Results of a Survey into the Dynamics of Nal'ibali's FUNda Leader Network

Research conducted by Dr Andrew Hartnack and Nal'ibali

July 2017

1. Introduction and background

The FUNda Leader network was founded on 1 June 2016, when Nal'ibali launched a campaign with the goal of recruiting South Africans to be part of a network of literacy activists; inspiring them to take action in their own spaces; and connecting them to one another. To date some 3400 people have been recruited to the network at community pop-up events (e.g. book giveaways, trainings, read-aloud events); trainings; via the internet; and so on.

With the FUNda Leader network having been running for a year, Nal'ibali sought to review whether the original vision for the campaign is actually becoming a reality, and whether it was rolled out and communicated as intended. Nal'ibali was interested in knowing whether FUNda Leaders who have been recruited understand what the campaign is about; whether they are actually doing things to promote a culture of reading in their communities; and if Nal'ibali is supporting them adequately, among other things.

Dr Andrew Hartnack was approached by Nal'ibali to support this research on the FUNda Leader network and its outcomes during its first phase of implementation. Hartnack's role was to:

- Assist in the design of research questions and the questionnaire tool;
- Advise on the best methods of data collection and capturing;
- Familiarise the research team, consisting of Nal'ibali call centre operators, with the research questions and the questionnaire tool;
- Analyse data from 150 telephonic interviews with FUNda Leaders;
- Produce a high-level report document and PowerPoint presentation showing key findings from the research, and providing recommendations for where the project should focus in the future;
- Present the PowerPoint to Nal'ibali staff for discussion.

2. Research approach and methods

FUNda Leaders are scattered throughout South Africa, although different provinces have varying numbers depending on how well Nal'ibali has been able to recruit thus far. The research approach was to conduct a relatively in-depth survey with 150 FUNda Leaders (a sample of roughly five percent)[1] to answer the following broad questions:

- Who are the FUNda Leaders?
- Why and how did they join the network?
- What are the FUNda Leaders doing?
- What resources are available to FUNda Leaders?
- What interactions are they having with other FUNda Leaders?
- What interactions are they having with Nal'ibali?

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[1] Time and budget constraints meant that a larger sample was not possible.

- What are the impacts of the interaction or support from Nal'ibali?

A detailed questionnaire was developed to answer these questions, and it was implemented using Survey Monkey, which captured both quantitative data and qualitative data on a Microsoft Excel spreadsheet.

FUNda Leaders were selected purposively by province (to ensure proportional representation from all the provinces), and by whether they had received Nal'ibali training or not. From this list of possible participants in each province, FUNda Leaders were selected randomly. Ultimately, 155 FUNda Leaders were interviewed over a two-week period. Contact was attempted with 480 FUNda Leaders to reach this total.

Once the data had been gathered, it was cleaned and analysed using Microsoft Excel. The findings are presented below.

