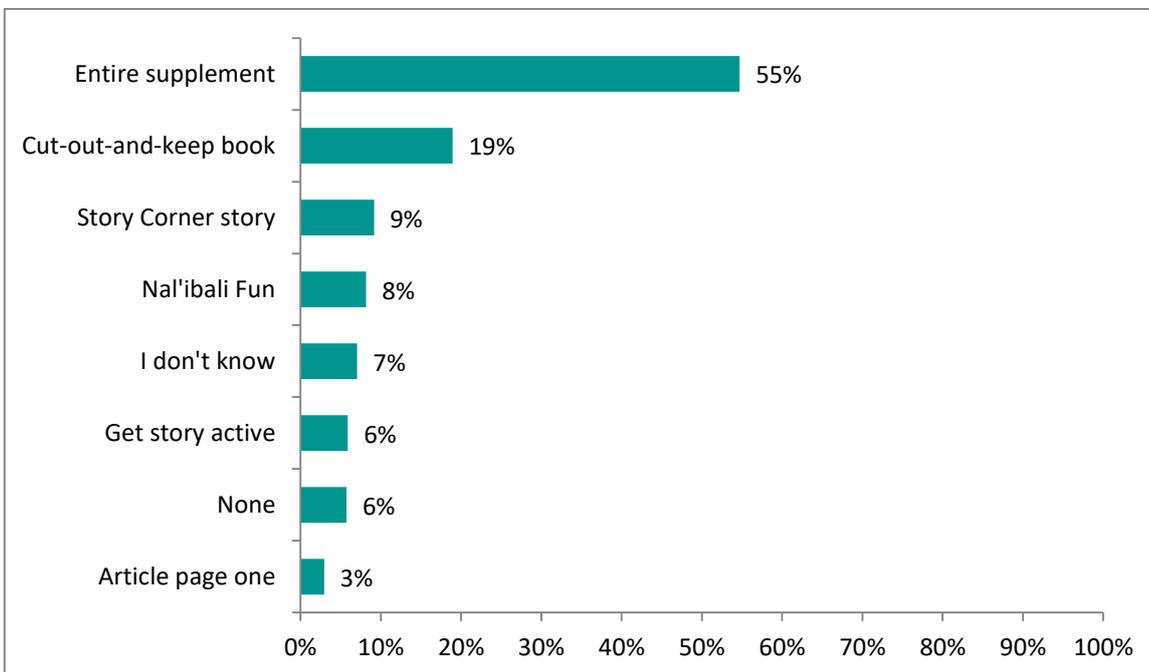


Figure 72: Percentage of all respondents who use Na'ibali supplement: "Which parts of the Na'ibali supplement does your home/organisation keep?" (n = 612)



5.3.1.5 Long-term use of NaI'ibali supplement

How long respondents kept the NaI'ibali supplement varied greatly, and there was no easily discernible trend. Responses were somewhat evenly distributed from “one day” to “indefinitely.” The option “a few months” had the highest portion of responses at 15%. See Figure 73 below.

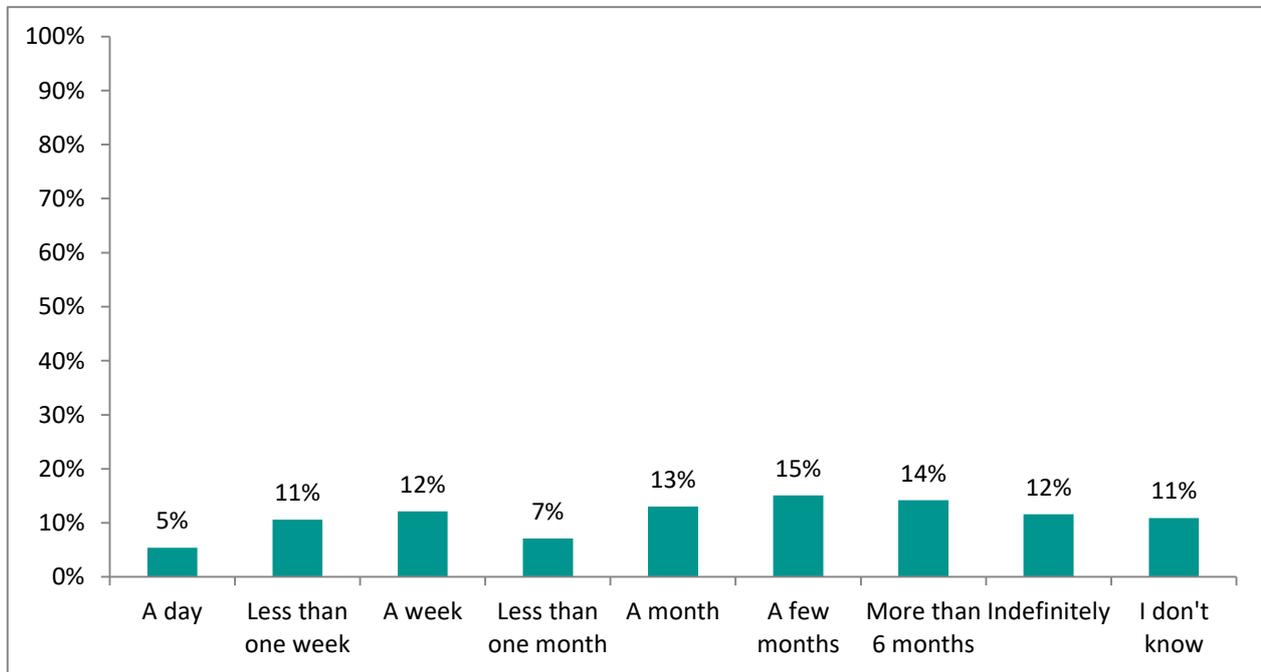


Figure 73: Percentage of all respondents who use NaI'ibali supplement: “How long do you keep the NaI'ibali supplement?” (n = 577)

Figure 74 shows what happens to the NaI'ibali supplement after the original user no longer wants it. The most common response from respondents was that they keep the supplement (38%). Organisations were more likely to keep the supplement, with 64% of NSROs and 46% of SOs keeping it. Fewer SOs than NSROs kept the supplement because they gave it away to individuals (34% for SOs and 23% for NSROs). The majority of TBPs (56%) throw away/recycle the supplement compared to just 29% of TBSs who either keep the supplement or give it to an individual.

The results in Figure 74 are different from that of the 2017 NaI'ibali Reader Survey (NaI'ibali, 2017a) – shown in Figure 75. A much larger portion of respondents in Figure 74 report throwing away the NaI'ibali supplement compared to those in Figure 75. Instead of throwing away the supplement, respondents in the 2017 survey were more likely to report sharing the supplement with other individuals. However, as respondents in the 2017 survey opted into the study, there is likely to be selection bias.



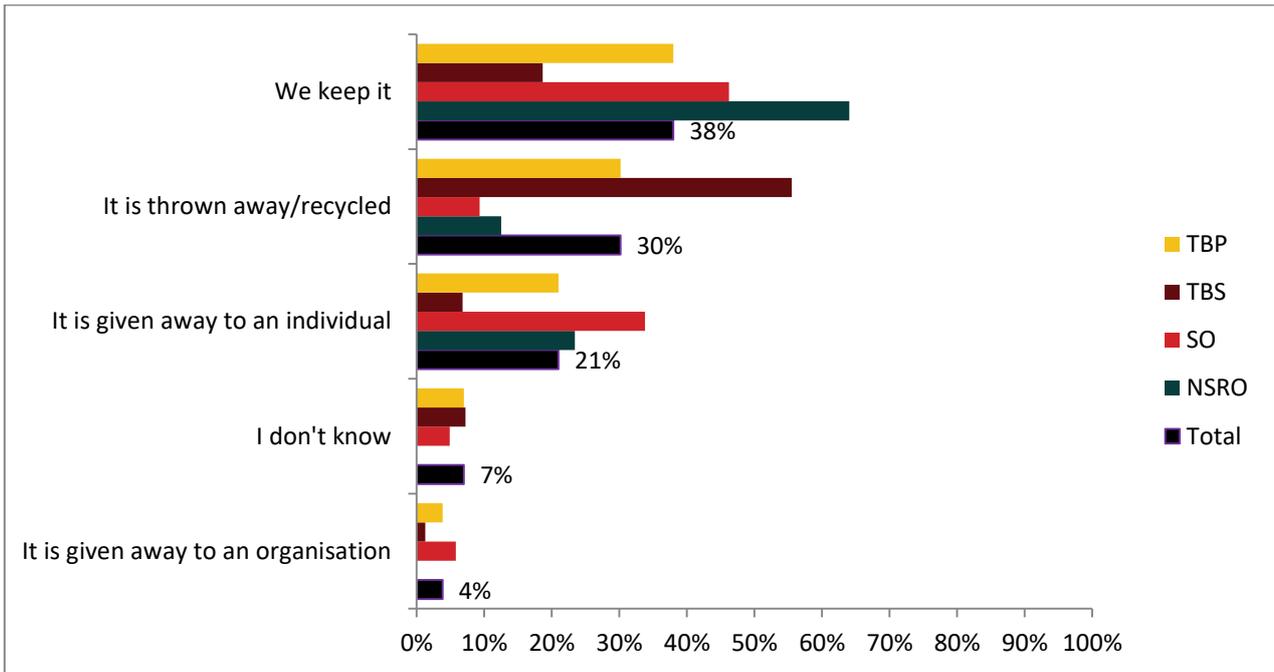


Figure 74: Percentage of all respondents who use Na'ibali supplement: "What happens to the Na'ibali supplement when you have decided to no longer keep it?" (n = 600)

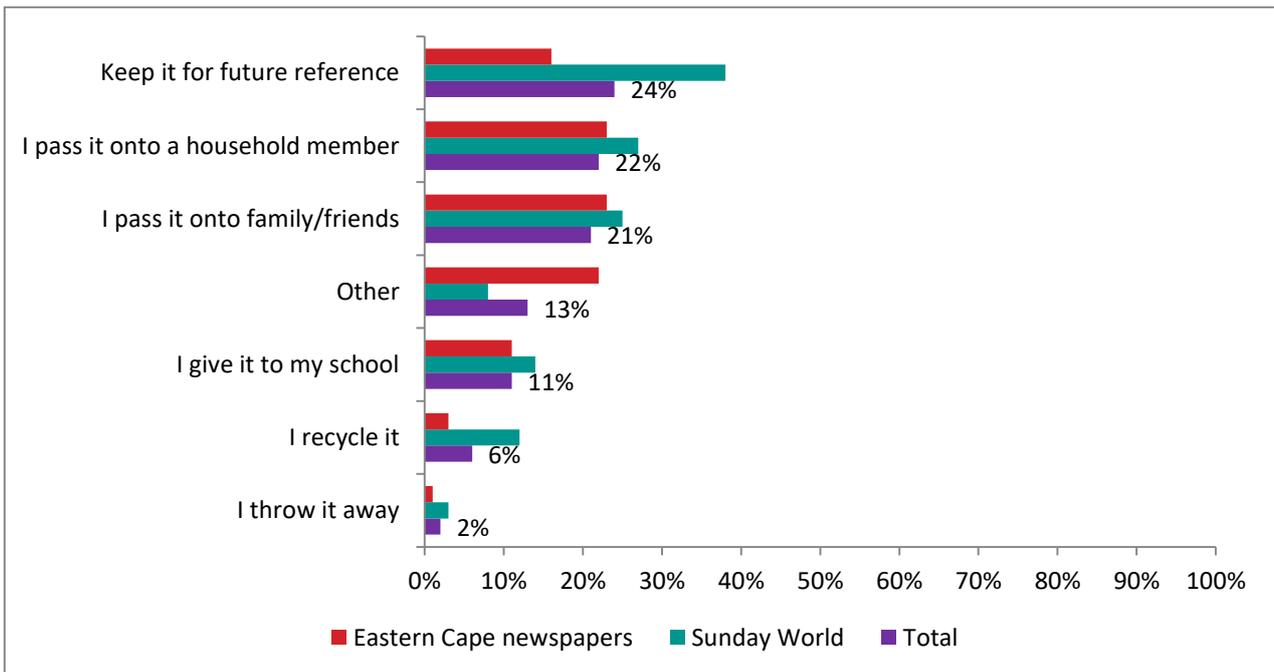


Figure 75: Na'ibali Reader Survey 2017: "What happens to the Na'ibali supplement when you have decided to no longer keep it?"³⁰

³⁰ Two different surveys were conducted one with Sunday World readers and another with subscribers to newspapers in the Eastern Cape: Sunday World, The Herald and Daily Dispatch.



5.3.2 Qualitative interviews

The majority of post office staff (six out of seven) and central distribution point coordinators (five out of six) reported using the supplement at home. Supplements were reported to be primarily used with children and grandchildren (eight out of 13). One central distribution point coordinator reported that they read the supplement on their own, and another used the supplement at a reading club. Three post office employees reported that staff read the supplements during their lunch breaks.

5.4 Appropriateness

This section presents data on the extent to which the supplement was deemed appropriate for, and used by, people of different ages, and how the supplements compared to other reading materials in terms of preference.

Key insights

- Adult usage of the supplement is high (as previously reported) and adults are the most common users of the Nal'ibali supplement amongst TBSs and TBPs.
- Children are the most common users of the Nal'ibali supplement in organisations.
- Older teenagers, ages 16 to 17, are the least likely age group to use the supplement.
- Newspapers, magazines, and fiction books for adults are the most popular reading materials. However, there are some key areas of difference with respect to survey respondents reading preferences: TBS and TBP respondents are much more likely to prefer newspapers and magazines. Organisational respondents are more likely to prefer reading children's books with pictures and fiction books for adults and the Nal'ibali supplement.

5.4.1 Survey and FGD data

Figure 76 shows what ages were reported to most frequently use the Nal'ibali supplement at home (TBS and TBP respondents). Older teenagers, ages 16 to 17, are the least likely to use the supplement. Adult usage is high, which matches findings reported elsewhere, that adults both read the supplement themselves and use it when engaging with children. Figure 77 shows what ages most frequently use the Nal'ibali supplement at organisations (NSROs and SOs)³¹. Figure 77 shows a different pattern in terms of the ages of users at organisations. More children use the supplement than adults. This makes sense, as the ratio of children to adults is expected to be different between households and organisations. NSROs have 10 percentage points more children aged 0 to 6 using the supplement than SOs (34% and 24% respectively). In both household and organisational use, older teenagers are the least likely to use the supplement.

³¹ TBS and TBP respondents were asked to record the precise number of users per age. However, organisational respondents were asked to select a range of users per age, such as, 1-5 users, 6-10 users, etc. The average number per range was taken to calculate an approximate number of users. Therefore, 1-5 users would be three users. The upper limit of the range was 30 or more users, and 31 was used as the average for this selection.



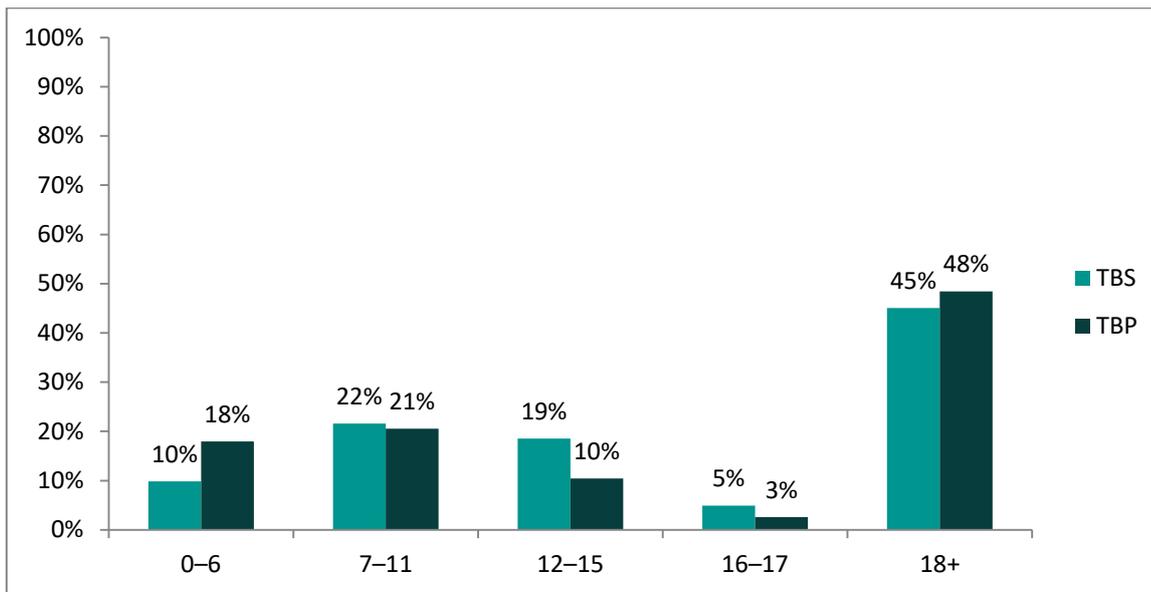


Figure 76: Percentage of TBS and TBP who use the Nal'ibali supplement: Proportion of Nal'ibali supplement users of different ages. Multiple responses allowed (n = 315).

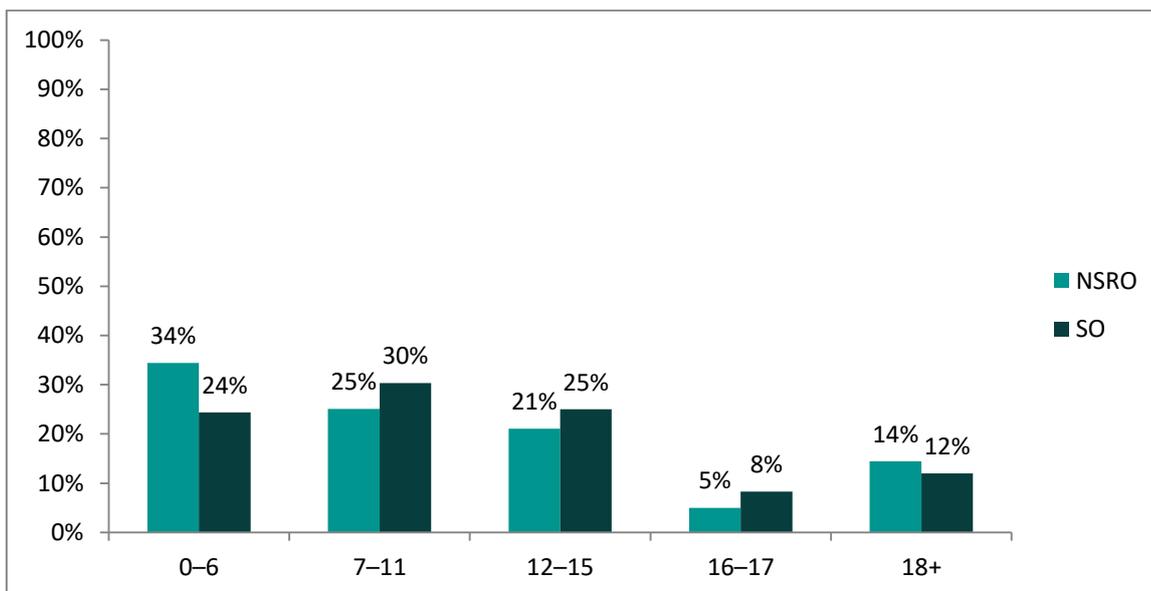


Figure 77: Percentage of NSROs and SOs who use the Nal'ibali supplement: Proportion of Nal'ibali supplement users of different ages. Multiple responses allowed (n = 296).

The Child FGD participants indicated that they have favourite Nal'ibali stories. Adult FGD participants noted that the stories in the Nal'ibali supplement are interesting and relatable and therefore appropriate: "I like the fact that the stories are not farfetched and its stories that children can relate to, they include daily life activities and experiences" (FGD participant).

Newspapers, magazines, and fiction books for adults are the most popular reading materials (see Figure 78). This is in alignment with the SABDC study (SABDC, 2016). The SABDC report found that leisure readers most commonly read newspapers and magazines (97%). The use of books (35%) and online resources (10%) were much less common.



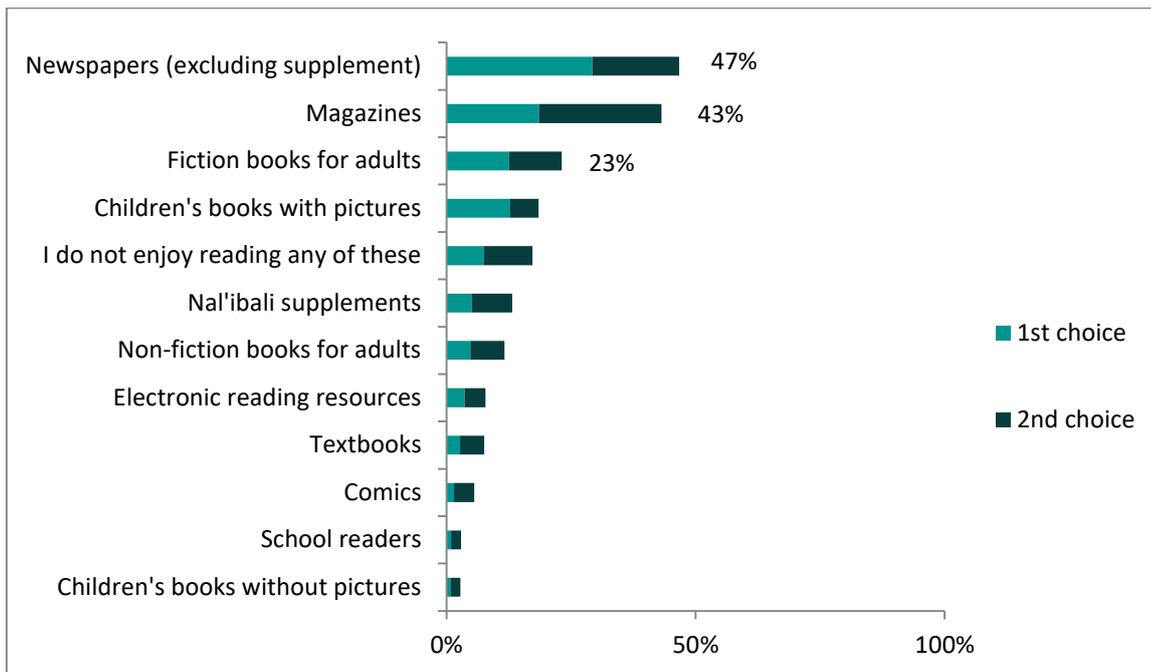


Figure 78: Percentage of all respondents: “Which of these materials do you consider the most fun to read?” (n = 2 261)

There is a substantial difference in reading preferences between organisational respondents and TBS and TSP respondents, as shown in **Error! Reference source not found.** Those who are TBSs or TBP are much more likely to indicate a preference for newspapers and magazines. Likewise, those who represent organisations are more likely to prefer reading children’s books with pictures and fiction books for adults. Preference for the Nal’ibali supplement is also substantially different. Only 2% of TBSs and TBPs indicate the Nal’ibali supplement as their first choice for reading for fun, compared to 14% of respondents from organisations.

There are some differences between TBSs as compared to TBPs. The most concerning is that 10% of TBPs indicate that they do not like reading any of the materials listed, compared to 3% for TBSs. TBSs find reading books - both adult fiction and non-fiction - more enjoyable than magazines. Meanwhile, TBPs’ preference for magazines is 17% higher than that of TBSs’.

The only substantial difference between SOs, NSROs, and NSOs (reading clubs) is with regard to preference for Nal’ibali supplements. For SOs, Nal’ibali supplements were the preferred choice of 18% of respondents, compared to 11% for NSROs and NSOs (reading clubs). For NSROs and NSOs (reading clubs), preference for adult non-fiction books increases. Also important to note is that NSROs and NSOs (reading clubs) are more likely to report “I do not enjoy reading any of these” at 8%, as compared to 1% for SOs.