3. Research Findings

3.1 Who are the FUNda Leaders?

Figure 1 shows the location of the sample of 155 FUNda Leaders who participated. The proportions in each province largely mirror the proportion of all FUNda Leaders around the country. 31 FUNda Leaders were interviewed in the Eastern Cape (19.9% of sample), while 29 were interviewed in the Western Cape (18.6%).
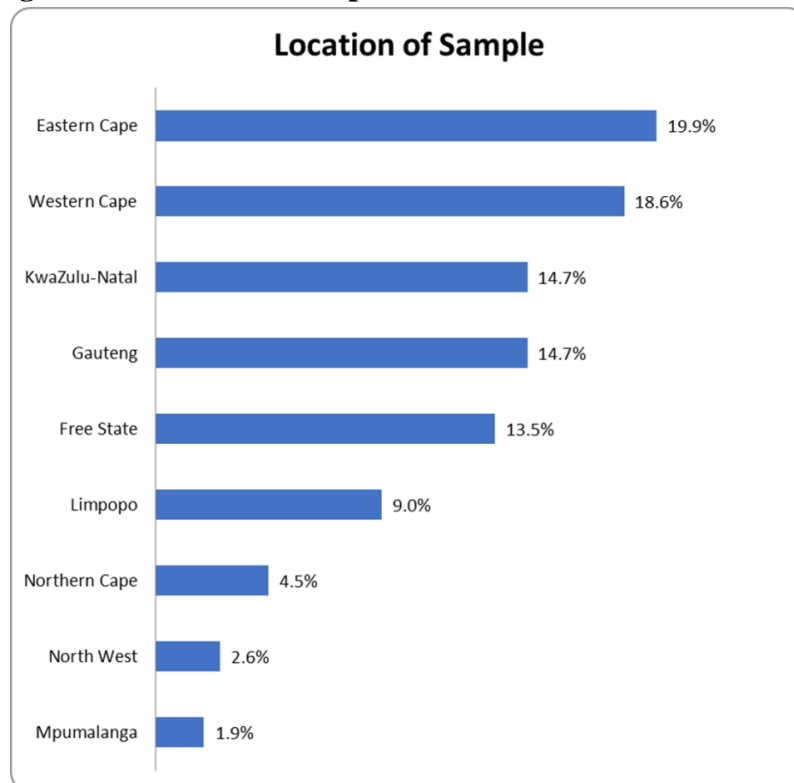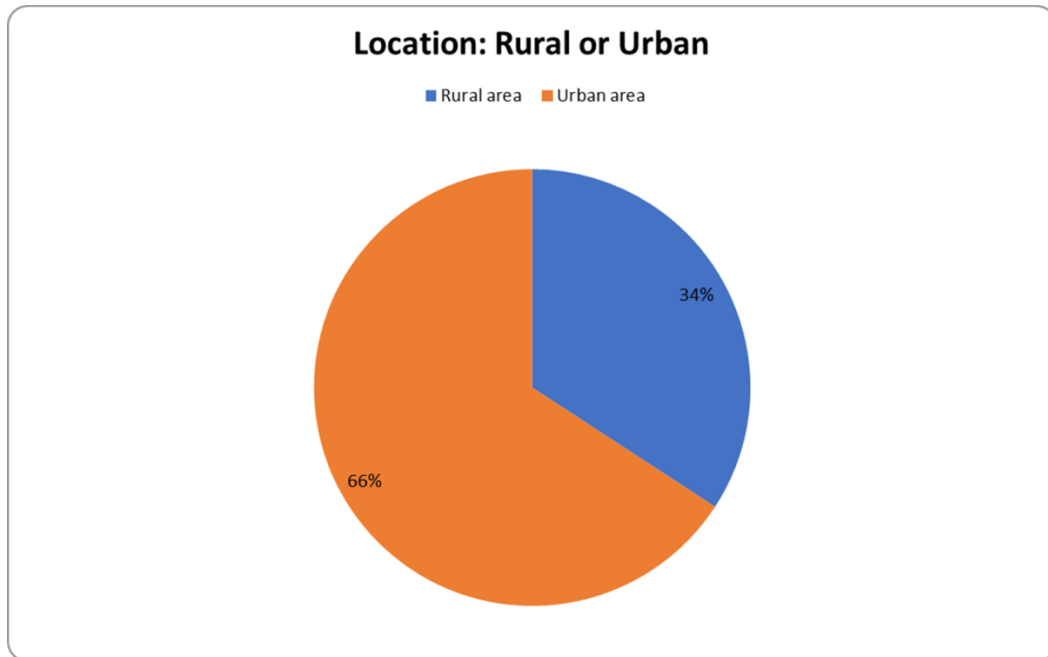
Figure 1: Location of Sample

Figure 2 shows that 66% of FUNda Leaders (102 individuals) in the sample are located in urban areas, with only 53 in rural areas.

Figure 2: Location

Almost half (49%) of the sample are living in informal settlements (Figure 3), while 34 individuals (22%) live in rural villages, and 27 (17%) in cities (inner-city and suburbs), and 17 (11%) in small towns.

Figure 3: Residence type
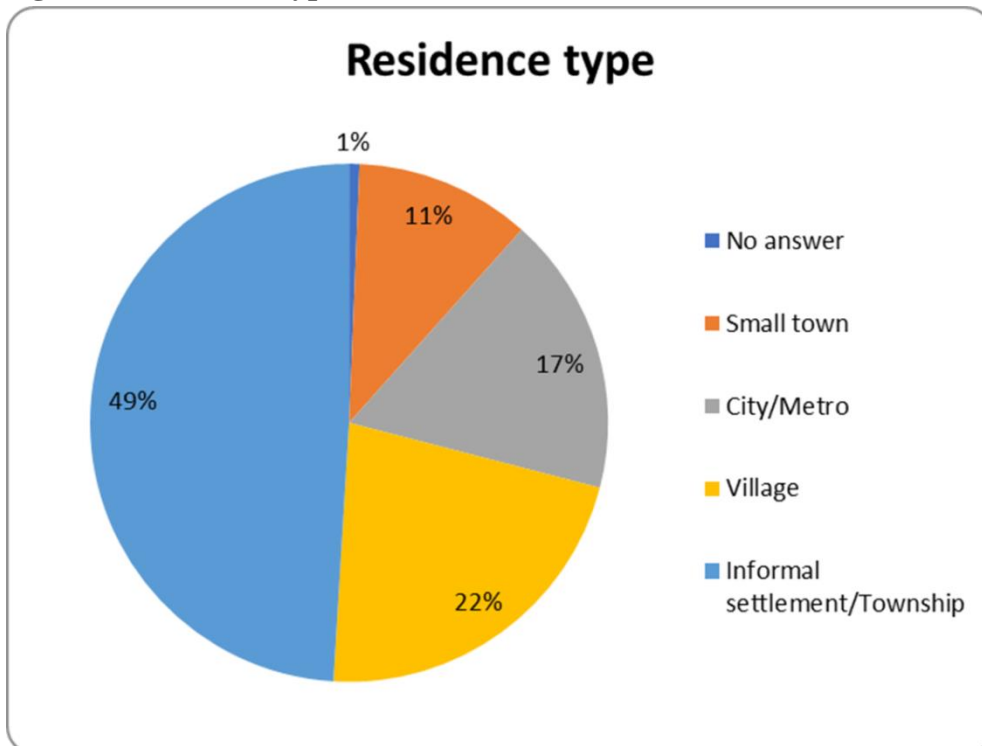
As with overall patterns of FUNda Leaders, the overwhelming majority were female (79%, or 123 individuals), while just 32 were male (21%).