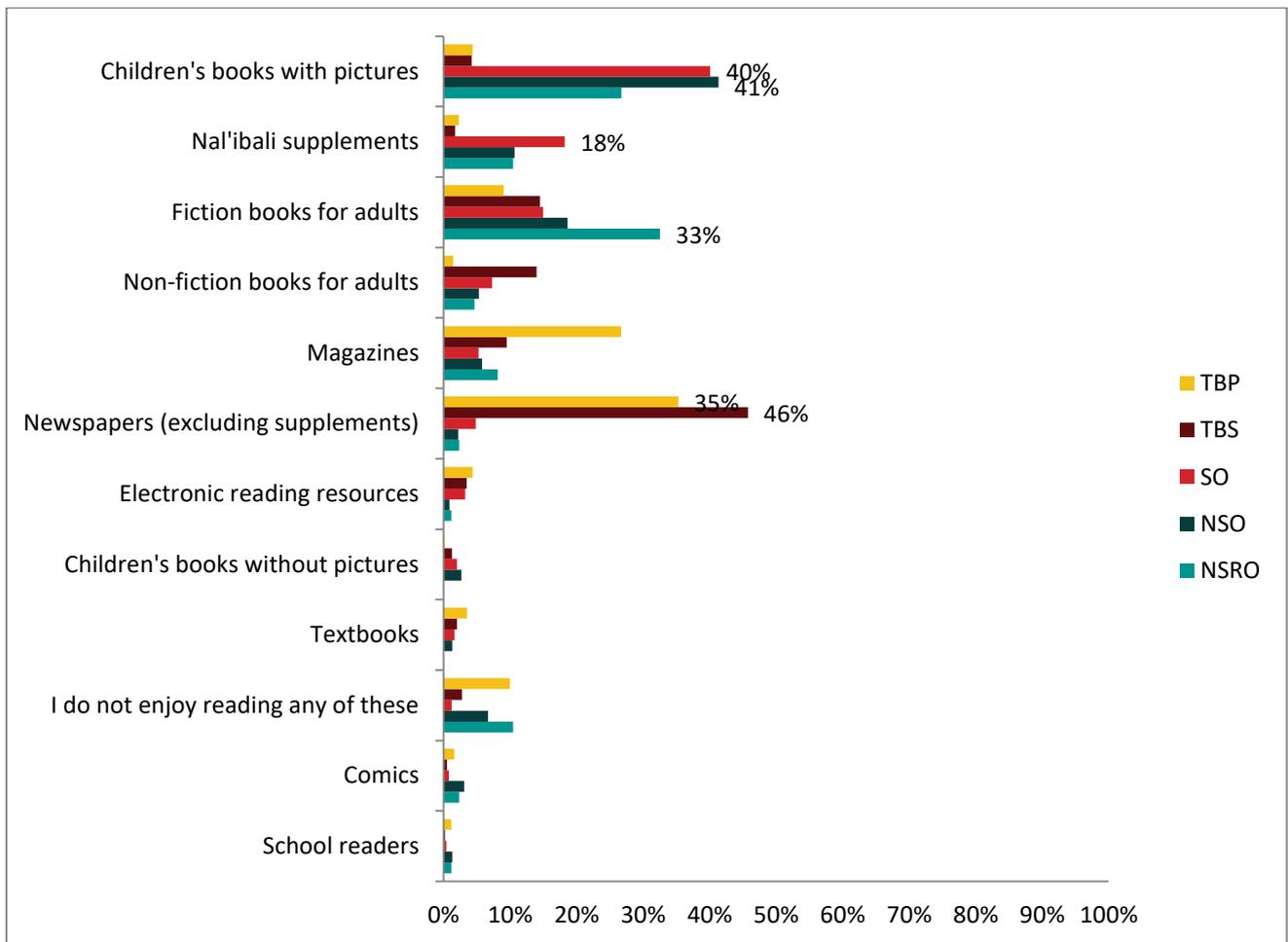


Figure 79: Percentage of all respondents: “Which of these materials do you consider the most fun to read?” (n = 2 261; NSRO, n=86; NSO, n=225; SO, n=247; TBS, n=400; TBP, n=1 303)

5.5 Quality

This section provides feedback on the perceived quality of the supplement, including interest in the stories, language use, and the format of the supplement.

Key insights

- The vast majority (94%) of respondents who use the supplement agree that “the stories in the Nal’ibali supplement are interesting”. However, the supplement is considered more interesting for younger children.
- Feedback via the surveys on the language choices of Nal’ibali was almost entirely positive. Slight concerns were raised about ease of understanding isiXhosa.
- Sepedi and isiXhosa FGD participants gave some negative feedback regarding translation from English to Sepedi and the isiXhosa vocabulary being confusing. However, it was noted that these concerns apply to reading materials in general. Similarly, it was noted there are various dialects of isiXhosa in use in different parts of the country and it is unlikely that a translation would suit everyone. The FGD participants were complementary regarding the Sesotho translations.
- NSROs rated the Nal’ibali supplements slightly more highly than other reading materials for African language quality and use,
- There are many, varied things that users like about the supplement and few things they dislike.
- Some complaints were made by FGD participants regarding paper quality.



5.5.1 Survey and FGD data

5.5.1.1 Interest in stories

The majority (94%) of respondents who use the Nal'ibali supplement were overwhelmingly in agreement with the statement: "The stories in the Nal'ibali supplements are interesting" – either strongly agreeing (59%), or agreeing (35%). Most other respondents (6%) responded "I don't know." Only one respondent disagreed with the statement.

When the asked to consider the enjoyment of younger children (up to age 11) and older children (12-17), the majority of respondents still considered Nal'ibali interesting. For younger children 90% of respondents agreed, and for older children 68% of respondents agreed. However, there were more respondents who disagreed with the statement for older children, at 7% as compared to 1% for young children. Some respondents were uncertain about children's interest in the Nal'ibali supplement. Overall, 9% of respondents chose "I don't know" when asked about younger children's interest, and 25% selected "I don't know" regarding older children's interest.

When asked to rate their agreement with the statement "I enjoy most or all of the stories in the Nal'ibali supplement," 87% of respondents agreed (44% strongly agreed). Just 7% disagreed, primarily newspaper TBSs and TBPs at 6% and 14% respectively. A small percentage (3%) of NSROs disagreed with the statement. Therefore, respondents consider Nal'ibali interesting for readers of all ages, but particularly for younger children.

5.5.1.2 Language use

Respondents who indicated that they understood a language other than English that they received and used the supplement in, were asked a set of four questions about the use of language in the Nal'ibali supplement:

1. Is the way _____ is used in the _____ version of the Nal'ibali supplement is accurate/correct.
2. Are _____ words used instead of English words wherever possible in the _____ version of the Nal'ibali supplement?
3. Is the way _____ used in the _____ version of the Nal'ibali supplement easy to understand?
4. Is the way _____ used in the _____ version of the Nal'ibali supplement similar to the language I use every day?

These questions were responded to by the following number of respondents: Afrikaans (25), isiXhosa (163), isiZulu (131), Sepedi (115), and Sesotho (36). Feedback on the language choices of Nal'ibali was almost entirely positive. Of the five languages polled, there were only three instances out of a total of 20 questions (four questions, five languages), when respondent disagreement was at, or above, 10%. These were:

1. Is the way isiXhosa used easy to understand? 12% negative (9% disagree, 3% strongly disagree).
2. Is the way isiXhosa used similar to the language I use every day³²? 14% negative (9% disagree, 5% strongly disagree).

³² It is worth noting that it not necessarily negative if the language used in fiction writing is different to the language which people use everyday.



3. Is the way isiZulu used similar to the language I use every day? 10% negative (7% disagree, 3% strongly disagree).

Sesotho speakers were the most positive about the language choices of Nal'ibali. Out of the four questions related to language use, no respondent ever selected "strongly disagree". However, the sample size was small.

FGDs conducted with adult isiXhosa, Sepedi, and Sesotho speakers provide further insights into the language use in the Nal'ibali supplements. Across all three adult FGDs, the issue of translation from English to other languages was commented on, with mixed feedback. Sepedi and isiXhosa-speaking respondents had concerns about the way their home language was written in the supplements. Concerns raised regarding Sepedi, were that stories are directly translated from English to Sepedi and the language used is not the "real" version of the language which they use day. The concerns raised regarding isiXhosa were that some of the isiXhosa words used are difficult to understand. The quotations below illustrate these concerns:

"Sometimes, especially if you listen to the books or stories that are read on the radio, you can hear that the language is not the correct one... [the] Sepedi that is used is not our original Sepedi" (FGD participant).

"The vocabulary, sometimes it confuses us... I wish sometimes we can read the stories on own before we read them to the children, because sometimes when you look at the words as you read they are difficult and then you end up taking forever because of the isiXhosa words which are used, then you have to rush to [read the] English [version] in order for you to understand" (FGD participant).

The Sepedi FGD participants noted that the concerns they raised apply to other reading materials too: "Even the books we get, the Sepedi books, when you read you can hear that a person just took it as is and directly translated from English to Sepedi. It doesn't make sense". The isiXhosa FGD participants noted that it is difficult to develop a translation which will suit everyone and one FGD participant stated that they loved how isiXhosa was used in the supplement. This illustrates the challenge of writing for a wide audience in languages which have regional variations in use.

Sesotho respondents reported no issues with the language and complemented the translations, which is in line with the survey findings reported above: "their Sesotho is clear and beautiful" (FGD participant).

5.5.1.3 User opinions of Nal'ibali supplements

Adults FGD participants were asked about the quality of the paper and whether they liked the pictures, fonts, format and size of the supplement. The paper was said to be easy for children to cut (and thus easy make the cut-out-and-keep books) but some participants felt that the paper quality is too soft and therefore not long lasting. The FGD participants liked the pictures and most liked the size of the supplement, but some respondents indicated that the font was too small for younger children.

Survey respondents were asked three open-ended questions about the Nal'ibali supplements. A total of 645 respondents answered these questions:

1. What do you like most about the Nal'ibali supplements, and why?
2. What do you like least about the Nal'ibali supplements, and why?
3. If you could change anything about the Nal'ibali supplements what would you change, and why?

For question one, the most common responses were: 1) Fun (n = 177; 27%); 2) Stories (n = 145; 22%); 3) Learning (n = 120; 19%); 4) Activities for children (n = 42; 7%); and 5) Easy to understand (n = 38; 6%).



FGD participants frequently cited their appreciation for the stories in the supplement. Participants said stories were educational (provide a message), are age appropriate, and fun.

For question two, as indicated in Figure 80, the majority (n = 449; 70%) of survey respondents could not think of anything they didn't like. Overall, there was little consensus about what respondents liked least. The most common responses were about stories (n = 28; 4%). However, what people disliked about stories was mixed. Three respondents thought stories were too long, five thought stories were too short, and another five said more stories were needed. The remaining 15 respondents did not provide an explanation for why they did not like the stories in Nal'ibali. The second most common response for least liked was a preference for another language (n = 9; 1%), and the third most common response was that the language (other than English) is of poor quality (n = 7; 1%).

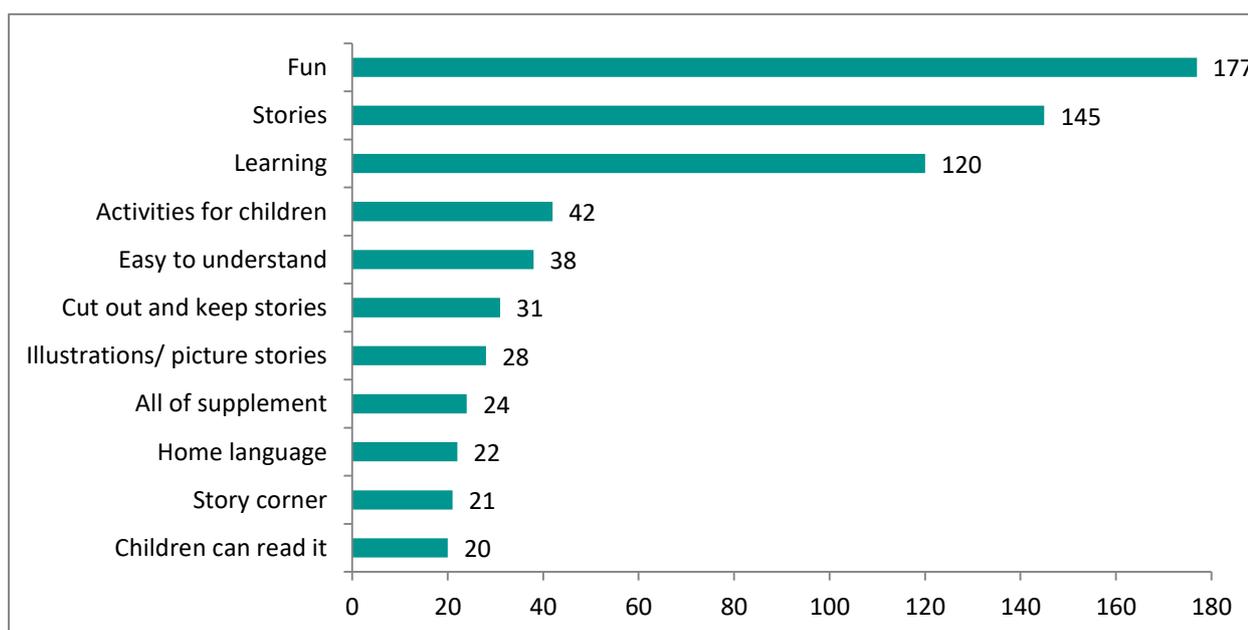


Figure 80: Count of respondents: “What do you like most about the Nal’ibali reading supplements and why?” (n = 449). Multiple responses allowed

As with the survey respondents, FGD participants had few negative things to say about the supplement, besides the previously mentioned issues regarding translation and language use and paper quality. The main negative comment was the quality of the paper. As one participant explained, “when it comes to cut-out-and-keep stories, you give it to a learner bonded into a book. If you ask them to bring it the following week, it is not in a good state. I know it is expensive to get quality paper, but if they can do something for our things to last that would help.” However, all participants agreed that the paper was easy for children to cut.

For question three, the majority (n = 430; 66%) of respondents would not make any changes to the supplement. There was slightly more consensus among respondents than for question two, but the top changes still only represented small portions of all responses. The top five changes suggested were: 1) Decrease supplement dimensions (n = 25; 3,9%); 2) Increase languages other than English (n = 18; 3%); 3) Increase stories (n = 17; 3%); 4) Improve colour (n = 17; 3%); and 5) Improve paper (n = 13; 2%).

5.5.1.4 NSO opinions of non-Nal’ibali resources

NSOs (reading clubs) (n = 225) were asked the same language-related questions as those outlined in section 5.5.1.2. The responses were also overwhelmingly positive. There were only seven instances out of a total of 30



questions (three questions, 10 languages) when negative responses (disagree or strongly disagree) totalled above 10%. These were:

1. Home language words are used wherever possible instead of English (Sepedi, Tshivenda);
2. The way home language words are used is accurate/correct (Sepedi, Setswana, isiXhosa);
3. The way my home language is used is easy to understand (Sepedi, Setswana).

Overall, Nal’ibali supplements were considered to be of better language quality than other reading material used at NSOs (reading clubs). The average negative response rate regarding language quality of materials was 6% for Nal’ibali supplements, and 7% for other materials.

Overall, reading resources are considered to be good quality: 94% agreed or strongly agreed with the statement “the stories in the reading material my organisation/reading club usually uses are interesting.”

Two open-ended questions were asked of NSO (reading club) respondents about the reading resources organisations usually use:

1. What do you like most about the reading materials your club/organisation usually uses, and why?
2. What do you like least about the reading materials your club/organisation usually uses, and why?

For question one, NSOs referenced many of the positive aspects which were reported in relation to the Nal’ibali supplements.

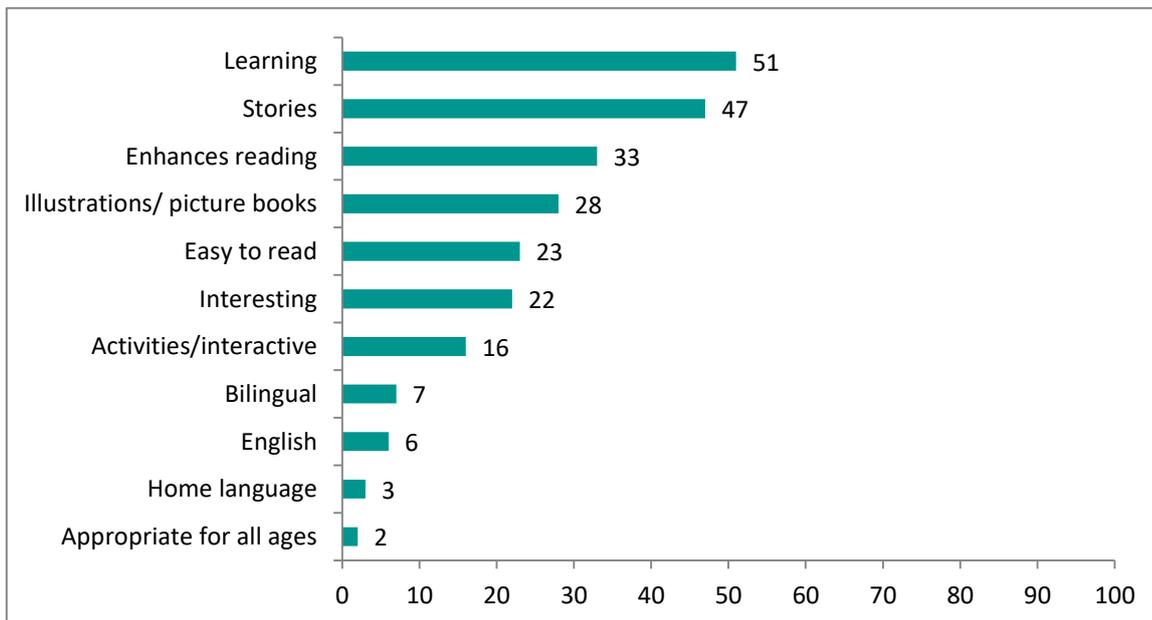


Figure 81 shows the most common themes found in the

responses. Some responses referenced more than one theme. The learning value of the reading materials was the most popular (51 references), followed by stories (47 references), and picture books/illustrations (28). These results are similar to those of Nal’ibali supplement users, who also cited learning and stories in the top three things they liked most about the supplement.



Figure 81: Count of NSO (reading club) respondents: “What do you like most about the reading materials your club/organisation usually uses, and why?” (n = 196). Multiple responses allowed

For question two, NSOs most commonly cited a lack of resources. This was also noted elsewhere in the survey as the most common challenge regarding access to reading resources (see Figure 33). The top three most common responses were not enough books (17), old books (11), and not enough materials in home language (5).

A larger portion of respondents provided a substantive comment to the question “what do you like most” as compared to the question “what do you like least” – 187 comments to 55 comments. Of respondents who responded to “what do you like the most”, 120 responded with “nothing” to “what do you like least.” This indicates that, overall, respondents are happy with the quality of the reading materials they receive.

5.6 Messaging

This section presents findings relating to the key messages which the Nal’ibali campaign aims to impart, and the extent to which respondents’ values and beliefs are aligned (or not). They include:

- The importance of establishing a culture of reading in homes;
- The link between reading to young children and academic success;
- The link between reading for enjoyment and academic success;
- The value of learning to read and reading in home languages.



The findings are disaggregated in a number of instances by survey type and sub-groups such as age, highest level of education, whether or not respondents are aware of, and use, the Nal'ibali supplements, and whether or not NSO (reading club) and NSRO respondents have attended a Nal'ibali training session, the aim being to ascertain whether exposure to Nal'ibali materials and support appears to make a difference to values and beliefs.

Key insights

- A number of Nal'ibali's key messages appear to have taken root: The vast majority of survey respondents agreed that **adults reading aloud to children was important** and **would help them do better at school** (over 95% for both questions). SO respondents were most likely to strongly agree.
- However, the values and beliefs of respondents who reported being aware of, and using, the Nal'ibali supplements, and in the case of NSOs (reading clubs) attending training sessions did not differ substantially from those who did not. This means that we cannot claim that use of Nal'ibali resource materials and access to training appears to influence and shift values and beliefs.
- Key messages with lesser uptake are: the **intrinsic value of reading for enjoyment** and the value of **reading in home languages**: most respondents agreed that helping children study is more important than reading to them, with Nal'ibali supplement users and SOs being *more likely* to agree with this statement.
- The majority of respondents (55%) also agreed that it is more important for children to **learn to read in English** than in their **home language**, but the majority of organisational respondents disagreed with the statement and SOs were most likely to disagree.
- 85% of respondents indicated they preferred to read in English, greater than the 64% found by the 2016 National Reading Survey (SABDC, 2017). This may indicate a difference between the opinion and practice of the respondents.
- Overwhelmingly TBSs and TBPs prefer to read in English (over 90%); fewer organisational respondents prefer reading in English - between 27% and 48% prefer to read in another language – which is in line with the findings regarding the importance placed on learning to read in English as compared to another language. .

5.6.1 Survey and FGD data

5.6.1.1 Adults reading to children

To determine the extent to which respondents felt reading to children was an important part of their home life, they were asked to what extent they agreed with the statement: *It is important for adults to read aloud to children.*

Overall, 95% of respondents agreed or strongly agreed. The majority (58%) indicated that they “strongly agreed” that it was important for adults to read aloud to children. The responses were similar across all age groups, although adults aged 30–59 (n = 1 428) were slightly more likely to disagree (ranging from 3%–4%) than individuals aged 18–29 (n = 375), or 60+ (n = 299) (ranging from 1%–2%).

When the results are broken down by survey respondent group, differences emerge – see Figure 82. A higher percentage (99%) of SO representatives agreed with the statement than NSOs and NSROs. SO respondents were most likely to “strongly agree”, and the responses of NSROs and NSOs were similar. The majority (97%) of TBSs indicated they agreed that it is important for adults to read to children, while slightly fewer (93%) TBPs agreed. However, more TBP respondents (58%) than TBS respondents (47%) strongly agreed with the statement.



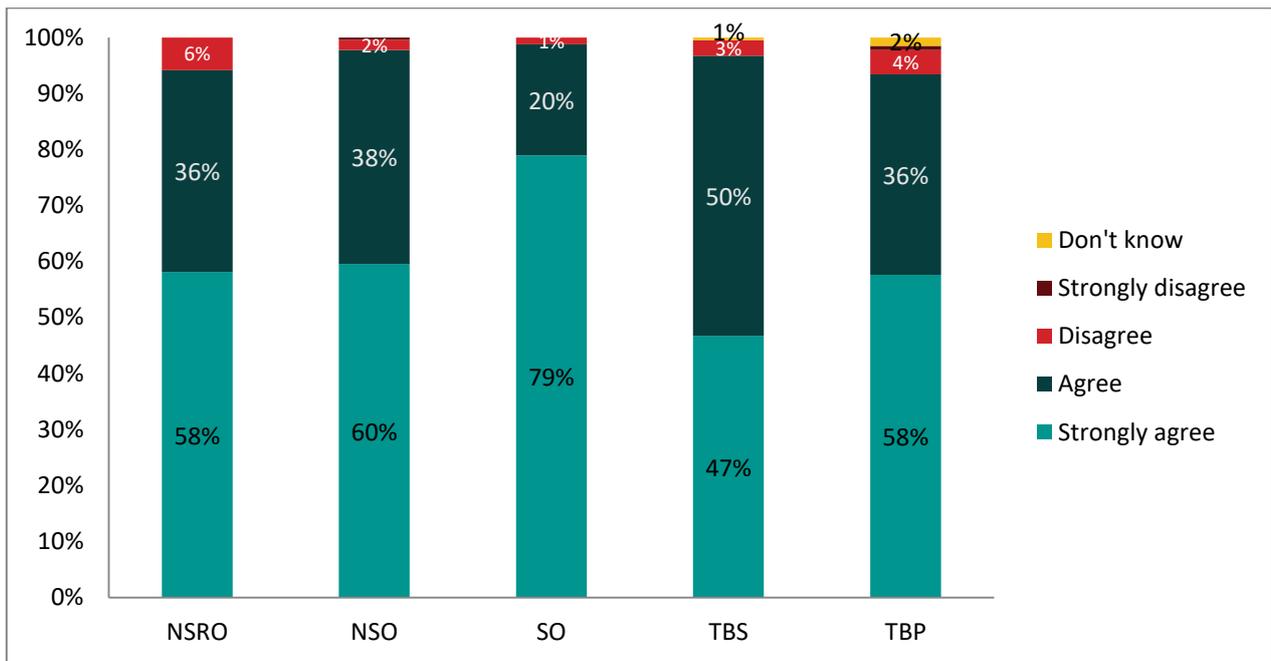


Figure 82: Percentage of respondents: “It is important for adults to read aloud to children” (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303)

The results were also disaggregated by whether or not respondents were aware of, and reported using, the Na’ibali supplement (as discussed in Section 5.2). NSOs (reading clubs) which did not receive the supplement regularly are not included in the analysis below (or subsequent analyses of this type) and all NSROs reported using the Na’ibali supplement, so there is no “don’t use” category for NSROs. The responses of SOs who use and don’t use the supplement are similar, but the number of SOs not using the supplement is relatively few (14). TBSs who use the supplement were less likely to strongly agree than those who do not use it (44% as compared to 55%). The overall results for TBSs are similar, with 96% using the supplement agreeing, as compared to 99% of those do not use it, and 93% of those who were not aware of it. TBPs who use the supplement are more likely to strongly agree (64% as compared to 55%), and agree overall (96% as compared to 92%) than TBPs who do not use it. However, the responses of TBPs who were not aware of the supplement fall somewhere in between.