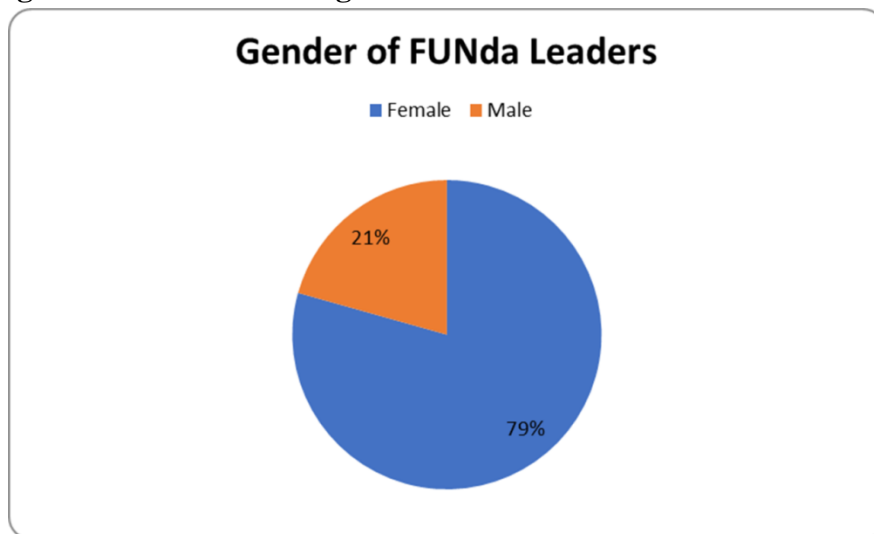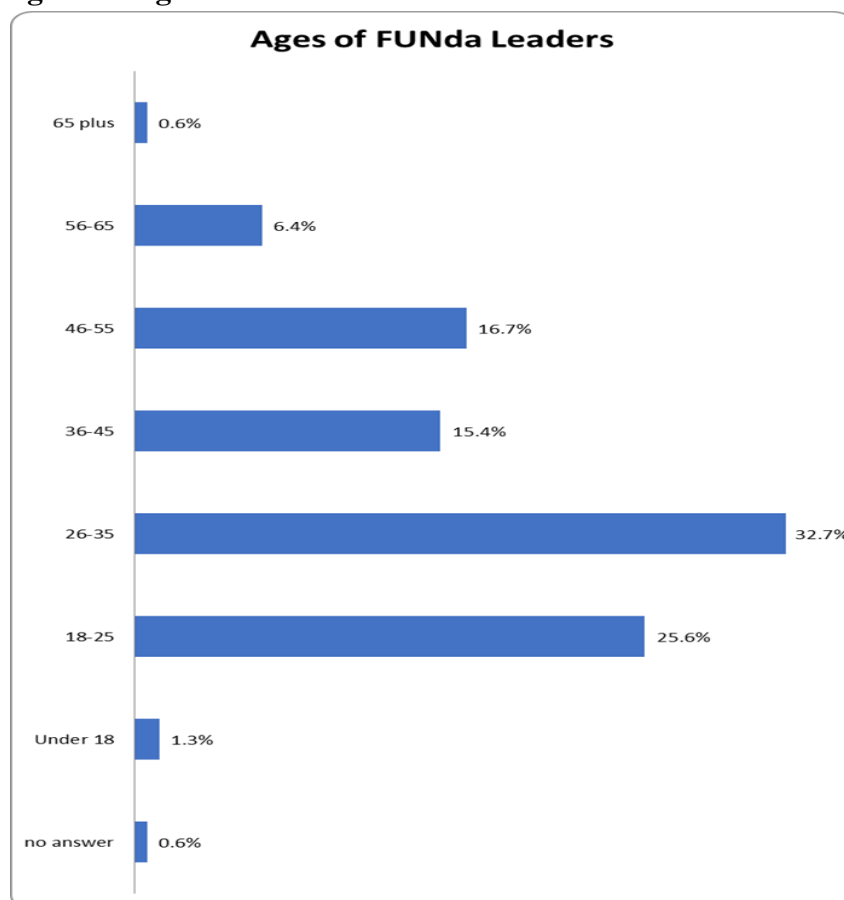**Figure 4: FUNda Leader gender**

Figure 5 shows that most FUNda Leaders (32.7% or 51 individuals) are with the 26-35 age bracket, while 40 (25.6%) were 18-25 years of age. Thus, almost 60% of FUNda Leaders are under the age of 35.

Figure 5: Ages

FUNda Leaders were sampled by training to ascertain what difference training made in their perceptions of the network and in how active they were. In the end, slightly more who were trained were included.

Figure 6: Nal'ibali training
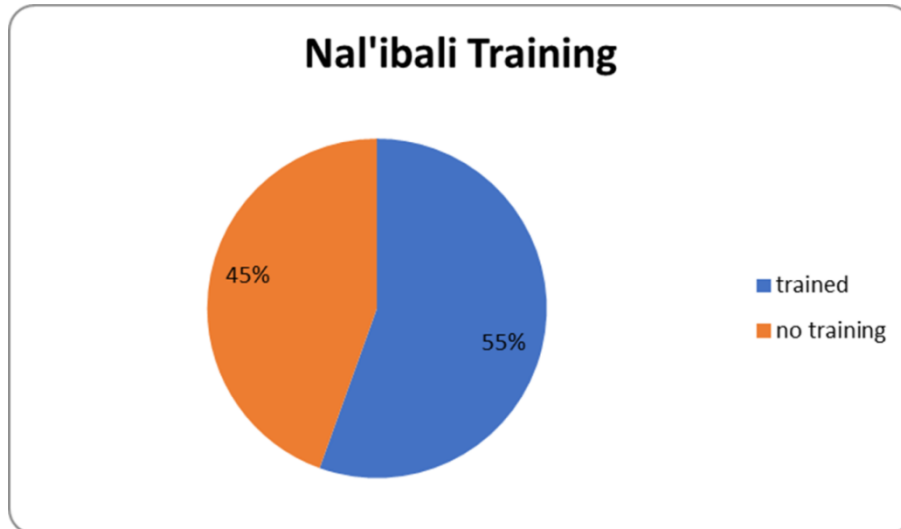
As Figure 7 shows, all but 8 individuals speak English, while indigenous home languages are spoken commonly by all FUNda Leaders, with the language depending on which province they are in.