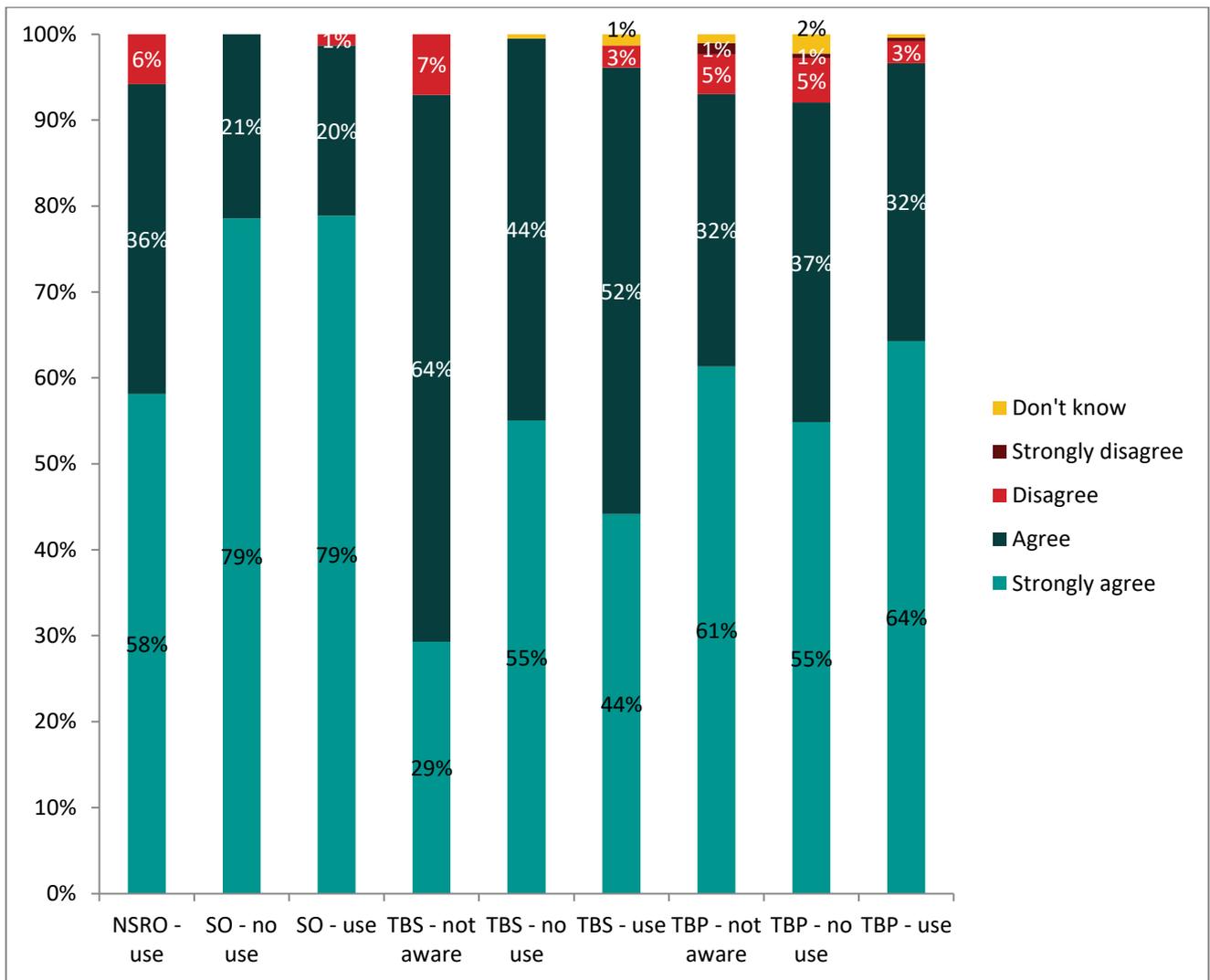


Figure 83: Percentage of all respondents (excluding NSOs): “Is it important for adults to read aloud to children?” (n = 1 432)

Responses were also compared for NSRO and NSO (reading club) respondents who had (n = 212) and had never (n = 94) attended a Nal’ibali training session³³, and their responses were similar.

Children participating in FGDs stated that they wanted their parents to read with them. Child FGD participants are avid readers, with many reporting reading three times a day: at school, at a reading club, and at home. The general consensus among them was that their parents should read with them everyday. Child FGD participants also said that parents should begin to read to children from a young age, with one even stating: “Even before they are born when the mother is still pregnant, it is important that you read to them so they grow up with a love for reading.”

A statement was proposed which juxtaposed informal and formal study: ‘It is more important for adults to help young children study than to read to them’.

³³ This question was not asked to SOs.



Overall, 80% of respondents agreed that it was *more* important to help children study than to read to them. Only 19% disagreed with the statement, indicating they placed equal, or greater, value on reading to children. Education was not a determiner of response for this question, with irregular patterns emerging: 71% of adults with less than a grade 9 education (n = 31) agreed, while between 80% and 90% of adults with a grade 9, 10, 11 or Matric equivalent (n = 1 091) agreed. Between 70% and 80% of adults with a higher certificate, diploma, Bachelor's or Honours degree (n = 1 022) agreed. Master of Arts (MA) and Master of Science (MSc) holders (n = 52) were least likely to agree, with 69% indicating they agreed with the statement. However, 86% of PhD holders (n = 7) agreed it was more important for adults to help children study than to read to them.

When the results are disaggregated by age group, it is notable that the oldest age group, 70+ (n = 133), was the least likely to agree, with 26% of respondents in this group disagreeing that study was more important than reading to children. This was followed by the 30–39 age group (n = 583), in which 21% of respondents disagreed. Responses were in a similar range for all other age groups, with responses ranging from 15% (60–69 age group, n = 166) to 18% (50–59 age group, n = 378) disagreeing with the statement. Figure 105 in Annexure A displays the results disaggregated by age.

In Figure 84, NSOs (reading clubs) were the most likely of all respondent groups to disagree with the statement (24%). The percentage of respondents who strongly disagreed was below 2% for all organisational respondents. A higher percentage of TBSs (20%) than TBPs (17%) disagreed with the statement, and 1% of TBSs and 3% of TBPs strongly disagreed. Interestingly, TBPs from the Eastern Cape were more likely to disagree (22%) as compared to just 2% of TBPs from Limpopo.

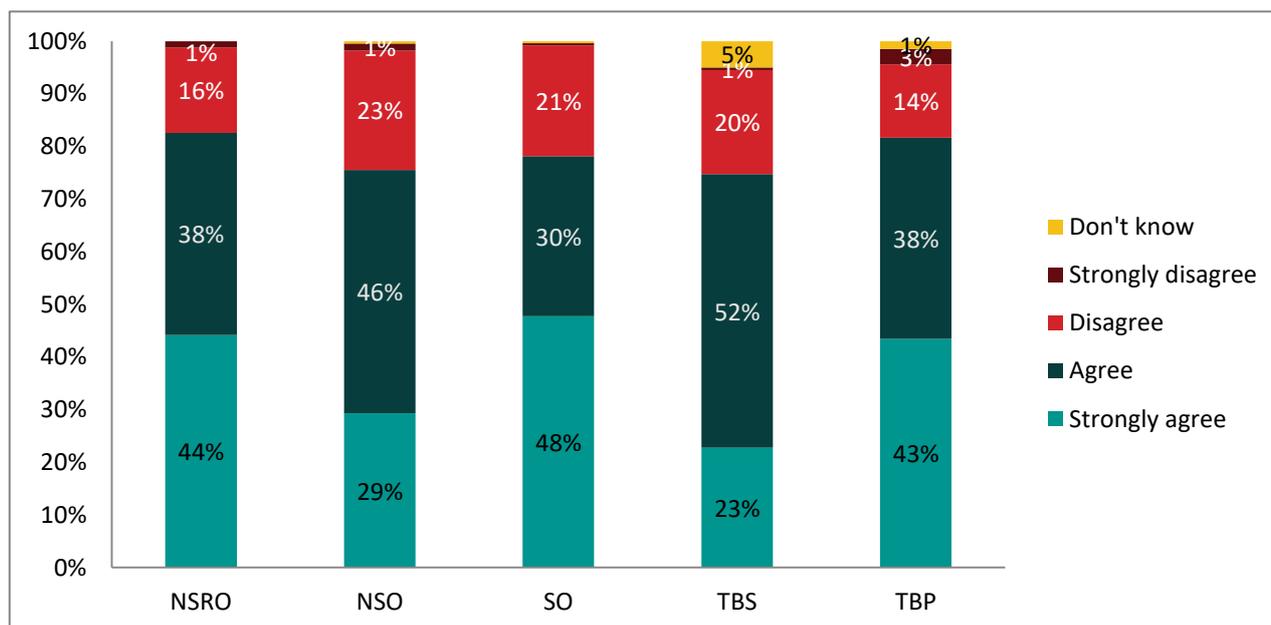


Figure 84: Percentage of all respondents: “It is more important for adults to help young children study than to read to them” (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

Figure 85 shows the results for users and non-users of the Nal’ibali supplement. Respondents from SOs which use the supplement are considerably more likely to strongly agree and agree overall. However, the results should be interpreted with caution due to the small number of SOs not using the supplement (n = 14). A similar pattern emerges with respect to TBS and TSP respondents – supplement users are more likely to strongly agree



and agree overall than their non-supplement using counterparts. However, TBS and TBP respondents who were not aware of the supplement were also more likely than non-users to strongly agree.

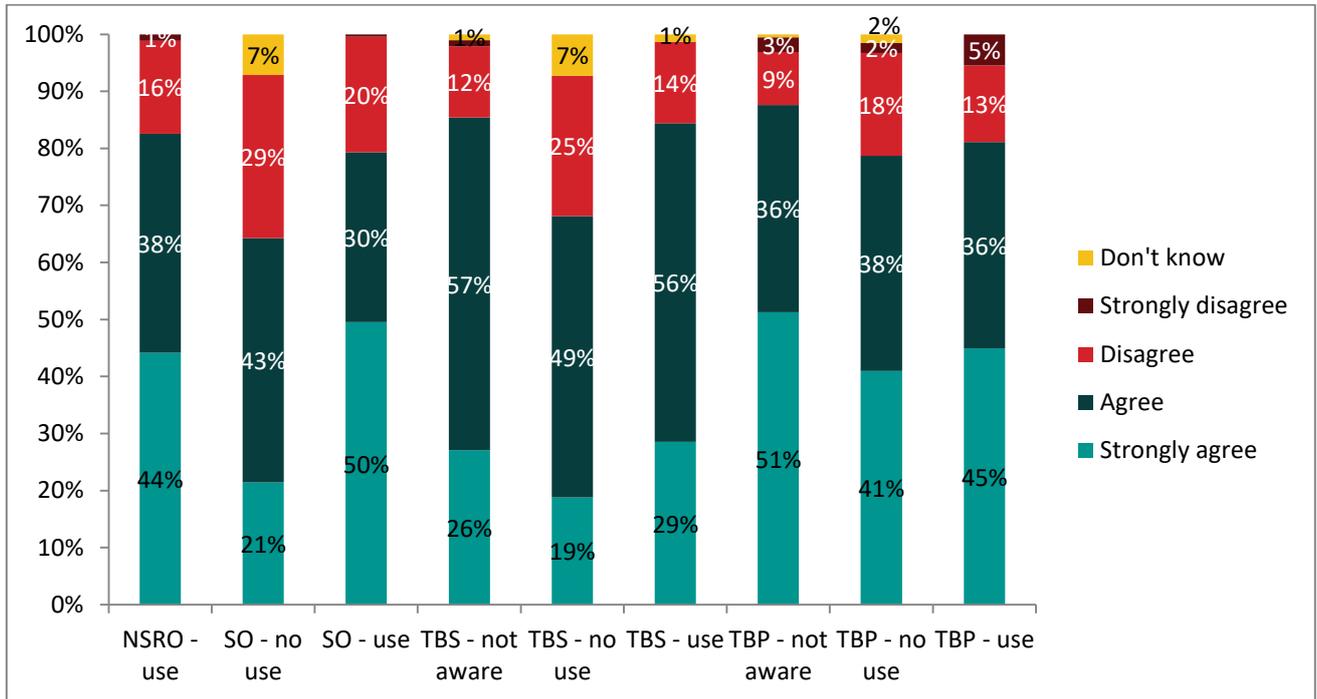


Figure 85: Percentage of all respondents (excluding NSOs): “It is more important for adults to help young children study than to read to them” (n = 1 432)

NSRO and NSO (reading club) respondents who reported having attended a Nal’ibali training session (n = 212) were also more likely to agree with the statement “it is more important for adults to help young children study than to read to them”, than those had not attended training (n = 92): 81% of those who had attended training placed a higher value on study, as compared to 69% of those who had never attended a Nal’ibali training session.

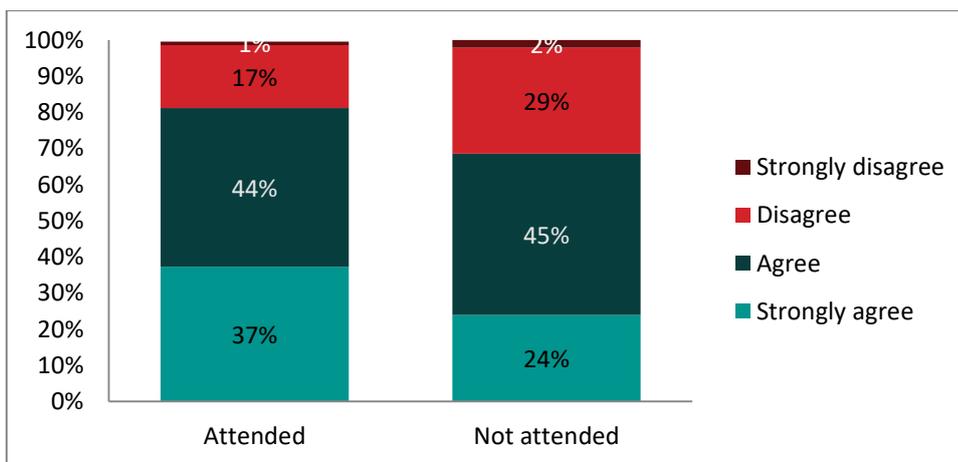


Figure 86: NSROs and NSOs (reading clubs): Attendance at a Nal’ibali training and “It is more important for adults to help young children study than to read to them” (n = 311)



5.6.1.2 Reading in English and other home languages

To determine the extent to which participants value home language reading, they were asked to rate their agreement with the statement: *It is more important for children to learn to read in English than in their home language*. Overall, 55% of respondents agreed that learning to read in English was more important, while 43% placed equal, or greater, value on learning to read in home language. This matches earlier findings that survey respondents prefer to read in English, and that children participating in FGDs generally prefer reading in English.

The percentage of organisational representatives who disagreed with the statement was higher than the percentage of individuals who disagreed, as shown in Figure 87. TBSs were more likely to disagree with the statement than TBPs, a difference of 17 percentage points. However, TBPs had more extreme views, and were more likely to strongly disagree and strongly agree. TBPs from Limpopo rated learning to read in English much more highly than their counterparts in the Eastern Cape and Gauteng: 87% agreed that learning to read in English was more important and just 13% disagreed with the statement.

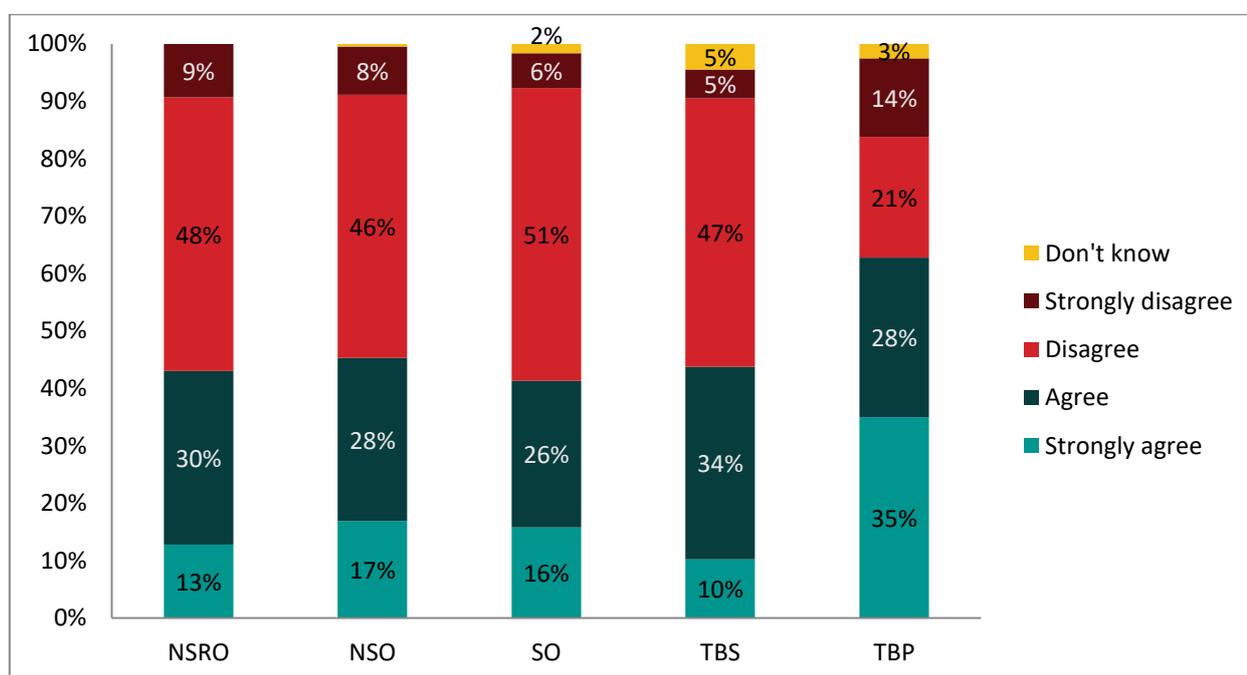


Figure 87: Percentage of all respondents: "It is more important for children to learn to read in English than in their home language" n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

When disaggregated by supplement use (see Figure 88), SOs which use the supplement are more likely to agree and strongly agree that learning to read in English is more important (43% overall as compared to just 14% of non-supplement using SOs). The results for TBS users and non-users and respondents who were not aware of the supplement are similar, with between 45% and 47% of each group disagreeing, and between 50% and 55% of each group disagreeing overall. TBP users are more likely to agree and strongly agree that English was preferable than their non-supplement-using counterparts. However, the strongest agreement was among TBPs who were not aware of the supplement.



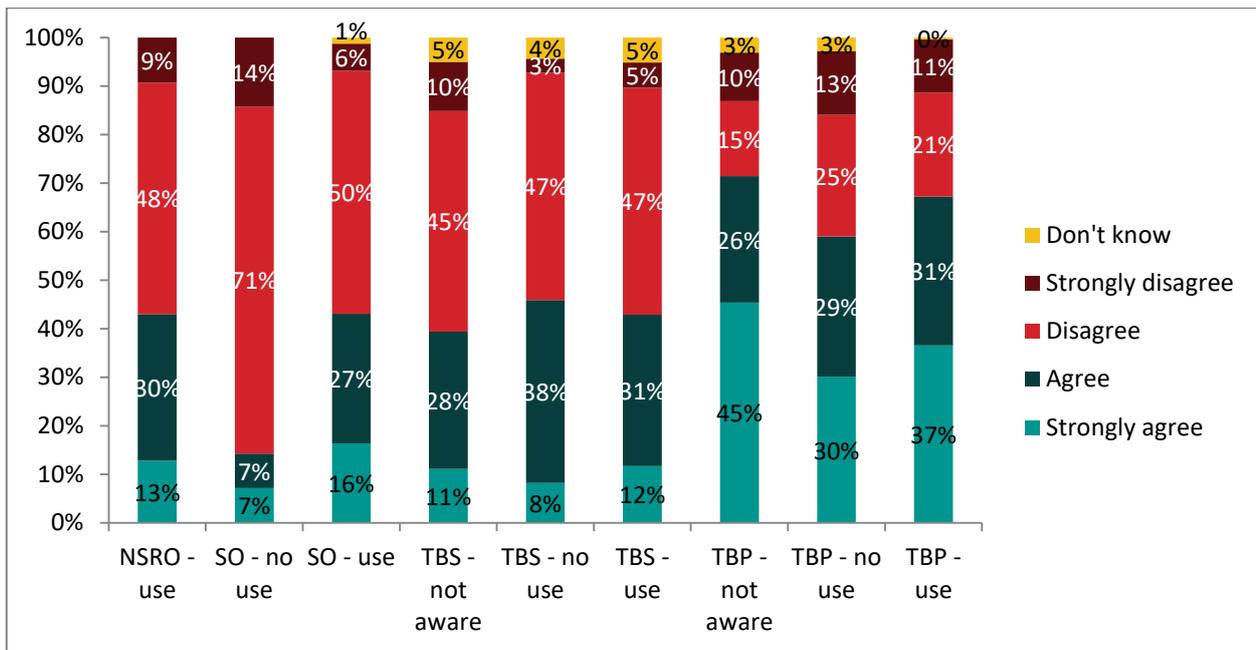


Figure 88: Percentage of all respondents (excluding NSOs): "It is more important for children to learn to read in English than in their home language" (n = 1 432)

In considering respondents home language (Figure 89), more than 70% of first-language speakers of Afrikaans, Sepedi, Tshivenda, and Xitsonga value English more than their home language. The most likely populations to disagree with the statement were isiXhosa and Setswana home language speakers. English, isiZulu, Sesotho, and siSwati speakers were split on the issue, with roughly half agreeing and half disagreeing with the statement.

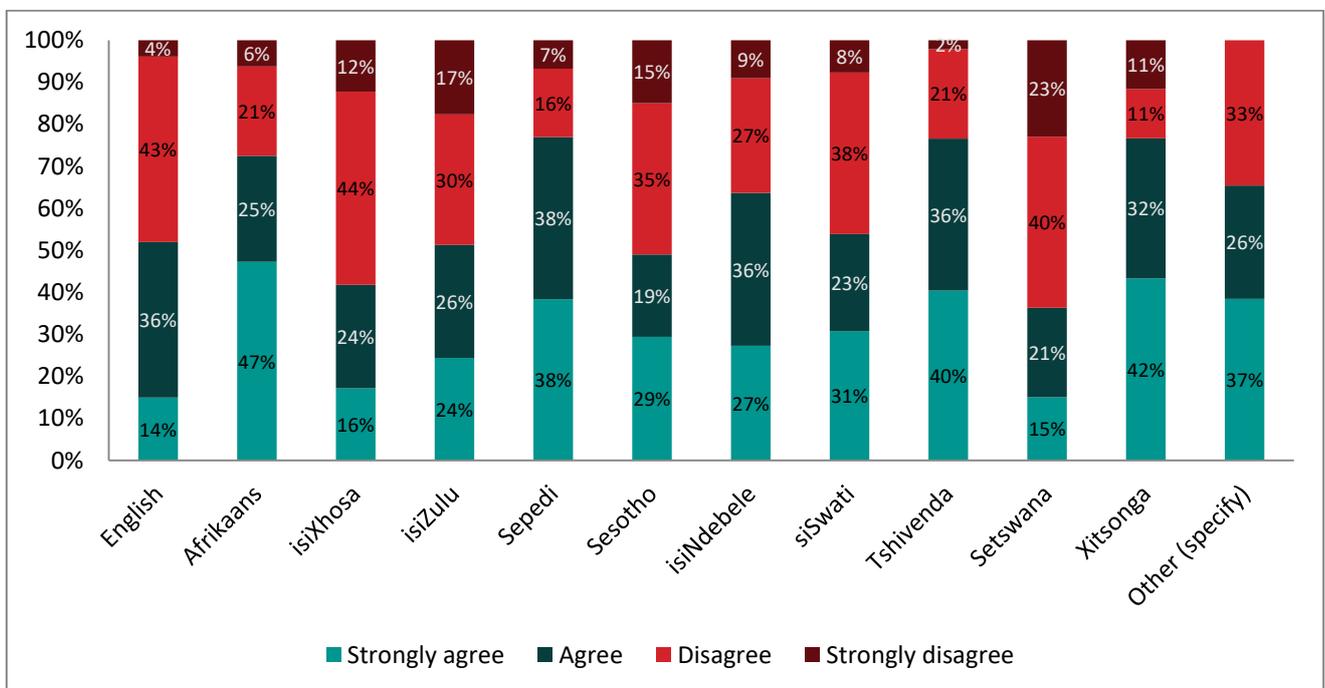


Figure 89: Percentage of all respondents by home language: "It is more important for children to learn to read in English than in their home language" (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).