Figure 7: Languages spoken
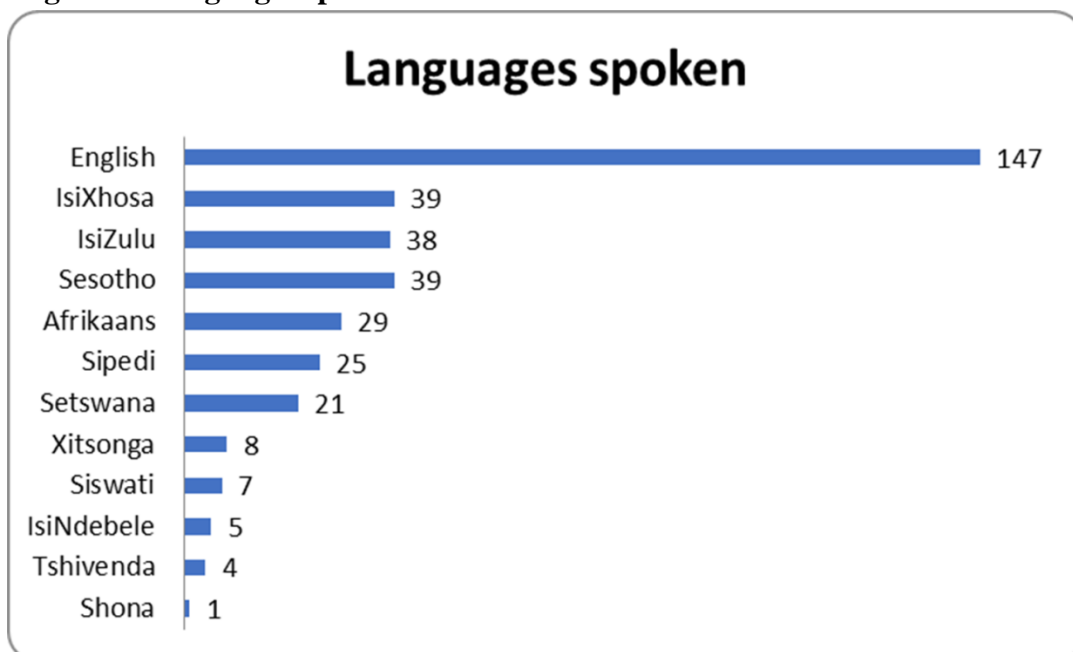
As shown in Figure 8, Most FUNda Leaders (55.1%) speak at least two languages, with high proportions speaking three or four languages. This linguistic versatility is of importance to Nal'ibali's literacy campaign in terms of the potential of using FUNda Leaders to be ambassadors for reading and writing in multiple languages.

Figure 8: Language ability
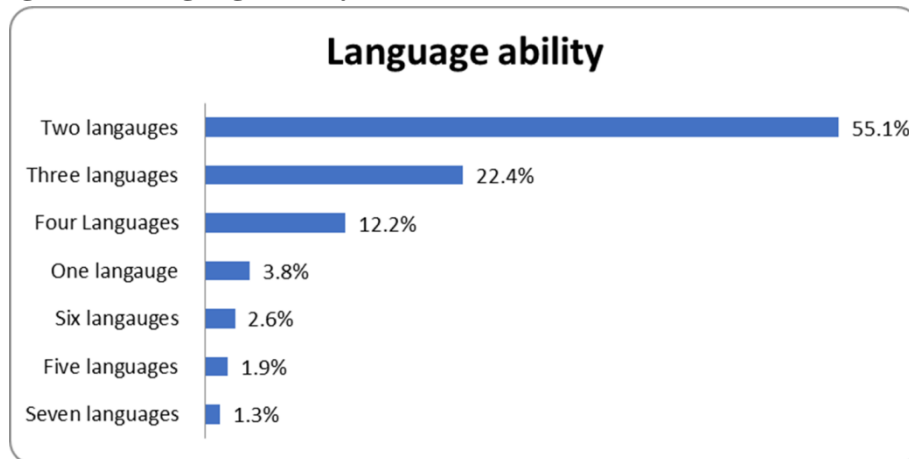
As Figure 9 shows, the sample is of a much higher educational profile than the majority of South Africans. While 80% of these FUNda Leaders have a matric or higher, ordinary South Africans have a matric graduation rate of just 40%.[2] A high proportion (12.8%) also have postgraduate degrees, which is far in excess of what South Africans more broadly attain.