When the results are displayed by language group³⁴, it is clear that speakers of Afrikaans are most likely to value English, followed by Sotho language speakers and English language speakers, with Nguni language speakers the most likely to value home language reading.

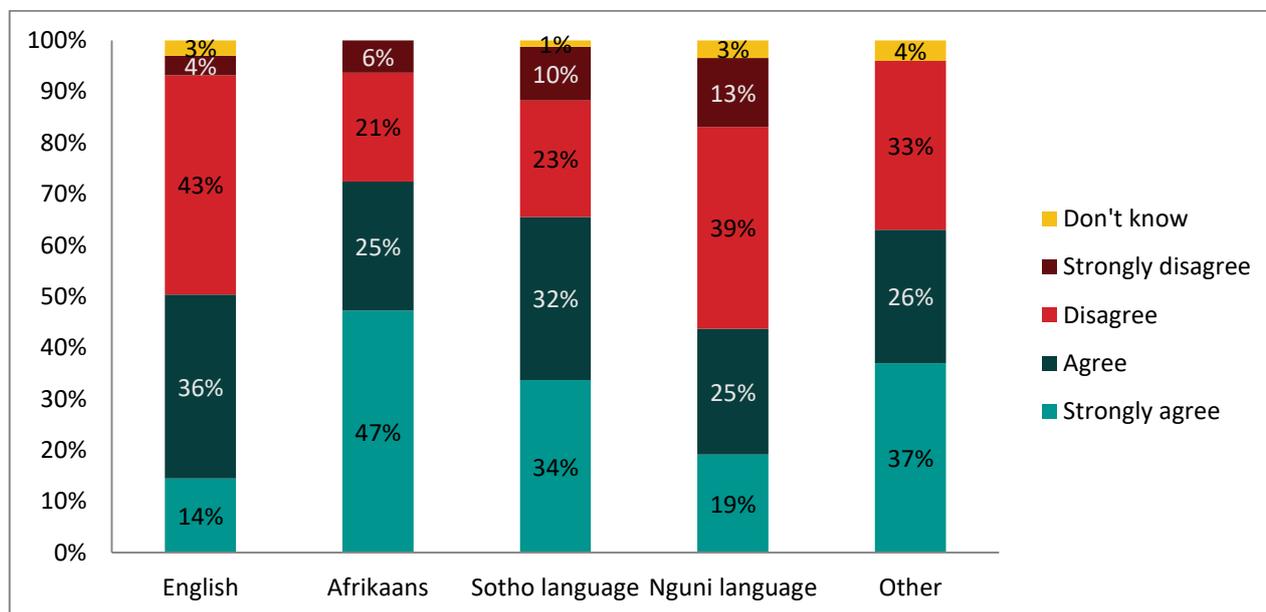


Figure 90: Percentage of all respondents by home language: “It is more important for children to learn to read in English than in their home language” (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

When the responses by province are considered (Figure 91), the province where respondents are most likely to favour English is Limpopo, where nearly 80% of them indicated they agreed that English was more important than their home language. The province where respondents are least likely to agree with this statement was the Western Cape. Gauteng, the province with the most linguistic diversity, was the second most likely to agree with the statement, with 53% of respondents agreeing.

³⁴ Sotho languages include: Sesotho, Setswana, Sepedi, Tshivenda, and Xitsonga. Nguni languages include: isiNdebele, isiSwati, isiXhosa, and isiZulu.



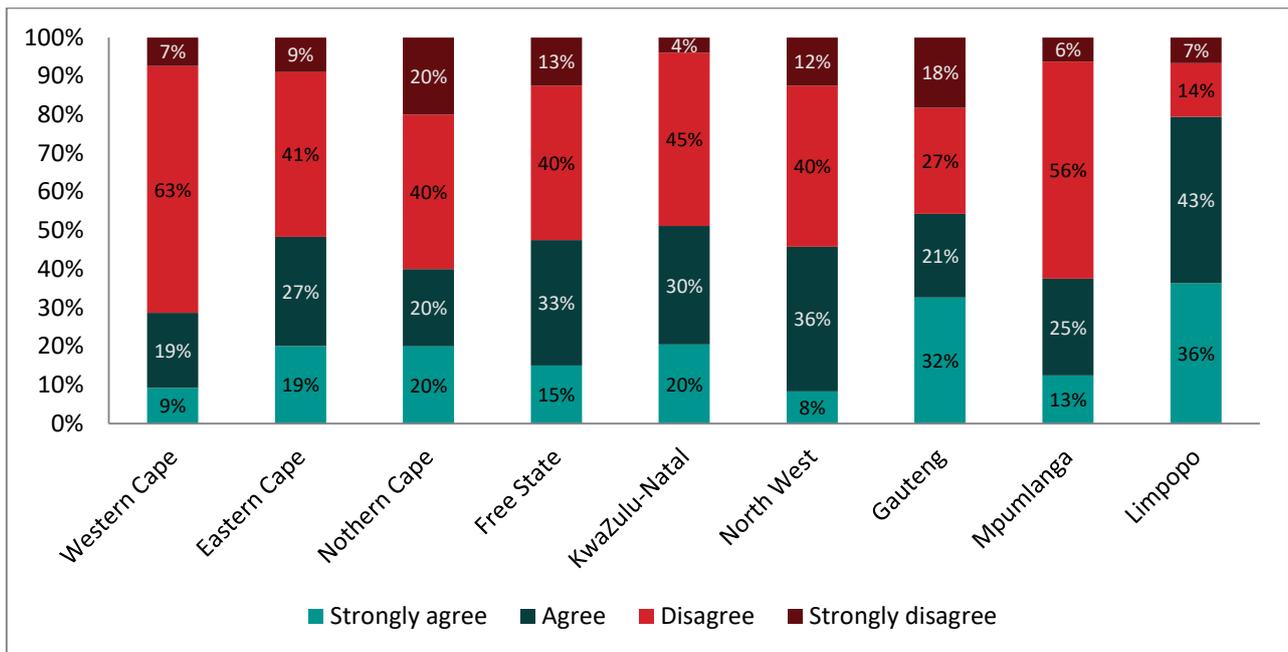


Figure 91: Percentage of all respondents by province: “It is more important for children to learn to read in English than in their home language” (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

In addition to elucidating attitudes towards reading for and to children, respondents were asked which language they preferred to read in: English or another language. The majority (85%) prefer to read in English. Responses were similar across all education levels excluding PhDs (n=7), all of whom preferred to read in English. Between 80% and 90% of participants prefer to read in English, with no discernable pattern related to education levels.

When the results are disaggregated by age (see Figure 92), it is evident that younger generations are more likely than those over 70 to prefer reading in a language other than English (although the percentage of respondents who prefer reading in another language are not high for any age group). This may show that attitudes towards other South African languages are shifting, but there is no substantive variation between individuals educated before and after 1994, and the change of curriculum from the Bantu education system.

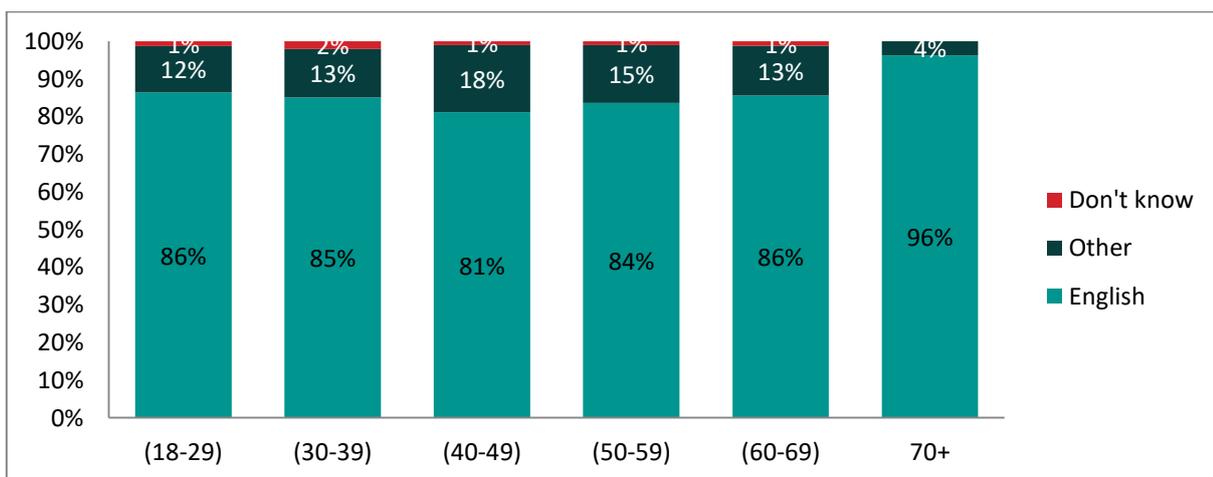


Figure 92: Response by age: Preferred language of reading (n = 2 261).



Responses are relatively consistent among home language groups, with between 79% and 85% of home language speakers of most South African official languages preferring to read in English (see Figure 93). Exceptions are home language speakers of isiNdebele (95%; n = 11), and speakers of languages not included in the 11 official languages (n = 27). However, due to the small sample size of some of these groups, the results should be interpreted with caution.

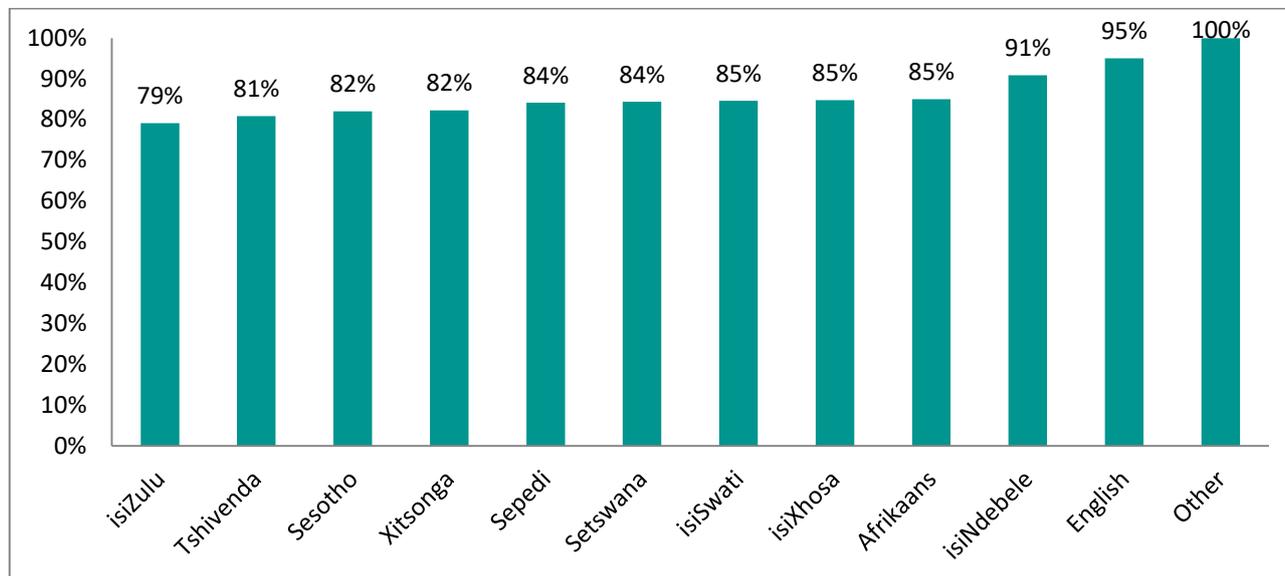


Figure 93: Percentage of respondents preferring to read in English by home language (n = 2 261)

There are substantive differences between respondent groups in terms of preferred language for reading, as illustrated in Figure 94. A large majority of TBSs (90%) and TBP (1%) prefer to read in English. Organisational representatives are substantially less likely to prefer English as a reading language. The group most likely to prefer reading in other languages are NSROs (48%), which is logical considering they are more likely to have gone out of their way to procure the Nal'ibali supplement which is a bilingual reading resource. Representatives of NSOs (reading clubs) (32%), and SOs (27%) are also more likely to prefer reading in a language other than English.





Figure 94: Percentage of all respondents: Preferred language for reading (n = 2 261)

5.6.1.3 Reading and academic achievement

The vast majority of respondents are aware that reading aloud to children will improve their scholastic aptitude. SOs had the highest agreement, with 99% of respondents agreeing, and 68% of respondents “strongly agreeing” with the statement (see Figure 95). A maximum of 4% of any respondent group disagreed. It appears that this message is well conveyed across the board, but especially with SOs.

Over 90% of TBSs and TBPs also agreed that “reading stories aloud to children will help them do better in school”, with TBP more likely to strongly agree than TBSs. These responses are different to national opinions. According to the 2016 SABDC survey, only 7% of respondents agreed with the statement “children do better in school when parents read to them” compared to 93% of the respondents of this study when asked a similar question.

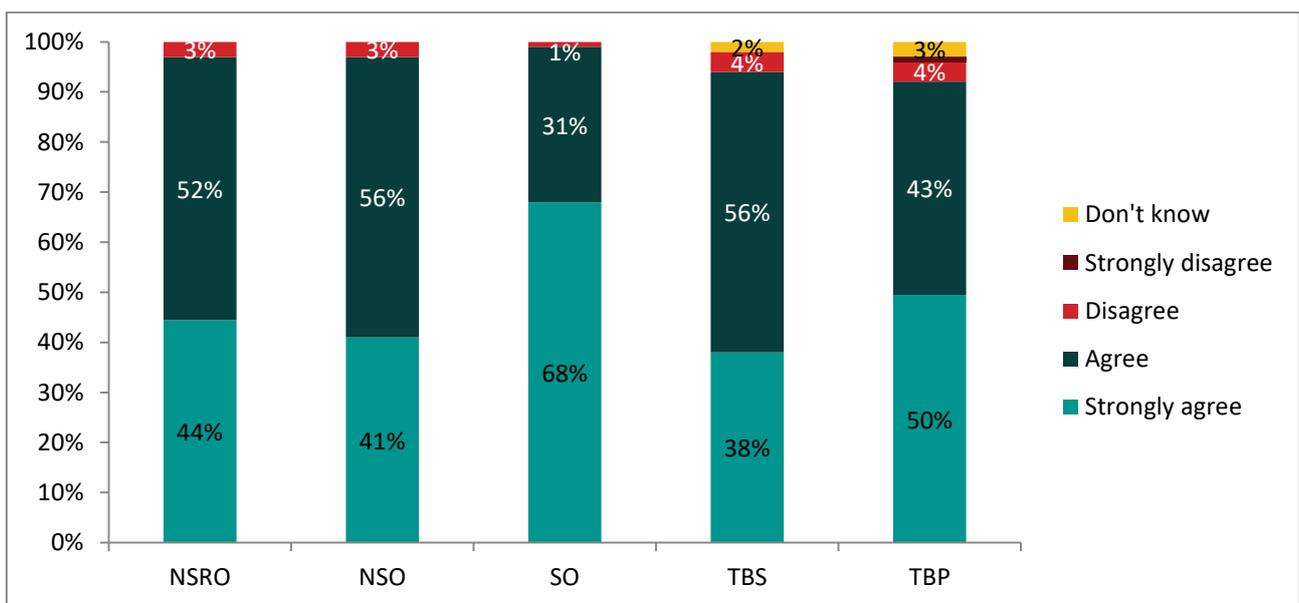


Figure 95: Percentage of all respondents: "Reading stories aloud to children will help them do better in school" (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).



When considering supplement use (see Figure 96), SO and TBS non-supplement users are more likely to strongly agree with the statement “reading stories aloud to children will help them do better in school”. However, TBP supplement users and TBP respondents who were not aware of the supplement are more likely than TBP non-users to strongly agree. TBSs who were not aware of the supplement were the least likely respondent group to strongly agree with the statement.

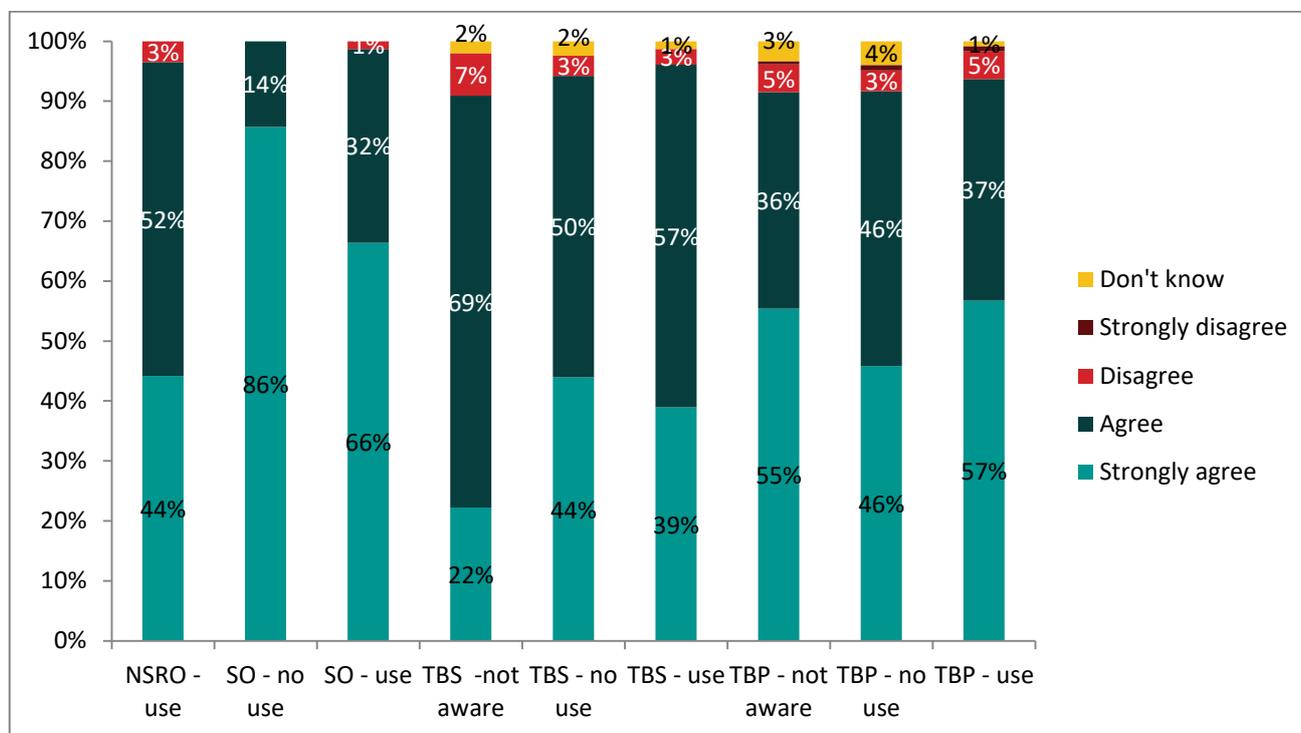


Figure 96: Percentage of all respondents (except NSOs): "Reading stories aloud to children will help them do better in school" (n = 1 432)

There was no difference in responses from NSOs (reading clubs) that had attended Nal’ibali training sessions (n = 212), as compared to those who had not (n = 92).

5.6.1.4 Reading for enjoyment

The majority of respondents (57%) strongly agreed that they enjoyed reading in their spare time, and a further 39% agreed with this statement. Percentages of those who enjoy reading in their spare time were similar across all survey respondent groups (see Figure 97). More than half of all groups strongly agreed with the statement, with TBP (60%), and SO (57%) respondents being most likely to do so. The responses of supplement users as compared to non-users in each survey respondent group were also similar, except among SO respondents: 14% of SO respondents from non-supplement using organisations said they did not enjoy reading in their spare time.



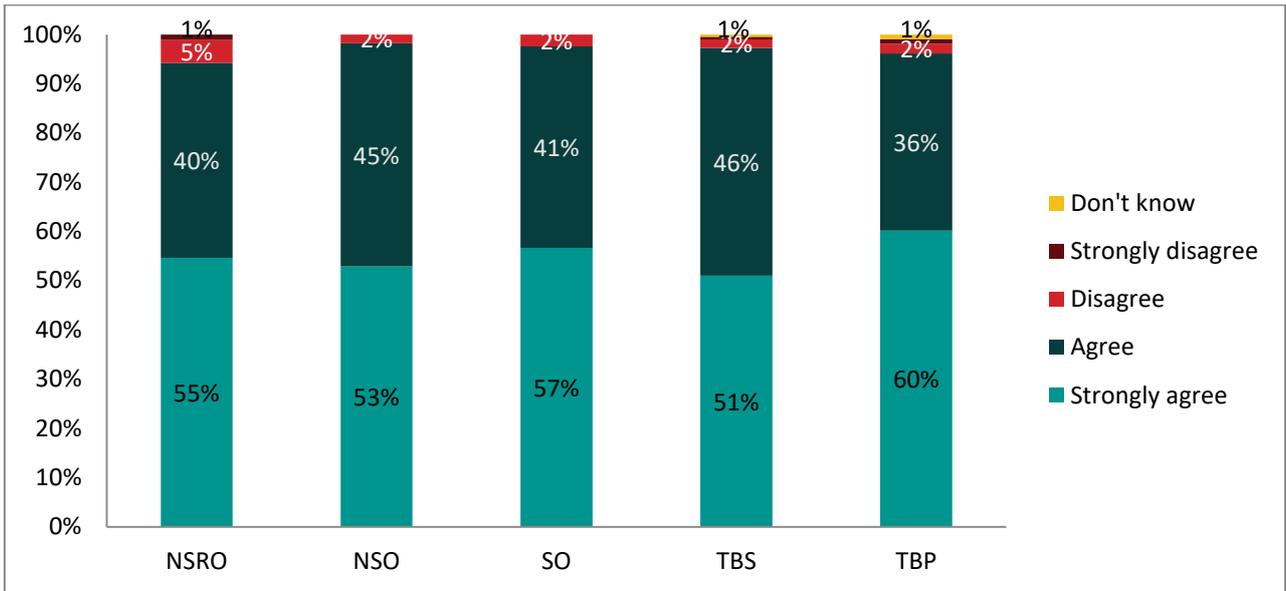


Figure 97: Percentage of all respondents: "I enjoy reading in my spare time" (n = 2 261; (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

Just over one-fifth (21%) of respondents said they were “often” read to as a child, while 32% indicated that they were read to “sometimes”, 24% were “rarely” read to, and 24% were “never” read to. The fact that over 90% of respondents agreed that it is important to read to children may indicate a generational shift, but this needs to be interpreted with care as it may have to do with enhanced resources more than changes in attitudes. Figure 98 shows the reported frequencies that respondents were read to by survey type. TBSs reported they were more likely to be read to “often” (33%), as opposed to their TBP counterparts (14%). However, they were also more likely to report they were “never” read to. TBP were more likely to report they were “sometimes” or “rarely” read to as children.

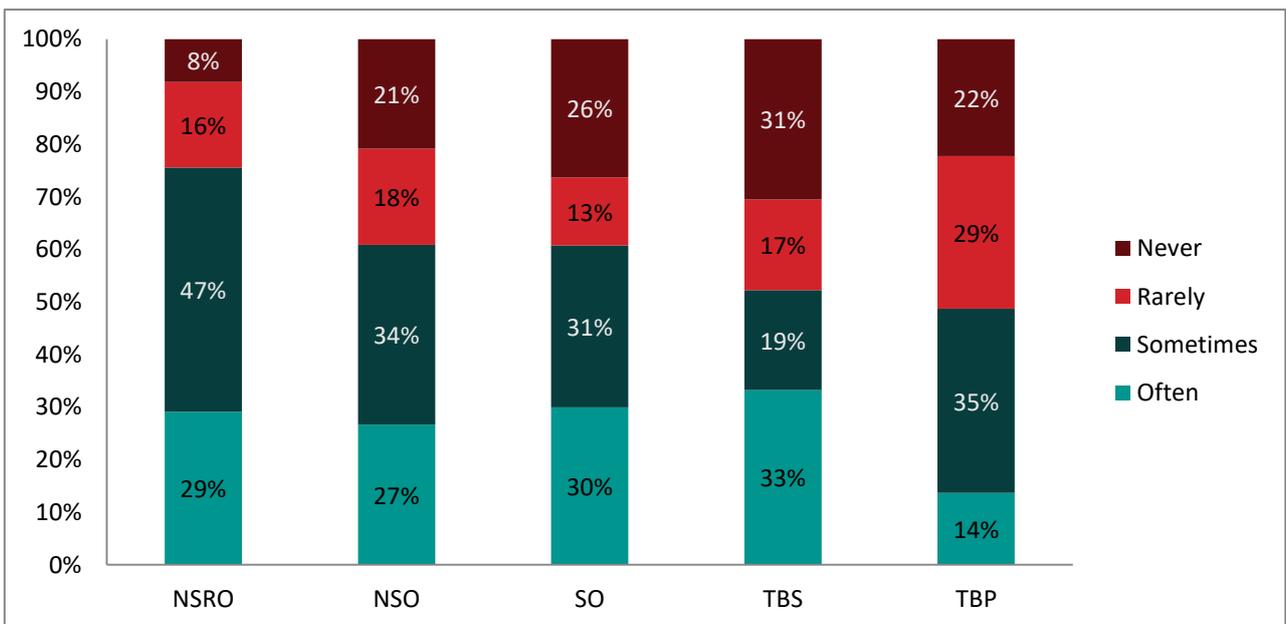


Figure 98: Percentage of all respondents: Frequency read aloud to as a child (n = 2 261; (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).



As adults, 89% of respondents indicated that they read daily or weekly. This is another example of how survey respondents diverge from national data. Just 43% of respondents to the 2016 SABDC survey said they had read in the last month for enjoyment (SABDC, 2016), as compared to 95% of the respondents of this survey. Figure 99 gives the breakdown of reading frequency by survey type. TBSs are most likely to report reading daily (66%), followed by representatives of NSOs (reading clubs) (56%), SOs (49%), NSROs (40%), and TBP (37%). Fewer (83%) TBPs indicate that they read daily or weekly, compared to over 90% for all other sub-groups.

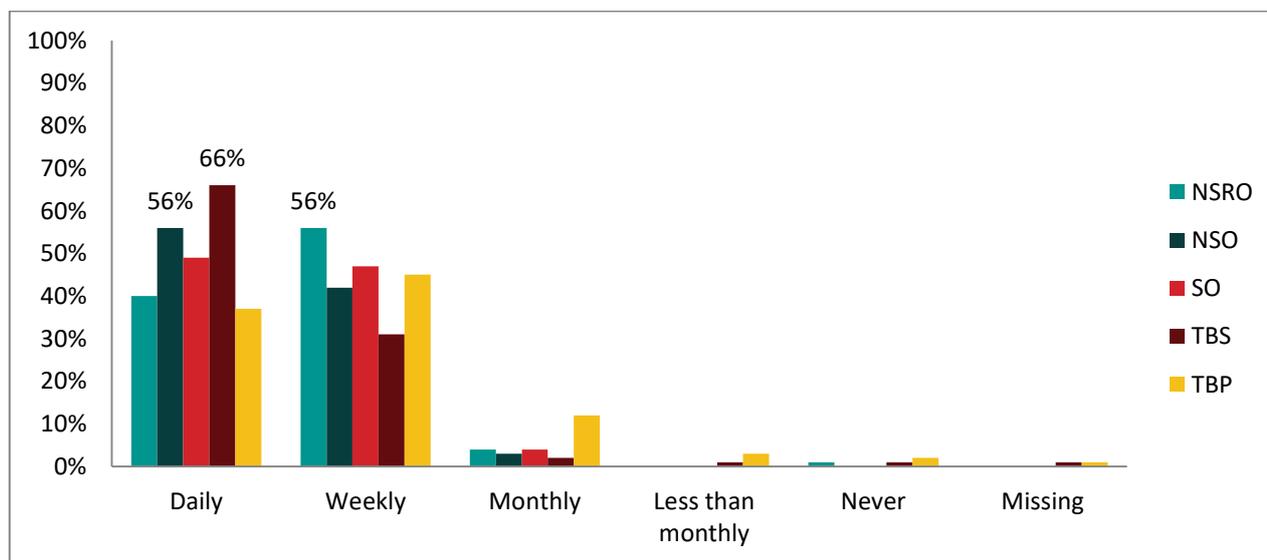


Figure 99: Percentage of all respondents: Frequency of reading for pleasure (n = 2 261; NSRO, n=86, NSO, n=225, SO, n=247, TBS, n=400, TBP, n=1 303).

5.7 Cost-effectiveness

This Section reports on the cost-effectiveness of the different distribution strategies and the cost of the bilingual reading supplement as compared to other Nal’ibali reading materials.

Key insights

- When considering the unit cost per supplement, newspaper is the most cost-effective distribution strategy at R1.61 per supplement. SAPO is the next cheapest at R2.11, and distribution by TB driver and courier are considerably more expensive (R3.02 and R4.00 respectively).
- TB covers 96% of the cost of supplements distributed in newspapers, so the cost to Nal’ibali is less than 1 cent. There is an additional delivery cost borne by the SAPO which is not known, AND there is likely to be an additional cost borne by SOs that collect the supplement from the SAPO. Additional costs borne by organisations have unintended consequences, as the supplement may be delivered but not be collected.
- When considering the unit cost per reader, distribution via SAPO is the most cost-effective strategy at R3.00 per reader followed by newspaper at R3.53 and TB driver at R6.00, courier is considerably more expensive at R21.88. It is to be expected that distribution via courier is more expensive, as this strategy is used in remote areas.



- Whilst the cost of delivering the supplements to organisations is higher, direct delivery strategies are well targeted with few supplements thrown away, and usage is more extensive (in terms of number of users, types of users, types of use and number of times the supplement is used) in organisations. However, some organisations receive a very high number of supplements (i.e. up to 1700 copies).

5.7.1 Cost effectiveness of different supplement distribution channels

Table 10 lists the cost ingredients, cost, quantity, and unit costs for developing the bilingual supplement in 2017, the supplement cost a total of R6.6 million. Nearly a quarter of the total supplement costs were for developing the supplement (24%). The largest share of the costs (50%) was for printing the supplements, and the smallest share was for project management (6%). Distribution accounted for 20% of the supplement costs.

The development cost is the same, regardless of the distribution strategy, and printing costs may vary, depending on the number of supplements printed.

It was previously mentioned that the supplement is delivered via four modalities: 1) via a newspaper; 2) direct delivery to organisations; 3) collection from a central distribution point; and 4) collection from a SAPO. However, the cost of direct delivery to organisations varies, depending on whether the supplement is delivered via TB drivers or via courier (utilised for deliveries to deep rural areas). There are cost savings for Nal'ibali for the delivery via modalities 3) and 4) as compared to modality 2), although there is likely an additional cost borne by organisations that collect the supplement from a central distribution point or SAPO.

We compared the cost effectiveness of the various distribution strategies by comparing the unit cost per supplement distributed via each strategy. The cost of distributing supplements via courier was R2.45 per supplement; this is the most costly distribution strategy, followed by the cost of distributing via TB drivers, which was R1.47 per supplement, delivery via the SAPO cost R0.56 per supplement. However, it is important to note that there is an additional delivery cost borne by the SAPO which is not known, AND there is likely to be an additional cost borne by organisations that collect the supplement from the SAPO. Additional costs borne by organisations may result in unintended consequences, as the supplement may be delivered but not be collected (as discussed in Section 5.2.1). The cheapest distribution option is the newspaper (R0.06), of which 96% of the cost is borne by TB, so in effect, Nal'ibali pays less than 1 cent per supplement distributed in this way.

Table 10: Cost of supplements per cost category, source: Nal'ibali and TB, various

Cost category	Cost	Quantity	Unit cost
Fixed costs			
Development	R1 607 247.51	3 403 950	R0.47
Management	R361 560.00	3 403 950	R0.11
Averaged costs			
Printing	R3 297 951.00	3 403 950	R0.97
Variable costs			



Cost category	Cost	Quantity	Unit cost
Distribution via <i>newspapers</i>	R169 230.00	2 687 250	R0.06
Distribution via <i>TBS Drivers</i>	R800 180.00	543 435	R1.47
Distribution via <i>courier</i>	R359 785.00	146 640	R2.45
Distribution via <i>SAPO</i>	R15 000.00	26 625	R0.56
Average Total cost	R6 610 953.51	3 403 950	R1.94
Total cost per supplement distributed via <i>newspapers</i>	R4 326472.50	2 687 250	R1.61
Total cost per supplement distributed via <i>TBS Drivers</i>	R1 641 173.70	543 435	R3.02
Total cost per supplement distributed via <i>courier</i>	R586 560.00	146 640	R4.00
Total cost per supplement distributed via <i>SAPO</i>	R56 178.75	26 625	R2.11

The bilingual supplement is also utilised in the USAID funded Story-Powered Schools project. In 2017 Nal'ibali distributed 869,175 supplements to 239 schools. Table 11 shows the ingredients, cost, quantity and unit costs associated with this. Developments costs for the supplements are the same as those outlined in the previous Table. Just under half of the cost (46%) is spent on distributing the supplements to schools (R1.58) which is slightly more expensive than the other distribution strategies outlined above. TB covers 7% of the distribution costs, thus distribution costs Nal'ibali R1.47 per supplement delivered. Printing costs account for 35% and management accounts for 5% of the project costs. Overall, it costs on average R3.42 per supplement delivered to a Story-Powered School.

Table 11 Cost of supplements per cost category: USAID funded Story Powered Schools Project, source: Nal'ibali and TB, various

Cost category	Cost	Quantity	Unit cost
Development	R410 399.49	869 175	R0.47
Printing	R1 039 470.00	869 175	R1.20
Distribution	R1 372 148.26	869 175	R1.58
Management	R154 241.00	869 175	R0.18
Total	R2 976 258.75	869 175	R3.42

The comparison of the unit costs for the different supplement distribution strategies does not take into account the usage, which, as we saw in Section 5.3 varies per respondent group. What appears to be a costly strategy may actually be cheaper when one considers supplement usage. Table 12 compares the unit cost per reader of the distribution strategies, calculated using the survey data (reported number of readers per



household/organisation) and data from Nal'ibali on the number of supplements delivered to organisations and the distribution channels used to reach organisations.

Distribution via post office is now the most cost effective at R3.00 per reader. The next cost-effective method is the newspaper at R3.53 per reader. It is not unexpected that distribution via courier is expensive, because it is mainly used in remote areas and should these SOs be required to access their supplements via another modality there would highly likely be required to bear some costs themselves. A further consideration is that whilst the cost of delivering the supplements to organisations is higher, this distribution strategy is targeted and supplement usage is more extensive in organisations. There are however some limitations which should be noted: 1) some organisations receive very large quantities of the supplement (i.e. up to 1700 copies), without being identified as a central distribution point. It is unlikely that an organisation could utilise such a large quantity of supplements without further distribution, 2) the number of survey respondents who accessed the supplement via courier and the post office was very small (n<20) and thus the results should be interpreted cautiously as small samples are not reliable and are subject to distortion by outliers³⁵; 3) whilst reported supplement usage in the home is likely to be relatively accurate, it is more challenging to report usage in an organisation which receives multiple copies of the supplement as accurately (in fact organisational usage data was collected as categories rather than discrete numbers). The mean number of readers and the cost per reader should be interpreted with this in mind.

Table 12: Cost per supplement reader by distribution strategy, source: Nal'ibali various^ and *survey data. NB the Table below excludes USAID Story-Powered-Schools

Strategy^	Per unit supplement distribution cost^	Per unit supplement cost^	n	Mean Readers*	Mean supplements^	Supplement cost per reader
Newspaper	R 0.06	R 1.61	1,701	0.5	1.0	R 3.53
TB drivers	R 1.47	R 3.02	148	51.3	101.9	R 6.00
Courier	R 2.45	R 4.00	19	48.5	265.0	R 21.88
Post Office	R 0.56	R 2.11	11	48.5	69.0	R 3.00

5.7.2 Cost of different reading materials

We also compared the unit cost of the bilingual supplement with two other types of reading material: magazine inserts and books. Magazine inserts include the Free-4-All, My Stokvel, PnP Fresh Living/Kook, and Kuiler and NAPTOSA booklets that were distributed by Nal'ibali through a series of pilots in 2017-18. Table 13 presents the ingredients, cost, quantity and unit costs for the magazines inserts. Printing costs represent the largest cost ingredient, accounting for slightly over two thirds of the costs (69%) or R1.31 per insert. Development costs are the next largest ingredient, accounting for 20% of the cost or R0.38 per insert. Development costs are lower as compared to the bilingual supplements, as the material has already been developed and is only repurposed and translated into other languages if necessary (Koopman, 2018). If new content was required the development

³⁵ The courier distribution strategy includes one organisation which receives 1700 supplements and two others which receive 550 and 500 respectively.



costs would likely be higher. Project management was the least costly item, accounting for just (4%) or R0.08 of each magazine insert. The cost to distribute one magazine insert is R0.14 (or 7% of the total cost).

Table 13: Cost of magazines per cost category

Cost category	Cost	Quantity	Unit cost
Development	R225 861.00	593 095	R0.38
Printing	R778 740.00	593 095	R1.31
Distribution	R82 692.00	593 095	R0.14
Management	R50 000.00	593 095	R0.08
Total	R1 137 293.00	593 095	R1.92

The bilingual reading supplements were also compared to the cost of books procured for hanging libraries distributed as part of the story-powered schools project. The largest ingredient for books is the cost of purchasing the books (See

Table 14). It accounts for 92% of the overall cost of the ingredients. Or equivalently, R48.58 per book purchased. Warehousing costs R0.62 per book purchased (1%). The cost of distributing the books is estimated to be R2.66 per book distributed (5%) which is similar to the cost of distributing supplements via courier. Project management is estimated to be R1.11 for every book purchased (2%). When the books are distributed to schools as components of hanging libraries there are some additional costs (i.e. custom boxes to transport them in and canvas hanging library units). These cost ingredients have been excluded as they are costs associated with a hanging library rather than an individual book. It is worth noting that book distribution to the Story Powered Schools project is done at a large-enough scale to create economies of scale; the per-book distribution cost for more ad hoc, small-scale distribution would likely be higher.

Table 14: Cost of books per cost category

Cost category	Cost	Quantity	Unit cost
Purchasing	R1 785 029.58	36 000	R49.58
Warehousing	R22 362.32	36 000	R0.62
Distribution	R95 680.00	36 000	R2.66
Management	R40 000.00	36 000	R1.11
Total	R194 3071.90	360 00	R53.97

When comparing the cost of different reading materials, the unit cost of magazine inserts (R1.92) and bilingual supplements (R1.94) are similar and the unit cost of magazine inserts would likely be higher were it necessary to develop new content. Books are more costly at R53.97 per book, which is not unexpected. These reading materials are not strictly comparable. In fact, they are more complementary than they are alternatives.



CHAPTER 6

6 Discussion

In this chapter, the key findings are discussed by theme.

6.1 Awareness

Awareness of the Nal'ibali bilingual reading supplement is slightly higher than that of Nal'ibali the organisation, at 74% of TBSs, and 63% of TBPs. Awareness was also higher of the bilingual reading supplement and Nal'ibali the organisation, amongst TBPs in Gauteng and Limpopo as compared to the Eastern Cape. Higher rates of awareness (particularly in the Eastern Cape) would undoubtedly translate into greater usage, and passing on of the supplement.

SAPO staff who were interviewed knew about the supplement, and reported high awareness among their visitors, but they were not well-informed about their post office's role in the distribution of supplements. Some post offices were reportedly making effective use of posters to promote Nal'ibali and the bilingual supplements.

A lower percentage of (organisational) survey respondents than expected were aware of Nal'ibali via the radio. Training sessions, events and word of mouth are reportedly the main ways through which organisational respondents became aware of Nal'ibali, and seem to be effective means of increasing awareness and conveying key messages. This was true even of events not sponsored by the organisation.

6.2 Targeting

Nal'ibali aims to reach people of all classes, races and age groups. However, the primary target audience is adults who live and work with children and have the potential to be reading role models. A reasonable percentage of all survey respondent groups fit within this definition, either as parents, caregivers, or individuals engaged in community or literacy work.

At face value, TBPs would seem to be the poorest fit, with 57% indicating that they were neither parents nor caregivers, nor in a literacy leadership position in their community. The proportion was lower for TBSs (26%) meaning that 74% of TBSs interviewed fit within the primary target parameters of the campaign. However, it is possible that some individuals did not identify as a teacher, an ECD practitioner, a student, a librarian, an NGO practitioner, or a parent or caregiver, but fulfil other unforeseen roles as a role model or mentor; for example, as an older sibling or other relative for whom they are not the primary caregiver. It is also important to note that although not many TBPs identified as parents/caregivers, 63% of TBPs indicated there is at least one child in their home, while over 60% of TBS indicated there are no children in their homes. This may be because they are parents or caregivers of *adult children*. This highlights the sometimes complicated relationships of inter-reliance, both financial and personal, between generations and extended families, and the personal importance of parenthood – a personal designation which does not end once children reach a certain age. This may also partially explain why a high percentage of TBSs who are aware of the supplement give it away (32%): they may



be giving it to adult children and/or grandchildren, in addition to other likely candidates such as domestic workers or neighbours.

Overall, this means that a high percentage of the groups receiving the Nal'ibali supplement have the potential to reach children in some way. In short, the supplement seems to be reaching the appropriate target audience, in that a significant proportion of the survey respondents seem to be adults with the capacity to influence children.

The supplement is able to reach a diverse group of South Africans through current distribution channels. However, the differences in the demographics of the TBS population in particular demonstrate that Nal'ibali is not reaching everyone who is in most need of reading resource material and needs to hear the campaign messages. Firstly, 41% of TBS respondents indicated that their home language is English, far above the national representation of 10% (Statistics South Africa, 2011). As one of Nal'ibali's key messages is to encourage reading to children in their home language, there is an obvious disconnect with distribution in English newspapers. Similarly, the level of education of the respondents: while it makes sense that SO and NSO (reading club) representatives and TBSs and TBPs are better educated than the general population, people who are more highly educated have a better understanding of the importance of reading to children, which was borne out in their alignment with Nal'ibali's key messages relating to this. The study also found that, while adults do read the supplement with children, many read it for their own enjoyment, particularly TBSs (who were most likely to read the supplement alone). Nal'ibali is working to promote a literacy culture in in South Africa that provides opportunities for families and other groups to engage around literacy as a social and interactive activity, preferably in order to transfer, or reinforce, some of the critical elements of literacy (such as discussion around story topics) to school-aged children.

6.3 Access

A key finding is that many NSOs (reading clubs) not on Nal'ibali's database of SOs access the supplement, with 44% of NSOs (reading clubs) indicating they currently receive the supplement, and a substantial proportion receiving the supplement regularly. Somewhat puzzlingly, a considerable number of these NSROs reported receiving the supplement directly from Nal'ibali, although they were not on Nal'ibali's database of SOs. Almost all organisations not receiving the supplement regularly expressed a desire to (97%), which begs the question: why do some organisations receive the supplement regularly and others not?

Evidence suggests that organisations which are SOs are relatively better resourced than NSROs and NSOs and therefore that NSROs and NSOs may be most in need of reading resources. NSOs (reading clubs) reported having limited access to other reading resources: 86% reported not receiving new reading material regularly, and relatively few (25%) report receiving book donations – most receive no form of support. The majority of books in homes and organisations of respondents were in English, 55% of respondents had books in the same language as their home language when this was not English; this percentage was higher for organisational respondents and particularly SOs (81%). This reinforces the need for initiatives such as Nal'ibali to bring English and home language resources into the homes and organisations of South Africans through whatever means possible.

The majority of respondents did not access additional Nal'ibali resources online, which may speak to a lack of awareness, or to other challenges relating to online access. Despite having more limited internet access, NSOs and NSROs are more likely than SOs to read the Nal'ibali supplement online and download it, perhaps because they lack regular access to hard copies of the supplement and can only access it online. Online access could also



support the small number of organisations and individuals who do not receive the supplement in their preferred language(s).

Unsurprisingly, organisations which receive their supplements directly displayed a preference for this delivery mode. It will be difficult to shift organisations used to receiving the supplement directly to another modality. The (few) SOs that reported collecting their supplement from the post office reported being happy with this access modality, which suggests that organisations could be shifted to this modality over time as the list of SOs is updated.

Organisations receive between six and 1700 copies of the supplement (Nal'ibali 2017c), whilst central drop points were reported to receive between 50 and 1 775 copies. It is unlikely that an organisation could utilise more than 100 copies of the supplement without further distribution; but how the supplement is utilized beyond the organisation it is delivered to is not known.

SAPO staff were not aware of SOs collecting from them, though it was unclear whether this is due to lack of awareness on the part of the staff, or because organisations were not collecting their supplements. Central distribution point coordinators reported having "leftover" supplements as some SOs were reported not to be collecting their supplements. However, coordinators were proactive in ensuring that excess supplements are distributed and utilised. It was difficult to determine whether the supplements sent to central distribution points and post offices are reaching the intended SOs, as few survey respondents reported accessing the supplement via these modalities. This was, in part, due to the database supplied by Nal'ibali (2017c) not containing up to date contact information for organisations that collect from central distribution points or post offices. It would be useful for Nal'ibali to maintain such information. There is room for improvement in terms of the communication between Nal'ibali and post offices and central distribution points. In qualitative interviews, some central distribution point coordinators felt that Nal'ibali was not easily accessible, it was difficult to make changes to the number and type of supplements they receive, and queries are not easy to resolve.

Less than 10% of individuals who were aware of the supplement indicated they would not buy the newspaper if Nal'ibali was not included, indicating that Nal'ibali is not a primary reason for purchasing the newspaper. However, 28% of TBPs said they would prefer to receive the supplement in another newspaper. The largest share of respondents indicated they would prefer to receive Nal'ibali in the Daily Sun. TBPs in Limpopo were substantially more like to prefer to receive the supplement in another newspaper (53%) as compared to just 15% of TBPs in the Eastern Cape and Limpopo. This may relate to the price of the Sunday World (R9.30) and more limited purchasing power of TBPs in Limpopo.

Twenty five percent of TBPs and 14% of TBSs who were aware of the supplement indicated that they would be willing to buy it if it were sold separately and this was substantially higher for TBPs in Limpopo (47%). They indicated that they would be able to access Nal'ibali at supermarkets, including Shoprite, Spar, Pick n Pay, and Checkers.

Post office staff and central distribution point coordinators had mixed feeling about whether people would be able and willing to pay for the supplement: There were concerns that people and organisations who need and benefit the most from it would not be able to afford it.

6.4 Use

For every 100 supplements distributed in newspapers to TBSs, 19 are used (by 41 people) and 31 are given away (2 of these are used and then given away). For every 100 supplements distributed to TBPs, 18 are used (by 47 people) and 10 are given away (1 of these is used and then given away). Amongst TBPs usage rates are higher in



Limpopo. A far larger proportion of organisations (95% of SOs and 76% of NSROs) use the supplement: Almost all SO respondents use the supplement at their organisation (92%), as do the majority of NSROs (66%).

Use of the supplement in organisations is high, even in NSOs and NSROs. For SOs, 90% of all respondents reported that “adults read to children”, 88% reported that “adults and children read together”, and 84% that “adults and children do activities together”. Usage rates reported by NSOs and NSROs were 13 to 26 percentage points lower. Adult only use of the supplement is also high: 74% of all SO respondents, and 57% of all NSO (reading club) and NSROs report that “adults read”. “Adults read” was the most frequent use of the supplement by TBSs who were aware of the supplement at 15%. TBSs were most likely to report adults and children using the supplements together (13%). The majority (68%) of adults who report use of the supplement in their home or organisation read the supplement. This rate is similar across organisations and TBSs.

‘Reading aloud to children’ was the most common use of the Nal’ibali supplements in SOs, whilst ‘doing activities’ was most common in NSOs (reading clubs) and NSROs and ‘reading for enjoyment’ was the most common use by TBSs and TBP. ‘Children reading on their own’ is happening in 76% of SOs which have copies of the Nal’ibali supplement, which is higher than for other types of reading materials (reported in Chapter 4). There is some evidence to suggest that organisations which receive the Nal’ibali supplement without being an SO or receiving additional support make less effective use of the supplement, as they engage in fewer reading activities (in particular, reading to children and lending materials to children). SOs are more likely than NSOs (reading clubs) and NSROs to allow children to take the supplement home and when children take the supplement home SOs are more likely to allow them to keep it.

Nal’ibali is being used as frequently as books and newspapers, and FGD findings indicate that Nal’ibali adds to children’s enjoyment of reading. The supplements are more likely to be used by adults with children than by children alone, so they are contributing to adult to child bonding. Adults read the supplement alone in addition to with children in both first and second languages, showing that everyone enjoys a good story.

There is a tendency to use the supplement in English more than in other languages. The majority of respondents indicated they used English versions of the supplement to assist with learning both home and first additional languages. The emphasis is not due to English being the home language of a large proportion of the respondents, but rather, due to increased value being placed on English in comparison to other home languages. Children FGD participants indicated that they prefer to use the supplement in English because of two factors: 1) a desire to increase their English vocabulary, and 2) the fact that they use English at school. Adult FGD participants lamented the focus on English in their communities, noting relatives who had lost the ability to communicate in the language of their parents and the perception of English as “high-class”.

The varied content included in the supplement is appreciated and used. All sections of the supplement are popular (except to a lesser extent the article on page one and get story active). ‘Cut-out-and-keep’ books are the most used section of the supplement, followed by the ‘Story Corner’ stories. Adults and children often make the ‘cut-out-and-keep books’ together.

Most respondents reported reading the stories two or three times, which is consistent with the age groups who use it: while preschool-aged children may engage in the same story many time, developmental studies have shown that by the time children reach schooling age, they are less likely to enjoy re-reading stories repeatedly.

There was no discernible pattern to how long users kept the supplement, although responses indicate that it can be kept for months. Few people use the supplement and then give it away, which could speak to durability (a concern which was raised for FGD participants). However, the cost of producing and distributing the supplement



(which is likely to be higher were it made from more durable quality material) must be balanced against the extent to which the supplement is well targeted and used. Organisations rarely throw the supplement away, and could be prime targets for anthologies (of which Nal'ibali has produced three) or more durable versions of the supplements.

6.5 Appropriateness

The supplement must appeal to both adults (who are intended to use the supplement) and children (who the supplement is intended to be used with). Adults must be interested enough in the presentation of the supplement to engage with it, but the primary target audience is children. Thus, the images, colours, and so on must be appealing to a younger audience. This can be a difficult balance to attain.

All ages were reported to enjoy reading the supplement including adults. Among children, younger children were reported more likely to use the supplement than older children. NSOs reported a high degree of use in the 0-6 age range (34%), which is consistent with the description of these organisations as ECDs (32%), libraries (8%), and schools (37%). SOs had a higher usage in age ranges linked to grades 1-7 (ages 7–15). Sixteen to 17 year olds were reported to be the least likely to use the supplement, which may have to do with interest and increased scholastic expectations in secondary school.

Nal'ibali supplements were ranked as a first or second choice reading material by 13% of respondents. This resulted in Nal'ibali being rated as the fifth most popular reading material, behind newspapers, magazines, fiction books for adults, and children's books with pictures. The trend of preferring newspapers and magazines matches national data, although it is likely also influenced by the parameters of selection (i.e. TBS and TBP respondents).

6.6 Quality

Respondents who use the supplements were overall very happy with it, agreeing that the supplement is interesting for all age groups, although some respondents were not sure that the supplements were enjoyed by older children. A considerable majority were happy with most, or all, of the stories in the supplement. This indicates that respondents who use the supplement approve of the content being delivered through Nal'ibali.

Overall, responses to the use of the language were generally positive, particularly from the survey. Participants in the focus groups raised issues around the language use. Primarily, concerns were rooted in the translations from English to home language, which were seen as too direct, and not 'natural' in all cases.

6.7 Messaging

Key areas of messaging for Nal'ibali are:

1. encouragement of reading with children,
2. encouragement of reading for pleasure, and
3. encouragement of home language reading.

In the first area Nal'ibali's messaging appear to have taken root. The majority (95%) of respondents agreed, or strongly agreed, that it is important for adults to read aloud to children. Similarly, 94% of respondents agreed that reading aloud to children would help them do better in school, a marked contrast to the 9% of adults with children who responded positively to a similar question in an SABDC (2016) survey. A higher percentage of



representatives from SOs indicated a strong perceived value in adults reading aloud to children, as compared to NSOs (reading clubs) and NSROs.

Findings with respect to the second area were mixed. The vast majority of respondents indicate that they read at least weekly (88% of respondents), far higher than the percentage found by the SABDC (2016) national survey (43% reported reading in the past month). However, all survey respondent groups were more likely to emphasise study than reading for fun. This is aligned to the high percentage of adults in the SABDC survey who reported that they are most likely to read educational materials to children (66%). Overall, 80% of TBS and TBP respondents, and 75% of organisational respondents agreed that it was *more* important to help children study than to read to them. Nal'ibali supplement users and SOs *more likely* to agree with this statement than non-supplement users and NSOs (reading clubs) and NSROs. Although respondents value reading to children, they place the strongest emphasis on scholastic study. What is not clear is what they consider to be studying – it is possible that they place Nal'ibali in the 'study material' category, especially as the newspaper in particular bridges 'reading for enjoyment' and 'reading to learn'.

With respect to the third area of messaging, respondents were more likely to value English than other languages, and far more likely to prefer reading in English than respondents of the National Reading Survey 2016, which reported that 64% of readers preferred to read in English. However, considering the historic perspectives on English as the language of the revolution, the language of learning, and the language of industry, the results show a shift among survey respondents towards home language, which, if not dramatic, is still substantive, particularly amongst organisational respondents. Whilst overwhelmingly TBSs and TBPs reported preferring to read in English (over 90%), fewer organisational respondents prefer reading in English - between 27% (SOs) and 48% (NSROs) reported preferring to read in another language.

Also consider that, although 90% of TBS and 91% of TBP reported preferring to read in English, 57% of TBS and 38% of TBP indicated that they valued learning to read in home language equally or above reading in English. The majority of organisational respondents valued learning to read in home language as equal to or more important than reading in English and SOs valued home language reading most highly.

These shifts are particularly meaningful considering the continuing battle of home language use: the majority of schools switch to English as the language of teaching and learning in grade 4, matric assessments are largely available only in English and Afrikaans, and the functional language of politics and law is English. While Nal'ibali may be proactively pro-mother tongue, the realities of the South African context create a sharp juxtaposition with this messaging.

In conclusion, in some areas – particularly adults reading to children and recognising the value of reading in academic success – Nal'ibali's messaging seems to be gaining ground. However, it is difficult to *attribute* this to use of the Nal'ibali bilingual supplement as - in the case of TBSs and TBPs - the values and attitudes of people who were aware of the supplement, the values and attitudes of people who did not use the supplement and the values and attitudes of people who used the supplement, were more similar than the values of supplement users across the various respondent groups. But, SO respondents seem more aligned with Nal'ibali messaging than NSO (reading club) and NSRO respondents.

There is still work to be done with respect to gaining buy-in for some of Nal'ibali's key messages: namely, the value of reading for fun and reading in one's home language. An area of concern is that SOs are more likely than NSOs (reading clubs) and NSROs to value English as more important than home languages, in addition to placing additional emphasis on reading for study. These findings are reflective of population demographics, the significant influence of school language policy, and individual experience. Nal'ibali messaging has either



augmented these views or not been nearly strong enough to counter them. This may be to do with the disproportionate amount of messaging being contained on page one, which is the most infrequently used part of the supplement, and has an organisational rather than an individual focus.

6.8 Cost-effectiveness

When considering only the unit cost per supplement, newspaper is the most cost-effective distribution strategy at R1.61 per supplement, SAPO is the next cheapest strategy at R2.11, and distribution by TB driver and courier are considerably more expensive (R3.02 and R4.00 respectively). TB covers 96% of the distribution costs for supplements distributed via newspaper, so this strategy costs Nal'ibali less than one cent per supplement to distribute. However, it is important to note that there is an additional delivery cost borne by the SAPO which is not known, AND there is likely to be an additional cost borne by organisations that collect the supplement from the SAPO. Additional costs borne by organisations have unintended consequences, as the supplement may be delivered but not be collected.

What appears to be a costly strategy may be cheaper when usage is considered. When considering the unit cost per reader, distribution via SAPO is the most cost effective at R3.00 per reader, the next most cost-effective method is the newspaper R3.53 per reader, followed by TB driver at R6.00 per reader. Courier is considerably more expensive at R21.88 per reader. However, it should be noted that distribution via courier is required to deliver directly to organisations in remote areas and should these organisations be required to access their supplements via another modality, they would likely bear some of the costs themselves.

Whilst the cost of delivering the supplements to organisations is higher, direct delivery strategies are well targeted with few supplements thrown away, and usage is more extensive (in terms of number of users, types of users, types of use and number of times the supplement is used) in organisations. However, even with these caveats, distribution via courier appears to be considerably more expensive and less effective than other strategies. One reason for this is that some organisations receive a very high number of supplements (i.e. up to 1700 copies). It is unlikely that an organisation could utilise such a large quantity of supplements without further distribution; however, these onward distribution strategies (and usage thereafter) are not known.

When comparing the cost of different reading materials, the unit cost of magazine inserts (R1.92) and bilingual supplements (R1.94) are similar. The unit cost of magazine inserts would be higher were it necessary to develop new content (as opposed to repurposing content developed for the bilingual supplements). Books are more costly (R53.97). However, these reading materials are more complementary than they are alternatives.



CHAPTER 7

7 Recommendations

Based on the findings and discussion which preceded this Chapter and suggestions made when the findings were presented, the evaluation team recommend the following:

7.1 Recommendations for awareness, targeting, and distribution

- Work to increase awareness of the supplement among TBSs and TBPs (for the latter, particularly in the Eastern Cape), which will lead to increased use.
- Posters can be used to raise the profile of Nal'ibali in post offices (as was reported to be happening in some of them with positive effects).
- Promotion at trainings, events and by word of mouth appear to be the most effective awareness raising strategies for Nal'ibali amongst organisations.
- Consider distributing the supplement via newspapers which are cheaper (particularly in Limpopo), have a higher degree of parent/caregiver readership, and which are published in other languages as potential new distribution strategies. This could enable the supplement and associated messaging to extend to hard-to-reach groups who have the potential to benefit greatly from it.
- Consider piloting the sale of the Nal'ibali supplement in supermarkets in Limpopo where close to half of all TBPs who were surveyed (47%) said they would buy the supplement if it were sold on its own.
- Clarify how organisations can become SOs. Consider a points ranking system which would favour organisations most in need and most deserving.
- Limit the number of supplements which an SO can receive; require a motivation (and evidence of use) from SOs which request a large number of copies.
- Monitor the collection of supplements by SOs from SAPOs and central distribution points. It was difficult for these respondent groups to be included in the surveys (due to contact information not being available) and monitoring data regarding the collection of supplements after they have been delivered was not available. Nal'ibali should maintain up-to-date contact information – not just for SOs that the supplement is delivered to, but also for SOs which receive the supplement from a SAPO or central distribution point and contact all SOs regularly to confirm that they are still receiving and using the supplement and want to remain receiving it regularly.
- Improve communication between Nal'ibali and central distribution points. Central distribution points should be contacted regularly to confirm that they are receiving the correct number of supplements and supplements in the correct language.



- Identify a supplement coordinator at every SAPO that the supplement is delivered to and collected from.
- Delivery to post offices (with collection by SOs) appears to be a cost-effective delivery mechanism, but there needs to be careful monitoring and feedback as the pilot initiated in 2017 scales.
- On the other hand, delivery via courier is the most expensive and least cost-effective in terms of cost per supplement and cost per reader – three and a half times more expensive in terms of cost-per reader than the next most expensive delivery strategy. Consider more cost-efficient alternatives, keeping in mind that if the supplement is no longer delivered directly to SOs in hard-to-reach areas, SOs are likely to be required to foot some of the distribution costs.

7.2 Recommendations for content and use

- The format of the supplement, varied content and types of stories produced are greatly appreciated, well-liked and well-used. The supplement should be retained in its current format and content.
- However, consider a redesign of page one, in light of the feedback from survey respondents and FGD participants around usage (this was the least-used section of the supplement). The content could be revised to be more enticing and engaging, in an effort to increase overall awareness of the supplement, increase use, maximise available space and optimise messaging. Page one is relatively text heavy, and is one of the more loaded pages with regard to messaging, which may affect the extent to which messaging is received and processed by users. Page one also targets organisational uses/users, which decreases its relevance for TBSs and TBPs.
- Consider making anthologies (of which Nal’ibali has produced three) available to organisations where story use (and reuse) is high.
- While the case has been made that English stories are easier to access due to a dearth of material in other languages, it is also true that in order to promote reading for enjoyment in other languages, another avenue of interest is the promotion of *writing* in other languages. Reading materials in general are often found to have an over-reliance on an English base, leading to a lack of authentic language use at best, and at worse a plethora of irrelevant or uninteresting stories. If Nal’ibali is concerned with promoting home language reading, we recommend giving more consideration to commissioning stories in other South African languages and back-translating into English. This could contribute to preserving the authentic use of African languages. Readers will begin to sense what makes a ‘good story’ in African languages. For example, while some literary techniques such as rhyme are less frequent in African stories, repetition and alliteration are elements of emphasis which are used more in African languages than in English. Exposing children and adults alike to these natural patterns of language use instead of those forced by the foundations of other languages will improve readability, mitigate challenges in terms of accuracy and fit, and begin to promote the development of authors and authorship in African languages.
- Consider training on the use of the supplements with individuals (not specifically linked to organisations), either through a new channel of engagement or through a revision of existing channels. The FUNda Leader is one option to intensify training and messaging around the use of the supplement with children.



7.3 Recommendations for messaging

- Consider consolidating and revising messaging to focus efforts around engagement with children.
- Carry messaging more concertedly through stories and other aspects of the supplement, as well as through redesigning page one. For example, stories which are essentially parables that demonstrate the value of home language literacy and/or the importance of reading for fun may have a greater effect than informational text, and ‘fun page’ activities could be designed which concretise the value of home language through their application in unique contexts. This is a worthwhile consideration and investment if Nal’ibali desires to change literacy practices in the country.
- Consider that there may be misinterpretation of messaging, which may be conflated by presentation of messages regarding of reading for fun as a socio-cultural and personal or family bonding activity, and the concurrent presentation of the benefits of reading for fun on scholastic achievement. This would help to explain the high percentages of all sub-groups who felt that it was more important to help children study than to read to them. Numerous studies have shown that people are more likely to latch onto messaging which confirms pre-existing beliefs (confirmation bias)³⁶. Considering the high percentage of organisations (over 60%) which are linked to education, a pre-existing bias towards study could heavily weight interpretation of the messaging towards reading for scholastic achievement, although this is not the intended message.

7.4 Recommendations for further investigation/research

- Monitor the rollout of the post offices as collection point distribution strategy. This study collected limited information and a more in-depth assessment is recommended.
- Conduct research to identify suitable newspapers which are cheaper, have a high degree of parent/caregiver readership, and newspapers published in other languages as potential new distribution strategies.
- Monitor the collection of supplements after they have been delivered to distribution points. This could be done in a variety of ways: e.g. through the use of QR codes (similar to SnapScan – recipients could scan the code to verify that they received their supplements, although recipients without smartphones would not be able to use this method), follow up by Story Sparkers and mentors via WhatsApp, creating collection sheets and asking SOs to sign to confirm when they collect. Monitoring should be on continuous basis with a more in-depth investigation conducted periodically.
- Investigate the reasons why individuals prefer reading in English. While almost 43% of the respondents indicated seeing the value in reading in their home language, this value may be limited or transitional in that reading in home language is valued only as a bridge to reading in English. Further research could elucidate the reasons behind why this may be the case.
- Consider developing benchmarks and targets regarding awareness (% awareness), targeting (% supplements delivered to target groups), access (% target groups reached) and use (# users, types of use) linked to Nal’ibali’s theory of change and monitor progress in these.

³⁶ Beginning with Hoveland et al. (1949), which showed pre-existing beliefs greatly influenced how a message was received.



- Utilise the survey findings as a benchmark for future studies, particularly with respect to data collected which relates to NaI'ibali's ToC and the groups (TBS, SOs and NSOs (reading clubs)) for which population or probability samples were drawn.
- Consider verifying self-reported findings regarding supplement use (users, frequency and types of use) via a qualitative in-depth study involving selected SOs.



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Key informant interviews

Interviews with various Nal'ibali key stakeholders conducted in October and November 2017.

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Annexure A: Additional Tables and Figures

Table 15: Highest education level of all survey participants (n = 2 261)

Highest education level	Percentage
Less than Grade 9	1%
Grade 9	1%
Grade 10 and National Certificate (Vocational) Level 2	4%
Grade 11 and National Certificate (Vocational) Level 3	8%
Grade 12 (National Senior Certificate) and National Certificate (Vocational) Level 4	35%
Higher certificates and advanced National Certificate (Vocational)	9%
National Diploma and advanced certificates	15%
Bachelor's degree, advanced diploma, post-graduate certificate, and BTech	14%
Honours degree, post-graduate diploma, and professional qualifications	7%
Master's degree	2%
Doctoral degree (PhD)	0.3%
Refuse	2.4%
Total	100%

Table 16: Percentage of all respondents who use Nal'ibali supplement: "Over what period of time are the 'cut-out and keep' books reread?" (n = 437)

	NSRO	SO	TBS	TBP	Total
A day	9%	7%	3%	3%	6%
Several days	23%	16%	19%	39%	25%
A week	21%	26%	16%	9%	18%
Two to three weeks	37%	27%	11%	9%	18%
One month or more	6%	12%	10%	4%	9%
I don't know	4%	13%	42%	36%	24%



The boxplot, Figure 100, and histogram, Figure 101, provide more details about the size of organisations.

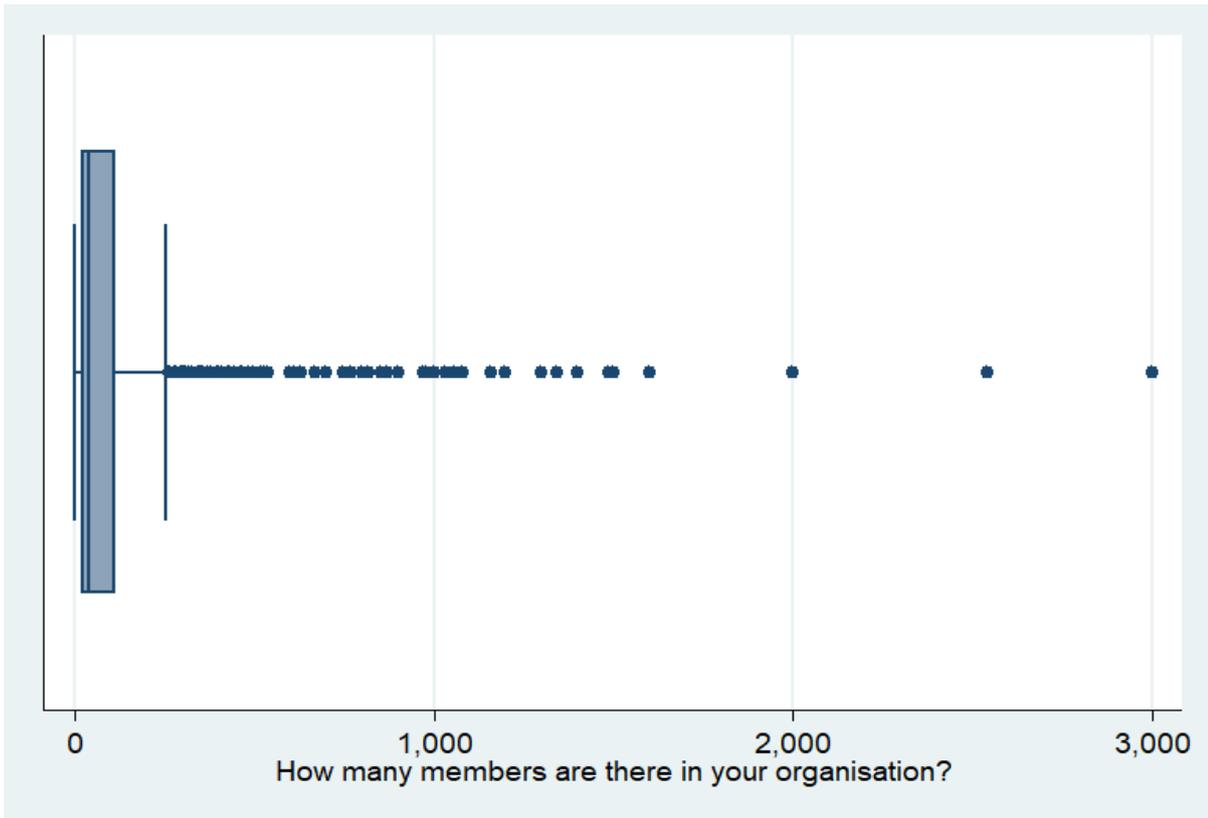


Figure 100: Boxplot of responses from all organisations: “How many members are there in your organisation?” (n = 555)

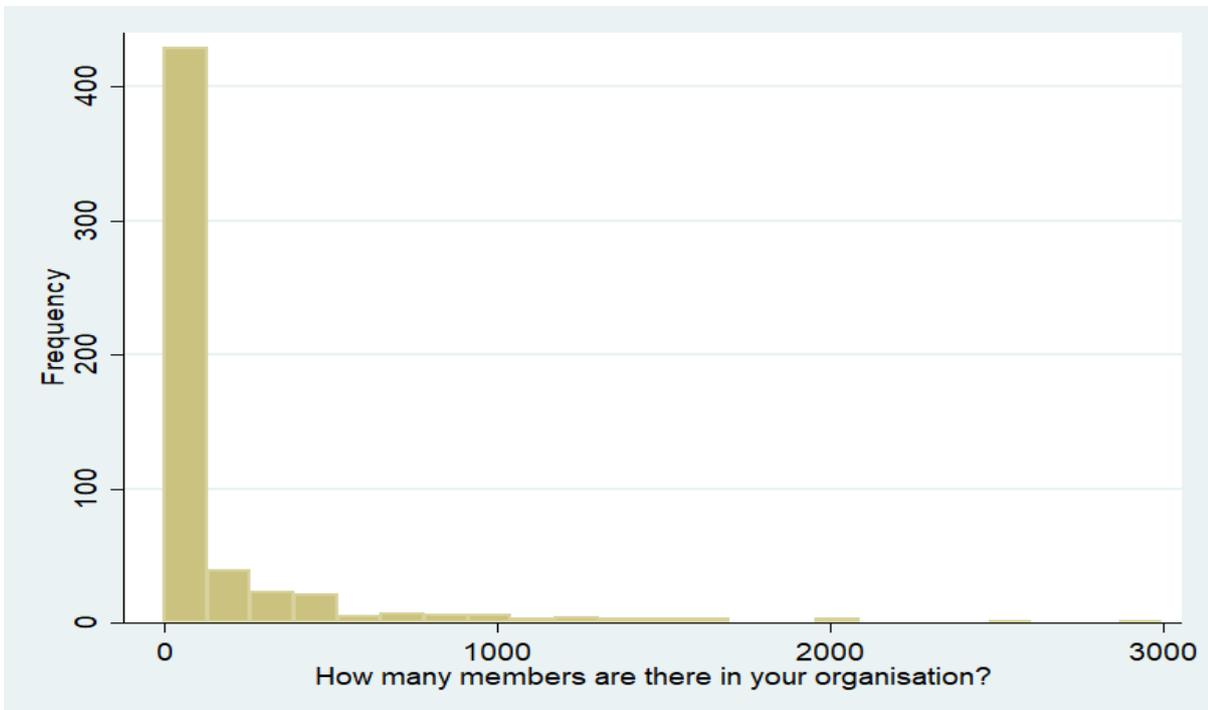


Figure 101: Histogram of responses from all organisations – “How many members are there in your organisation?” (n=555)



The boxplot,
 Figure 102, and histogram,
 Figure 103, provide more details about reading club attendance.

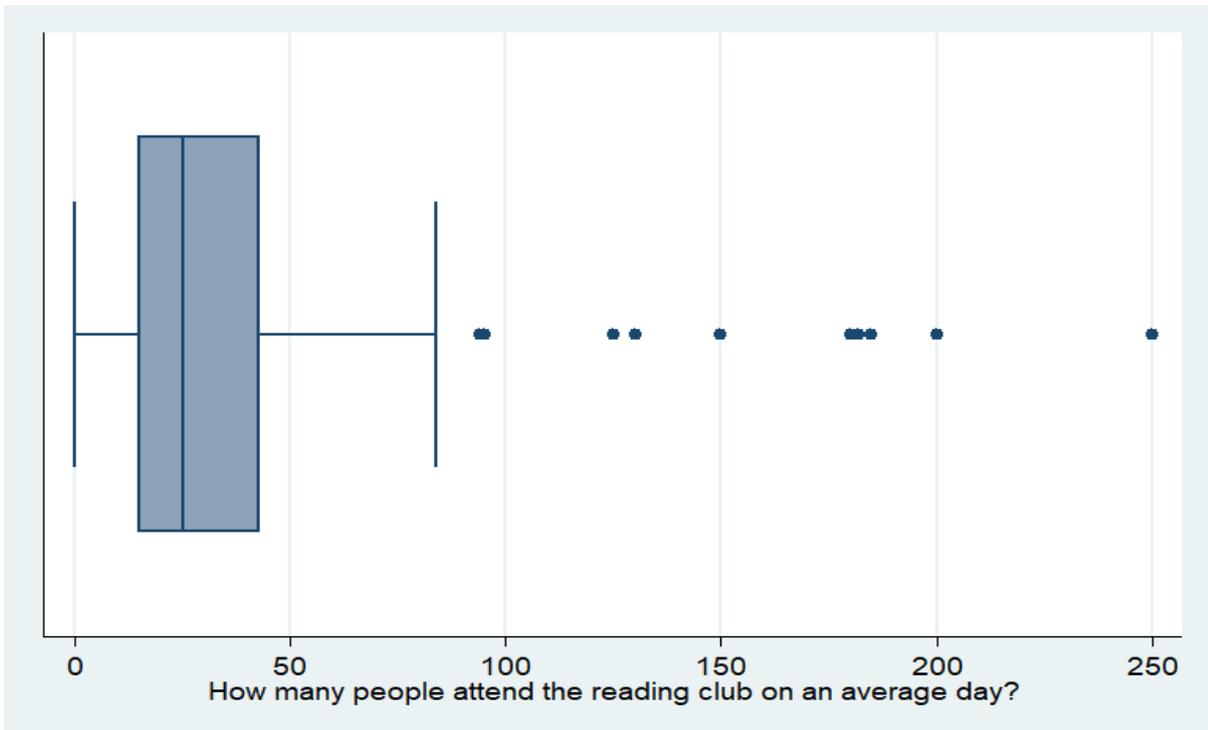


Figure 102: Boxplot of responses from NSOs: “How many people attend the reading club on an average day?” (n = 244)

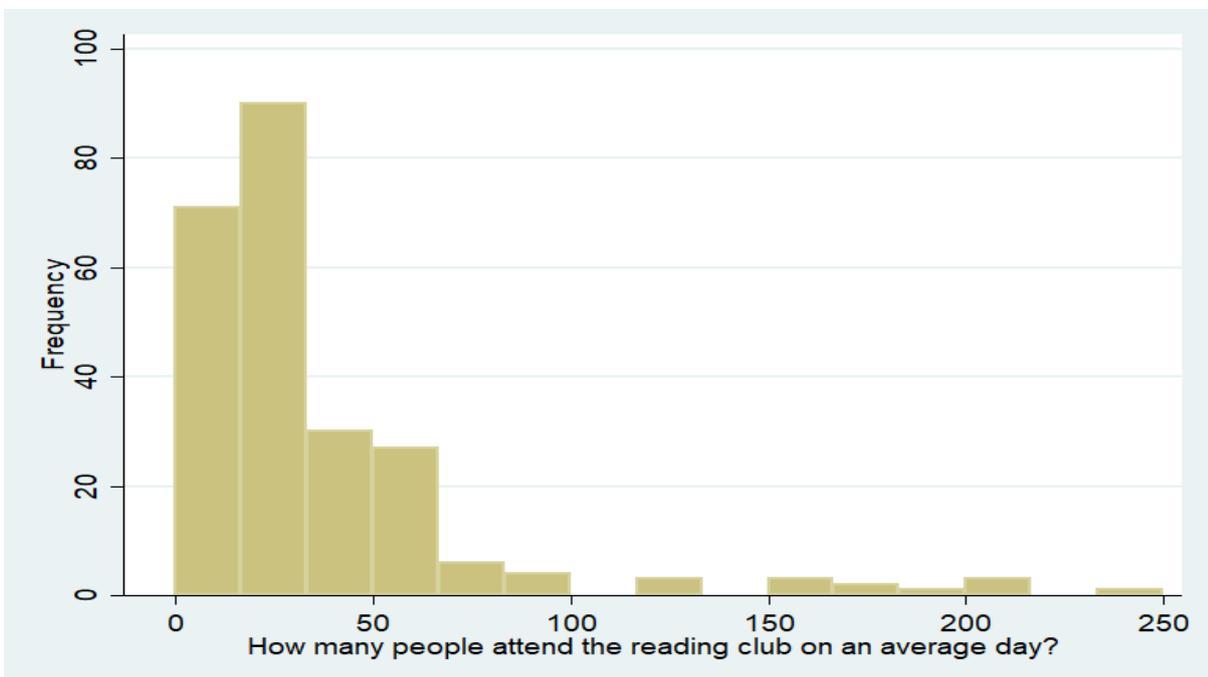


Figure 103: Histogram of responses from NSOs: “How many people attend the reading club on an average day?” (n = 244)



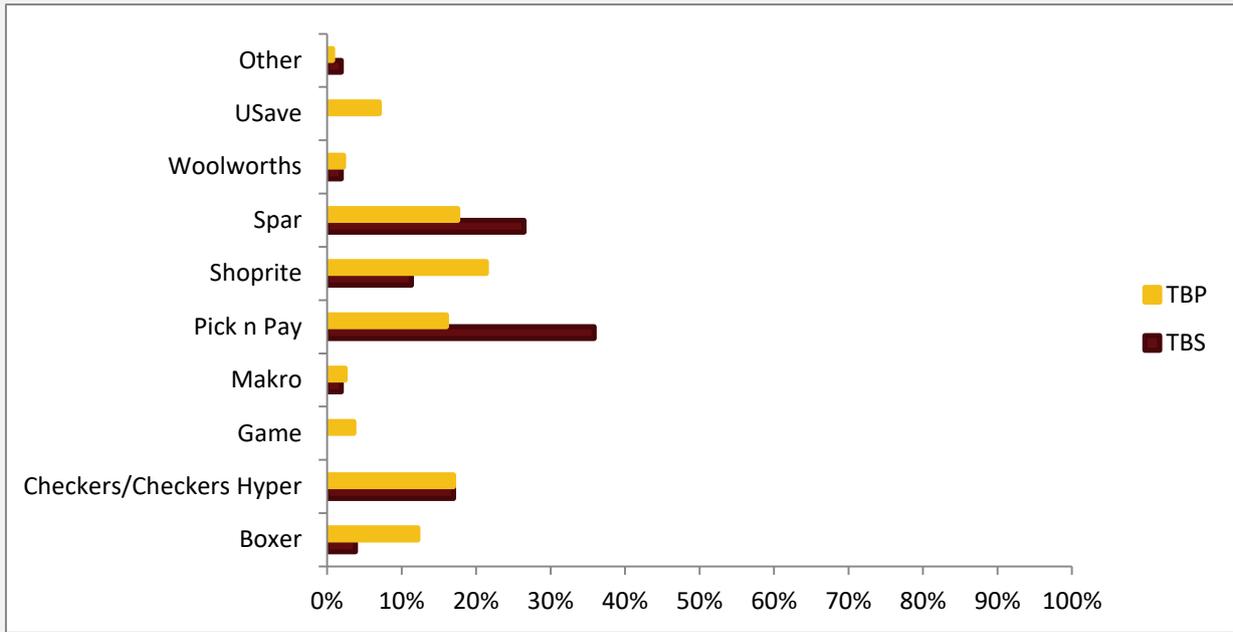


Figure 104: Percentage of TBSs and TBPs who would buy the Nal'ibali supplement from a supermarket (n = 378): preferred/most convenient supermarket to buy Nal'ibali supplement if it was sold on its own. Multiple response possible.

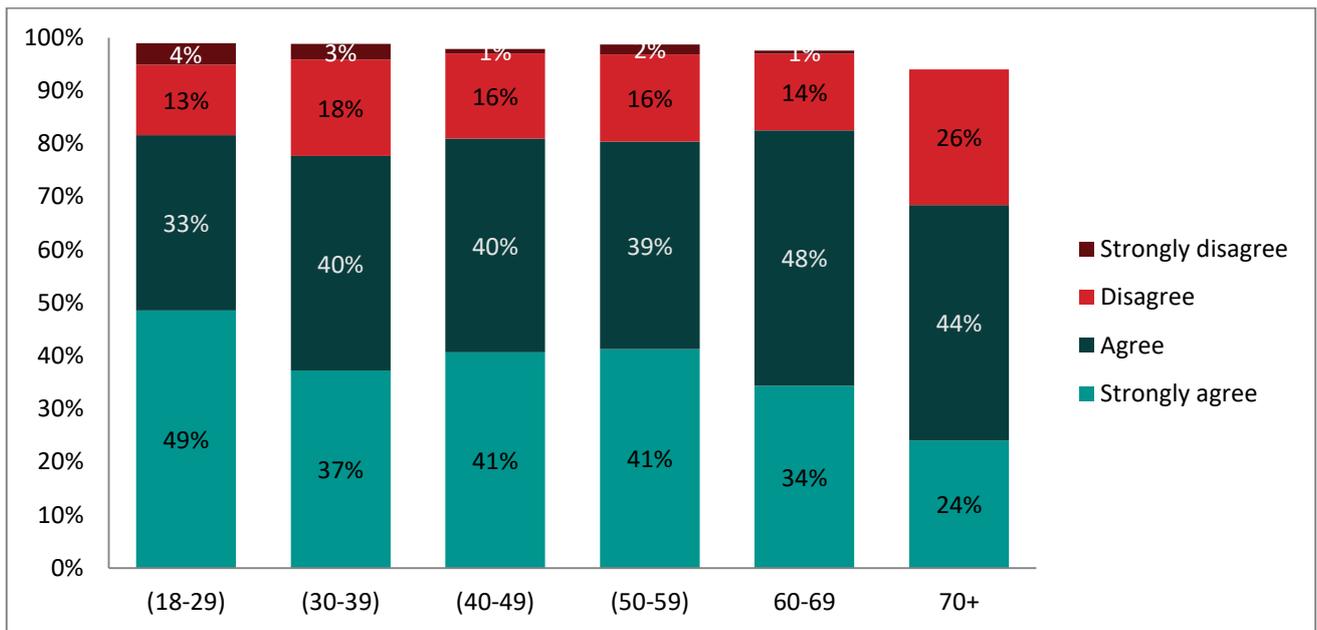


Figure 105: Percentage of respondents by age category: "It is more important for adults to help young children study than to read to them." (n = 2 261)



Annexure B: Summary Findings per Survey Respondent Group

NSOs Summary Report

NSOs (reading clubs) were identified by Nal'ibali as reading clubs which they are in contact with but which do not receive the Nal'ibali supplement regularly. A total of 311 NSOs (reading clubs) participated in the survey including 86 organisations that reported receiving the Nal'ibali supplement regularly. The latter organisations are referred to as NSROs and receive the supplement from a variety of sources including via delivery, donation and via a newspaper.

Demographics

Geographic Location – NSOs (reading clubs) from every South African province participated in the survey. The most heavily represented provinces were: Limpopo 22%, Kwa-Zulu Natal 20% and Gauteng 16%. The Eastern Cape, while heavily represented by both TBSs and TBPs, represented just 10% of the NSO (reading club) population.

Population group – 91% of NSO (reading club) respondents were black African. This is 10% above the national average (Statistics South Africa, 2016). White respondents were underrepresented at 2%, as compared to the national average of 8%. Similarly, 6% of NSO (reading club) respondents identified as coloured, 3% less than the national average. No respondents identified as Indian, who represent 3% of the population.

Gender – 84% of NSO (reading club) respondents were female, the largest proportion of any survey respondent group. Respondents at SOs were 74% female, while less than 50% of TBS and TBP respondents were female.

Age – NSO (reading club) respondents were slightly younger on average than the average age across all surveys. The vast majority (91%) of NSO (reading club) respondents were under the age of 60 (54% were between the ages of 40 and 59 and 37% between the ages of 18 and 29).

Educational level – NSO (reading club) respondents were more educated than the general population. This was true of every survey group. 60% of NSO (reading club) respondents had an education level higher than Grade 12, compared to just 12% of the general population (Statistics South Africa, 2011).

Employment status – Unemployment among NSO (reading club) respondents was 6%, compared to 27% nationally (Statistics South Africa, 2018). This was likely due in part to the respondents' high levels of education and the increased possibility that they were employed by the organisations they represented: 84% of NSO (reading club) respondents worked and another 7% were studying.

Home language and other languages spoken – The most common home languages spoken by NSO (reading club) respondents were: isiZulu (27%), Sepedi (22%) and isiXhosa (20%). All three languages were over-represented by 4%, 4% and 9% respectively, compared to national data from the 2011 Census conducted by Statistics South Africa. However, these findings are more or less in line with the trends regarding geographic location and population group. English and Afrikaans were under-represented among NSO (reading club) respondents. 2%



reported English as a home language compared to 10% nationally; 7% reported Afrikaans as a home language compared to 14% nationally.

In addition to their home language, NSO (reading club) respondents reported speaking a variety of other languages: 94% reported that they spoke English as an additional language. Afrikaans was the second most common additional language; with 19% of respondents reporting that they spoke it (respondents could select more than one additional language). 18% of respondents also spoke isiZulu as an additional language. NSO (reading club) respondents also frequently reported speaking Sesotho (15%) and isiXhosa (13%) as additional languages.

Organisational involvement – When asked about organisational involvement (multiple responses allowed), the primary response of NSO (reading club) respondents (43%) was to identify as an “educator”. 26% described themselves as ECD practitioners, 16% as NGO practitioners and 12% as library practitioners. Only 10% identified as a parent/caregiver and just 4% identified as a student.

Demographics of organisations

NSOs (reading clubs) were primarily located at schools (37%) and ECD centres (32%). The remaining locations of were: NGOs (18%), libraries (8%), government (1%), churches (1%) and other (5%).

Both NSOs (reading clubs) and SOs reported a large number of members: 47% of NSOs (reading clubs) had over 40 members, as compared to 57% of SOs.

NSOs (reading clubs) received less outside support than SOs. The most common forms of support they received were: donation of reading material (25%), training (19%) and volunteer help (15%).

Reading clubs - The majority (84%) of reading clubs had been established since 2015. The majority (59%) of reading clubs met weekly. Another 27% of reading clubs met daily. With regards to reading club attendance, the mean was 36 and the median 25. The most common activities at reading clubs were: story-telling (68%), reading to a child (60%), writing (53%) and songs and games (52%).

Access to reading materials

Types of reading materials – The majority (88%) of NSOs (reading clubs) reported having children’s books with pictures at the organisation. The majority also had access to children’s books without pictures and newspapers/magazines: 60% and 54% respectively. Less than the majority (39%) had access to books for adults. NSOs (reading clubs) reported having challenges accessing new reading resources, the main ones being cost and knowing where to get them.

It is important to note that SOs reported having more of every type of reading resource compared to NSOs (reading clubs). SOs also had better access to almost all types of reading resources than NSOs (reading clubs).

Languages of materials – 90% of NSOs (reading clubs) reported having English books. The frequency of books in other languages tended to match that of the frequency of languages spoken by respondents: 74% of NSO (reading clubs) respondents had books in the same language as their home language when this was not English. 70% of NSOs (reading clubs) also reported having newspapers or magazines in languages other than English (90% had English newspapers or magazines).

NSO (reading club) respondents were asked whether they had reading materials in their preferred language. The majority (81%) said they did, whilst 13% said that they did not, and 6% indicated that they did, but would like reading materials in additional languages as well. The 33 respondents who wanted reading materials in other



languages requested them in all South African official languages except Tshivenda, but primarily requested them in English (13), isiZulu (11), Sepedi (8) and Setswana (8).

Number of books – 27% of NSOs (reading clubs) had access to over 100 books at their organisation compared to 57% of SOs. Of concern, 5% of NSOs (reading clubs) reported they did not have access to any books.

Use of reading materials – When asked how books were used in their organisation, NSOs (reading clubs) reported fewer uses than SOs. The most common uses for books by NSOs (reading clubs) were: reading aloud to children (70%), reading for enjoyment (68%) and doing activities (63%).

Key findings

Awareness - NSOs (reading clubs) were not asked whether they knew about Nal'ibali; as their contact information was provided by Nal'ibali, it was assumed that they knew about the organisation. However, NSOs were asked how they knew about Nal'ibali. Attendance at a training was the most common form of awareness for SOs (reading clubs), at 60%. NSOs (reading clubs) were most likely to know about Nal'ibali through word-of-mouth (28%) followed by attending a training (27%) and attending an event (22%).

Targeting - NSOs (reading clubs) were identified as a comparison group for SOs that received the supplement regularly. However, the majority NSOs reported receiving the supplement either currently or in the past. In total, 28% of NSOs reported receiving the supplement regularly and a further (16%) reported receiving the supplement currently, but not regularly, and 16% had received the supplement in the past.

The vast majority of NSOs (reading clubs) – 97% – indicated that they would like to receive the supplement regularly.

NSOs (reading clubs) that had received the supplement in the past but did not receive it now were asked when they stopped receiving the supplement; the majority (78%) had stopped receiving it up to two years ago. These organisations (n = 49) were asked why they had stopped receiving the supplement. 45% did not know why, 29% indicated that Nal'ibali stopped delivering the supplement, and 27% indicated other reasons.

Of those (n=86) NSOs (reading clubs) that reported receiving the supplement regularly, the vast majority (87%) said the supplement was delivered directly to their organisation. Of the NSOs (reading clubs) (n=49) which reported receiving the supplement, but not regularly, the majority (55%) also reported receiving the supplement directly, and a further 24% reported receiving it from a distribution point (i.e. a central distribution point or SAPO). These responses suggest that Nal'ibali's databases of SOs and NSOs (reading clubs) which were handed over to construct the sampling frame are not up to date. A further 10% of NSOs which received the supplement, but not regularly, said they received it by purchasing a newspaper, and 4% said the supplement was donated to them.

Use – The majority (76%) of NSOs (reading clubs) that received the supplement regularly (n=86) used the supplement. Use in the organisation (66%) was slightly lower than for SOs (66%) though use in the home was higher (14% as compared to 8% for SOs). Multiple responses were possible and some respondents reported using the supplement in the organisation and at home.

Considering only those organisations and respondents who reported using the supplement, NSOs (reading clubs) and SOs use the supplement in similar ways, with SOs reporting higher use, except for discussion purposes and doing activities, for which NSOs (reading clubs) reported higher use. The most common use of the supplement by NSOs and NSROs was doing activities, followed by reading aloud to children. NSROs have the lowest organisational reported use for all categories of use, suggesting that they could benefit from support in this



regard. Somewhat surprisingly, reported use of the supplement by NSOs is considerably higher than use by NSROs (by between 22 and 32 percentage points).

SOs (n=247) were more likely than NSOs (reading clubs) and NSROs to report that children take the supplement home (85% as compared to 50%) and when children take the supplement home 64% SOs (n=209) were more likely to report that are allowed to keep the supplement, as compared to 34% at NSOs (reading clubs) and NSROs (n=157).

Almost all types of adult and child use of the supplement were higher in SOs as compared to NSOs (reading clubs) except for adults and children reading together and doing activities together. Regarding child use, 77% of NSOs (reading clubs) reported that children read it on their own, and 76% of children read it to other children/together. These rates were slightly lower than at SOs and slightly higher than for newspaper subscribers and purchasers.

Appropriateness - NSOs (reading clubs) that received the supplement regularly reported 10 percentage points more children aged 0 to 6 using the supplement than SOs (34% and 24% respectively). Overall, more children used the supplement than adults in NSOs (reading clubs).

When asked about which resources they enjoyed reading, NSOs (reading clubs) were more likely to report “I do not enjoy reading any of these” at 8%, as compared to 1% for SOs.

Quality - Na’ibali supplements were considered to be of slightly better language quality than other reading material used at NSOs (reading clubs). The negative response regarding language quality of materials was 6% for Na’ibali supplements and 7% for other materials. Generally, reading resources were considered good quality: 94% agreed or strongly agreed with the statement “the stories in the reading material my organisation/reading club usually uses are interesting.”

Messaging - The values and beliefs of NSO (reading club) and NSRO respondents were similar to those of SOs in a number of respects: 94-98% of NSOs (reading clubs) and NSROs agreed that ‘it is important for adults to read aloud to children’. There was also strong agreement (96-97%) that ‘reading stories aloud to children will help them do better at school’.

NSROs were the most likely group of respondents to agree that ‘it is more important for adults to help young children study than to read to them’ (82%) though NSOs (reading clubs) were somewhat less likely to agree (75%). The majority of NSO (reading club) and NSRO respondents that they enjoyed reading in their spare time. These results were similar across all survey respondent groups. NSO (reading club) respondents were more likely than SO respondents to read daily: 56% and 49% respectively.

Opinions about English were split. When asked their level of agreement to the statement, “It is more important for children to learn to read in English than in their home language,” 45% of NSO (reading club) and 43% of NSRO respondents agreed with the statement - similar to SOs at 42%. However, NSRO (48%) and NSO (32%) (reading club) respondents were most likely to prefer reading in a language other than English.



SOs Summary Report

Introduction

Subscribing organisations (SOs) are organisations on Nal'ibali's database of organisations which (at the time of sampling) received the supplement regularly via subscription. A total of 246 SOs participated in the survey.

Demographics

Geographic Location – The most heavily represented province was the Western Cape (26%), followed by the Eastern Cape (23%), KZN (21%) and Gauteng (20%). Limpopo (5%), Free State (3%) and Mpumalanga (1%) were relatively poorly represented, and there was negligible representation in the Northern Cape and North West Provinces. This is in line with where the languages which the supplement is developed in are predominantly spoken.

Population group – SOs had a larger share of the total number of white (6%), Indian (4%) and coloured (6%) respondents and a smaller share of black African respondents (83%) as compared to NSOs (92%).

Gender – SOs had a higher proportion of male respondents (24%) as compared to NSOs (14%).

Educational level – SO respondents were considerably better educated than the general South African population. This was true of every survey respondent group, but SOs had a substantively greater share of respondents who had attained higher education (77%) than all other survey respondent groups (Statistics South Africa, 2011).

Employment status – There was variation in unemployment rates between respondent groups. This is, in part, because individuals at organisations were often employed by the organisation. SOs had slightly higher levels of employment (89%) than NSOs (85%). The majority of organisational respondents identified themselves as working in education or in non-governmental organisations (NGOs).

Home language and other languages spoken - SOs had the highest representation of IsiXhosa (38%) and Sesotho (10%) home language speakers as compared to other survey respondent groups; this can be linked to the higher representation of SOs in the Western Cape and Gauteng compared to other groups.

Organisational involvement – When asked about their involvement in selected education, community and government organisations, the majority of SOs reported that they were educators (56%), the largest proportion of any survey respondent group.

Demographics of organisations

Both NSOs (reading clubs) and SOs reported a large number of members: 47% of NSOs (reading clubs) had over 40 members; and 57% of SOs had over 40 members.

SOs received more outside support than NSOs (reading clubs): 40% of SOs received support in the form of donated reading material; 32% received financial support; 31% benefited from training; and 25% received volunteer help.

Access to reading materials

Types of reading materials – SOs had better access to almost all types of reading resources than NSOs (reading clubs) and NSROs: 94% had children's books with pictures; 70% had children's books without pictures; 67% had newspapers and/or magazines; and 77% had books for adults.



Number of books – The majority (57%) of SOs had more than 100 books as compared to 30% of NSROs (and 27% of NSOs (reading clubs)).

Languages of materials – SOs had more books in English and a number of other languages (isiXhosa, Afrikaans, isiZulu) which were largely in line with the home language of respondents, whilst NSOs (reading clubs) had more books in other languages (Sepedi, Setswana and Sesotho). 97% of SO respondents had books in English (as compared to 90% of NSOs (reading clubs)), and 81% of SOs reported having books in their home language where this was not English, seven percentage points higher than for NSOs (reading clubs).

Use of reading materials – SOs used reading materials more frequently (the majority used books, newspapers and magazines daily) and used books more for all purposes.

Internet and library access – SOs also had better access to libraries and the internet (59% accessed the internet, which was 27 percentage points higher than for NSOs (reading clubs)).

Key findings

Awareness – SOs were not asked *whether* they knew about Nal'ibali, as their contact information was provided by Nal'ibali, it was assumed that they knew about the organisation. The majority of SOs reported knowing about Nal'ibali from attending a training session (60%). Attending an event was the next most common way of knowing about Nal'ibali.

Targeting – There were four main modalities via which organisations and individuals accessed the supplement: 1) via a newspaper; 2) direct delivery to SOs; 3) delivery to a central distribution point which SOs collect from; and 4) delivery to a SAPO which SOs and customers collect the supplement from. 92% of the SO respondents indicated that they accessed their supplement via modality 2.

The majority of SOs were 'very happy' with how they currently received the supplement. Those who received the supplement directly from a central distribution point and from a post office were either 'very happy' or 'happy' with how they currently received the supplement.

93% of SOs indicated that direct delivery was the only convenient way for them to receive the supplement. It would be challenging to shift SOs which were used to receiving the supplement directly to a more indirect access modality.

The majority (87%) of SOs reported receiving the supplement in their preferred language.

Use – Almost all SO respondents used the supplement at their organisation (92%), as did the majority of NSROs (66%).

Organisations and individuals used the supplement in a wide variety of ways including: reading aloud to children; doing activities; reading for enjoyment; learning new things; and learning to read in home language and additional languages. Use was highest amongst SOs, but somewhat puzzlingly, NSROs and NSOs reported using the supplement for a greater variety of reasons.

'Reading aloud to children' was the most common use of the Nal'ibali supplements in SOs, whilst 'doing activities' was most common in NSOs (reading clubs) and NSROs and 'reading for enjoyment' was the most common use by TBSs and TBPs.

'Children reading on their own' was occurring in 76% of SOs which had copies of the Nal'ibali supplement; this was higher than for other types of reading materials (reported in Chapter 4).



SOs were more likely than NSOs (reading clubs) and NSROs to allow children to take the supplement home and when children did take the supplement home, SOs were more likely to allow them to keep the supplement.

The supplement was predominantly used in English; it was used more extensively in languages other than English by organisations and when adults read to children.

Appropriateness – SOs reported more frequent use of the supplement than NSOs (reading clubs) amongst children aged 7-11, 12-15 and 16-17.

The only difference between SOs and NSOs (reading clubs) in relation to preferred reading materials was with regard to preference for Nal’ibali supplements. For SOs, Nal’ibali supplements were the preferred choice of 18% of respondents compared to 11% for NSOs (reading clubs). For NSOs (reading clubs), preference for adult non-fiction books increased. Also, NSOs (reading clubs) were more likely to report “I do not enjoy reading any of these” at 8% as compared to 1% for SOs.

Quality – Feedback on the language choices of Nal’ibali was predominantly positive. Of the five languages surveyed, there were only three instances out of a total of 20 questions (four questions, five languages) when respondent disagreement was at or above 10% and of these, only one related directly to language quality (as opposed to the language being similar to everyday language), namely:

‘The way isiXhosa is used is easy to understand’: 12% negative (9% disagree, 3% strongly disagree).

Sesotho speakers were the most positive about Nal’ibali’s language choices: out of the four questions related to language use, no respondent selected ‘strongly disagree’.

There were many, varied things that users liked about the supplement and few things they disliked.

Messaging – SOs were strong believers in the importance of adults reading to children and the value of reading in relation to academic success. Almost all (99%) of the SO respondents agreed that ‘reading stories aloud to children will help them do better at school’, and 97% agreed that ‘reading stories aloud to children will help them do better at school’.

SOs prioritised the importance of studying over reading for enjoyment (78% agreed that ‘it is more important for adults to help young children study than to read to them’). However, the vast majority (98%) confirmed that they enjoyed reading in their spare time, with 49% reporting doing this daily.

Encouragingly, SOs were more likely than any other survey respondent group to disagree with the statement ‘It is more important for children to learn to read in English than in their home language’: 57% disagreed or strongly disagreed. However, a relatively small percentage (27%) reported that they preferred to read in an African language, and 72% preferred to read in English.



TBSs Summary Report

Introduction

A total of 402 TBSs were surveyed, drawn from TB's database of subscribers to the following newspapers: Sunday World, the Daily Dispatch, and the Herald.

Demographics

Geographic location - The majority (57%) of TBSs were from the Eastern Cape Province and another third (33%) were from Gauteng province, totalling 90% of all TBS respondents. The rest of the provinces were represented in low numbers, excluding the Free State, which was not represented at all among TBSs.

Population group - Overall, the survey population closely resembles national data, with TBS being the exception. TBS had a larger share of white respondents and a smaller share of black African respondents compared to other survey respondent groups. White respondents made up 42% of TBSs, but are only 8% of the national population. Meanwhile, black Africans made up 54% of TBS, but are 81% of the national population (Statistics South Africa, 2016). This is the opposite of the TBP group, which over-represented black African and under-represented white respondents.

Gender - TBS had the most even split between male and female respondents of all survey groups: 50% male, 49% female and 1% other. In comparison, 58% of TBPs were male.

Age - Seniors were over represented among TBSs: 74% were aged 50+. Meanwhile, the majority (56%) of TBPs were between the ages of 18 and 39.

Education level - TBSs are more educated than the general population, 57% of TBSs had attained an education level higher than Grade 12, compared to just 12% of the general population (Statistics South Africa, 2011). TBSs were also more educated than TBPs, of whom 37% had an education level higher than Grade 12.

Employment status – TBSs were the least likely to be employed of all survey groups, as many of them were retired/pensioners (23%). Despite a high number of pensioners, 48% of TBSs were working. Unemployment among TBSs was 12%, which is slightly higher than for organisational respondents and compares to 27% nationally (Statistics South Africa, 2018).

Home language & other languages spoken - 41% of TBSs reported that their home language was English, which is considerably higher than the 10% reported nationally (Statistics South Africa, 2011). This may be because the newspapers which the supplement is distributed in are English. A total of 99% of TBSs reported English as either a home or additional language. The next most common home languages for TBSs were isiXhosa (14%) and isiZulu (10%). 48% of TBSs reported speaking Afrikaans as a second language, likely (in part) because 42% of TBSs were white. isiXhosa was the third most common second language, with 17% of respondents reporting speaking that language.

Organisational involvement - The majority (65%) of TBSs identified as a parent or caregiver. However, 64% of TBSs reported having no children in the household. It may be that they were describing themselves as parent/caregivers to adult children. Over a quarter (26%) of TBS respondents did not identify with any of the categories. However, the percentage of TBSs who reported being NGO practitioners/volunteers is comparable to that of organisational respondents.



Household size (& number of children) - The average household size of TBSs and TBPs was 3,4, as compared to 3,3 nationally in 2016 – according to Statistics South Africa (this question was not asked of organisational respondents). TBSs had fewer children per household than TBP respondents: 0.7 and 1 respectively. When excluding respondents/households with no children, the average number of children per household increased to 1.8 for TBSs and 1.6 for TBPs. 64% of TBSs reported living in a household without children.

Access to reading materials

Types of reading materials - Unsurprisingly, the vast majority (95%) of TBSs reported having newspapers/magazines in the home, the highest of any survey group. The majority (77%) of TBSs also had books for adults in the home. The percentage of respondents with picture books for children was much lower, at 43%; however, when considering only those households with children, the percentage increases considerably, by more than 20 percentage points. TBSs had more print resources than TBPs.

TBSs most frequently reported having fiction and non-fiction books. TBSs and TBPs with children were more likely to report having folk/fairy tales, poetry, primary textbooks and dictionaries than their counterparts without children.

Languages materials are in - Almost all (99%) of TBSs had English language books in their homes. The frequency of books in other languages tended to match that of the frequency of languages spoken by respondents. 57% of TBSs had books in the same language as their home language when this was not English. Overall, organisations had more books in languages other than English than TBSs and TBPs had in their homes which is to be expected. Just 13% of TBSs having newspapers and magazines in languages other than English.

Number of books - TBS survey respondents owned considerably more books than the average South African. The South Africa Book Development Council (SABDC) 2016 survey found that just 7% of South Africans surveyed live in households with more than 10 books, compared to 71% of TBSs.

What reading materials are used for - Books were primarily used for reading for enjoyment across all respondent groups and TBSs were most likely (91%) to use books in this way. However, TBSs and TBPs were less likely to report other activities aside from reading for enjoyment than organisational groups.

Newspapers were also most commonly cited as being read for enjoyment. Again, TBSs were most likely to select this choice (88% compared to 70% for TBPs). In second place was “staying on top of the news.” This is the one category where both TBSs’ and TBPs’ use was higher than that of organisations.

Nal’ibali reading materials - Close to half (47%) of TBSs reported not having any Nal’ibali supplements at home, and a further 44% reported having between one and 10 copies.

6% of TBSs said they did not receive the supplement in their preferred language. The two most requested additional languages for both TBSs and TBPs were Sepedi and Sesotho.

Library access - According to SABDC’s 2016 report, 27% of South African adults report visiting a library for any purpose. 41% of TBSs reported accessing libraries, 14 percentage points more than the national average of South Africa.

Internet access - The majority (58%) of TBSs had Internet access. TBPs’ access was 39%, or 18 percentage points less than that of TBSs. Internet access overall is estimated to be 40% in South Africa (World Wide Worx, 2017).

Key findings



Awareness – The majority of TBSs and TBPs were aware of Nal’ibali. Awareness was greater among TBSs (74%) than TBPs (57%).

Access & Targeting – The vast majority of TBSs (94%) and TBPs (89%) would buy the newspaper whether or not it contained the Nal’ibali supplement.

Just 14% of TBSs and 25% of TBPs who were aware of the supplement would buy it if it was sold separately, and the majority of those who would consider buying it would be willing to pay R5. The places TBSs and TBPs said would be most convenient for them to buy the supplement from were supermarkets and convenience stores.

Use – For every 100 supplements distributed in newspapers to TBSs, 19 are used (by 41 people) and 31 are given away (2 of these are used and then given away).

The supplement was used at home by more than one in four TBS and TBP respondents who were aware of it (27% and 29% respectively). TBPs were twice as likely to throw away the supplement as TBSs (53% and 24% respectively). TBSs were more likely to give the supplement to an individual than TBPs (40% and 14% respectively).

TBPs’ use of the supplement with children was between nine and 13 percentage points higher than that of TBSs. This is possibly because TBPs had more children per household than TBS respondents. However, overall use of the supplement was lower for TBPs than TBSs.

TBS and TBP had the highest use of English when reading the Nal’ibali supplement. When asked, “Which languages of the Nal’ibali supplement are used when adults and children read it together?” 88% of TBSs and 89% of TBPs reported using English. Aside from English, TBSs also reported using isiZulu (21%) and isiXhosa (18%). No TBSs reported using the supplement in Sepedi.

The majority of TBPs (56%) threw away/recycled the supplement, compared to just 29% of TBSs who either kept the supplement or gave it away.

Appropriateness – Newspapers, magazines and fiction books for adults were the most popular reading materials for all survey groups. This is in alignment with the SABDC study (SABDC, 2016). TBSs and TBPs were much more likely to indicate a preference for newspapers and magazines.

There were some differences between TBSs as compared to TBPs. The most concerning is that 10% of TBPs indicated that they do not like reading any of the materials listed, compared to 3% for TBSs. TBSs found reading books, both adult fiction and non-fiction, more enjoyable than magazines. Meanwhile, TBPs’ preference for magazines was 17% higher than that of TBSs.

Quality – When asked to rate their agreement with the statement “I enjoy most or all of the stories in the Nal’ibali supplement,” 87% of respondents agreed (44% strongly agreed). Just 7% disagreed. However, those disagreeing were primarily TBSs and TBPs, at 6% and 14% respectively.

Feedback on the language choices of Nal’ibali was almost entirely positive. There were no discernible trends related to language quality pertaining to this group.

Messaging – The majority (97%) of TBSs indicated they agreed that it is important for adults to read to children, while slightly fewer (93%) TBPs agreed. However, more TBPs (58%) than TBSs (47%) strongly agreed with the statement. Organisational respondent groups agreed even more strongly.

Over 90% of TBSs and TBPs agreed that “reading stories aloud to children will help them do better in school”, with TBPs more likely to strongly agree than TBSs. These responses are different to national opinions. According



to the 2016 SABDC survey, only 7% of respondents agreed with the statement “children do better in school when parents read to them”, compared to 93% of the respondents of this study when asked a similar question.

TBSs were less likely than TBPs to strongly agree and agree overall that “it is more important for adults to help young children study than to read to them”. In common with all survey respondent groups, TBSs were likely to agree (97%) that ‘I enjoy reading in my spare time’. When asked about their personal reading habits, TBSs were most likely to report reading daily (66%), compared to SOs (49%) and TBPs (37%).

TBSs were less likely than TBPs to value learning to read in English above reading in one’s home language (51% disagreed with the statement “It is more important for children to learn to read in English than in their home language”. However, the vast majority (90%) indicated that they preferred to read in English, similar to the proportion of TBPs reporting the same and higher than the 64% found by the 2016 National Reading Survey (SABDC, 2017).



TBPs Summary Report

TBPs constituted the largest survey respondent group, comprising 400 Sunday World TBPs in Limpopo, 419 Sunday World TBPs in Gauteng and 484 Daily Despatch and Daily Herald TBPs in the Eastern Cape.

Demographics

Geographic location – TBP were from only the three provinces where fieldwork was conducted: EC (37%), GP (32%), and LP (30%).

Population group - TBPs had a higher share of black African respondents than the national population (92% and 81%) and a lower share of white respondents (1% and 8%) (Statistics South Africa, 2016). This is the opposite of the TBS survey respondent group which over-represented whites and under-represented black Africans.

Gender – TBPs had the largest portion of men in a survey respondent group at 58%. In comparison, 50% of TBS respondents (TBSs) were male, while at Nal'ibali supplement subscribing organisations (SOs), just 24% of respondents were male.

Age - The majority (56%) of TBPs were between the ages of 18 and 39. An additional 30% were between the ages of 40 and 59. Meanwhile, TBSs were more likely to be older (74% were aged 50+).

Education level – TBPs were the least well educated survey group. For example, 37% of TBSs had attained an education level higher than Grade 12 as compared to 58% of TBSs and 77% of SOs. However, TBPs were nonetheless better educated than the general population (Statistics South Africa, 2011).

Employment status - TBPs were the most likely to be unemployed of all the survey respondent groups. However, with 15% of TBPs unemployed, this rate is still well below the national level of 27% (Statistics South Africa, 2018). The majority (70%) of TBPs were working.

Home language & other languages spoken - Since TBPs were from just three provinces (EC, GP, and LP); the languages spoken by these respondents were primarily those that dominate these provinces. The three most common home languages of TBPs were isiXhosa (33%), Sepedi (28%) and isiZulu (10%).

As with other survey groups, the vast majority (97%) of TBPs identified English as either a home language or additional language that they spoke.

Organisational involvement - The majority (57%) of TBPs did not identify with any of the organisational involvement categories which the survey presented. They were also less likely to identify as a parent/caregiver than TBSs: 32% compared to 65%. TBPs were also the least likely of all groups to identify as an educator.

Household size (& number of children) - The average household size of TBSs and TBPs was 3,4 as compared to 3,3 nationally in 2016 – according to Statistics South Africa (this question was not asked of organisational respondents). TBSs had fewer children per household than TBPs: 0.7 and 1 respectively. When excluding respondents/households with no children, the average number of children per household increased to 1.8 for TBSs and 1.6 for TBPs. 37% of TBPs reported living in a household without children.

Access to reading materials

Types of reading materials - Unsurprisingly, the majority (85%) of TBP reported having newspapers/magazines in the home; only TBS reported this at higher rates, at 95%. TBSs had other reading resource materials (books for adults and children's books with and without pictures) at considerably lower rates than TBSs.



TBPs were most likely of any survey respondent group to have dictionaries and tertiary textbooks in the home. The types of books most frequently found in the homes of TBPs indicate that these individuals were not likely to be frequent book readers: few people read the dictionary for fun.

Unsurprisingly, TBSs and TBPs with children were more likely to report having folk/fairy tales, poetry, primary textbooks and dictionaries than their counterparts without children.

Languages materials are in - Almost all (98%) of TBPs had English language books in their homes. The frequency of books in other languages tended to match that of the frequency of languages spoken by respondent. 36% of TBPs had books in the same language as their home language when this was not English.

Just 22% of TBPs reported having newspapers and magazines in languages other than English.

Number of books - TBPs owned more books than the average South African (but fewer than their TBS counterparts). The South Africa Book Development Council (SABDC) 2016 survey found that just 7% of South Africans surveyed live in households with more than 10 books, compared to 27% of TBPs in this survey. However, 52% of TBPs lived in homes with no books (compared to just 13% of TBSs).

What reading materials are used for - Books were primarily used for reading for enjoyment across all respondent groups. TBPs were more likely to report using books for a number of activities including “learning new things”, “doing activities”, “learning to read one’s home and additional languages”, “discussion” and “reading aloud to children” than TBSs. However, TBSs were less likely to report using reading materials for other activities aside from reading for enjoyment than organisational groups.

Newspapers were also most commonly cited as being read for enjoyment. TBSs enjoyed reading newspapers more than TBPs (88% and 70%). In second place was “staying on top of the news.” This was the one category where both TBSs’ and TBPs’ use was higher than that of organisations.

Nal’ibali reading materials - The majority of TBPs (86%) reported not having any Nal’ibali supplements in their homes. Meanwhile, close to half (47%) of TBSs reported not having any supplements at home, and a further 44% reported having between one and 10 copies.

8% of TBPs said they did not receive the supplement in their preferred language. The two most requested additional languages for both TBSs and TBPs were Sepedi and Sesotho (both language which the supplement is produced in).

Library access - TBPs were less likely to access reading resources from a library compared to other respondent groups. 80% of TBPs did not visit the library, compared to 56% of TBSs. According to SABDC’s 2016 report, 73% of South African adults do not visit the library.

Internet access – Relatively few, 39% of TBPs, or 18 percentage points less than TBSs, had access. Internet access overall is estimated to be 40% in South Africa (World Wide Worx, 2017).

Key findings

Awareness – The majority of TBSs and TBPs were aware of Nal’ibali. Awareness was greater among TBSs (74%) than TBPs (57%) and greater amongst TBPs in Limpopo and Gauteng (66%) as compared to the Eastern Cape (42%)..

Access & Targeting – The vast majority of TBSs (94%) and TBPs (89%) would buy the newspaper whether or not it contained the Nal’ibali supplement, but 28% of TBPs would prefer to receive the supplement in another newspaper; a substantial 53% of TBPs in Limpopo would prefer to receive the supplement in another newspaper. The



most preferred alternative newspapers were: the Daily Sun, City Press, The Sowetan, The Sunday Times and the Sunday World.

25% of TBPs and 14% of TBSs who were aware of the supplement would buy it if it was sold separately, and the majority of those who would consider buying it would be willing to pay R5. Willingness to purchase the supplement is high in Limpopo: a substantial 47% of Limpopo TBPs said they would be willing to purchase the supplement if it were sold separately. The places TBPs and TBSs said would be most convenient for them to buy the supplement from were supermarkets and convenience stores

The primary target audience is adults who live and work with children and have the potential to be reading role models. At face value, TBPs would seem to be the poorest fit, with 57% indicating that they were neither parents nor caregivers, nor in a literacy leadership position in their community.

Use – For every 100 supplements distributed in newspapers to, 18 are used (by 47 people) and 10 are given away (1 of these is used and then given away). Amongst TBPs supplement usage is considerably higher in Limpopo.

TBPs read the Nal'ibali supplement at a lower rate than the other three groups. However, their use of the supplement with children was between nine and 13 percentage points higher than that of TBSs, possibly because TBPs had more children per household than did TBSs.

TBSs and TBPs had the highest use of English when reading the Nal'ibali supplement. When asked, "Which languages of the Nal'ibali supplement are used when adults and children read it together?" 88% of TBSs and 89% of TBPs reported using English. Aside from English, TBPs also reported using Sepedi (20%), isiXhosa (18%) and isiZulu (10%). Meanwhile, no TBSs reported using the supplement in Sepedi.

Appropriateness – Newspapers, magazines and fiction books for adults were the most popular reading materials for all survey groups. This is in alignment with the SABDC study (SABDC, 2016). TBSs or TBPs were much more likely to indicate a preference for newspapers and magazines. Only 2% of TBSs and TBPs indicated the Nal'ibali supplement as their first choice for reading for fun, compared to 14% of respondents from organisations.

There were some differences between TBPs as compared to TBSs. The most concerning is that 10% of TBPs indicated that they did not like reading any of the materials listed, compared to 3% for TBSs. TBSs found reading books, both adult fiction and non-fiction, more enjoyable than reading magazines. Meanwhile, TBPs' preference for magazines was 17% higher than that of TBSs.

Quality – When asked to rate their agreement with the statement "I enjoy most or all of the stories in the Nal'ibali supplement," 87% of respondents agreed (44% strongly agreed). Just 7% disagreed, primarily newspaper TBSs and TBPs, at 6% and 14% respectively.

Feedback on the language choices of Nal'ibali was almost entirely positive. No discernable trends related to language quality pertaining to this group.

Messaging – The majority of TBPs (93%) though slightly fewer than the TBSs (97%) of TBSs indicated they agreed that it is important for adults to read to children. However, more TBPs (58%) than TBSs (47%) strongly agreed with the statement. The results were also disaggregated by whether or not respondents were aware of, and reported using, the Nal'ibali supplement. TBPs who used the supplement were more likely to strongly agree (64% as compared to 55%) and agree overall (96% as compared to 92%) than TBPs who did not use it. However, the responses of TBPs who were not aware of the supplement fell somewhere in between.

Over 90% of TBSs and TBPs agreed that "reading stories aloud to children will help them do better in school", with TBPs more likely to strongly agree than TBSs. These responses are different to national opinions. According



to the 2016 SABDC survey, only 7% of respondents agreed with the statement “children do better in school when parents read to them”, compared to 93% of the respondents of this study when asked a similar question.

The majority (81%) of TBPs agreed that “it is more important for adults to help young children study than to read to them”. However the vast majority (96%) confirmed that they enjoyed reading and the largest share (45%) reported reading for pleasure weekly. Fewer (83%) TBPs indicated that they read daily or weekly, compared to over 90% for all other sub-groups.

TBPs were more likely to value learning to read in English as compared to home language than other respondent groups. Similarly, a large majority of TBSs and TBPs (90%) indicated that they preferred to read in English. Considerably more than the 64% found by the 2016 National Reading Survey (SABDC, 2017). This may indicate a difference between opinion and practice among the respondents.