Figure 9: Education levels of FUNda Leaders
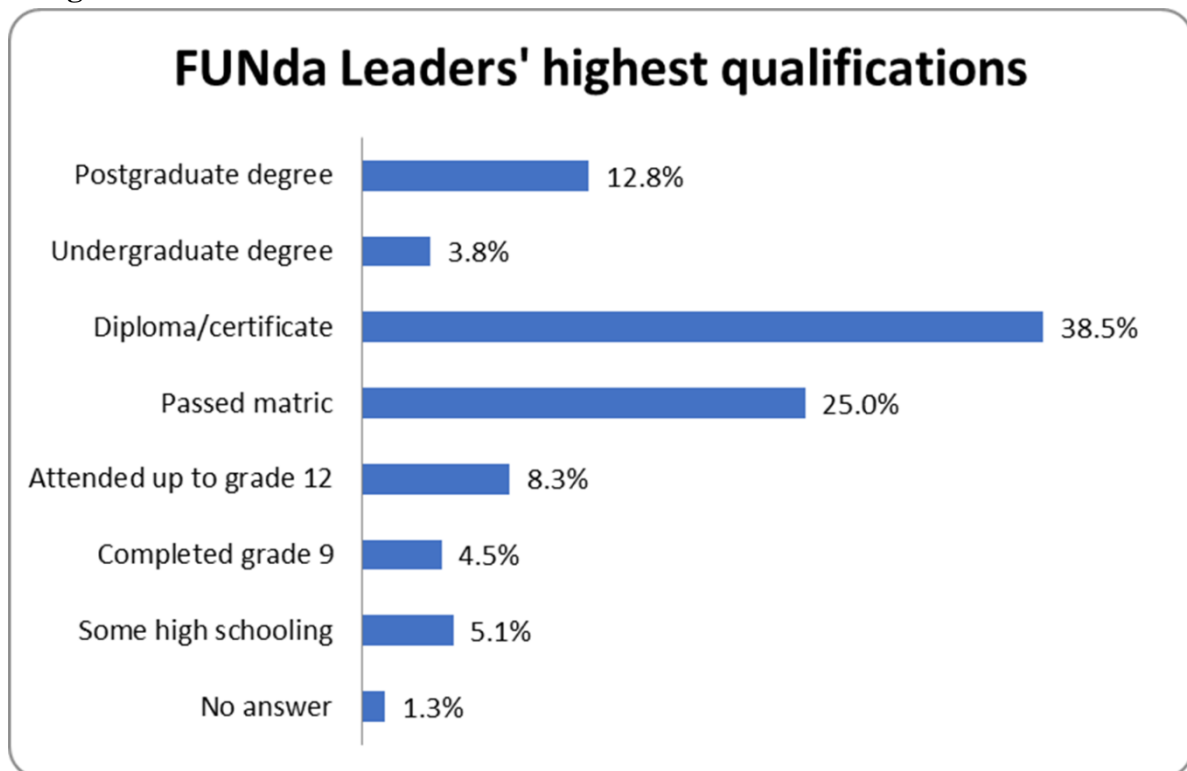
Figures 10 and 11 show that male and female FUNda Leaders have attained different educational outcomes. 75% of men have a post-school qualification, compared to only 50% of women. 22% of women did not obtain a matric pass, compared to only 3% of men.

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[2] See Spaull, N. (2015). "Schooling in South Africa: How Low-quality Education Becomes a Poverty Trap. South African Child Gauge 2015.
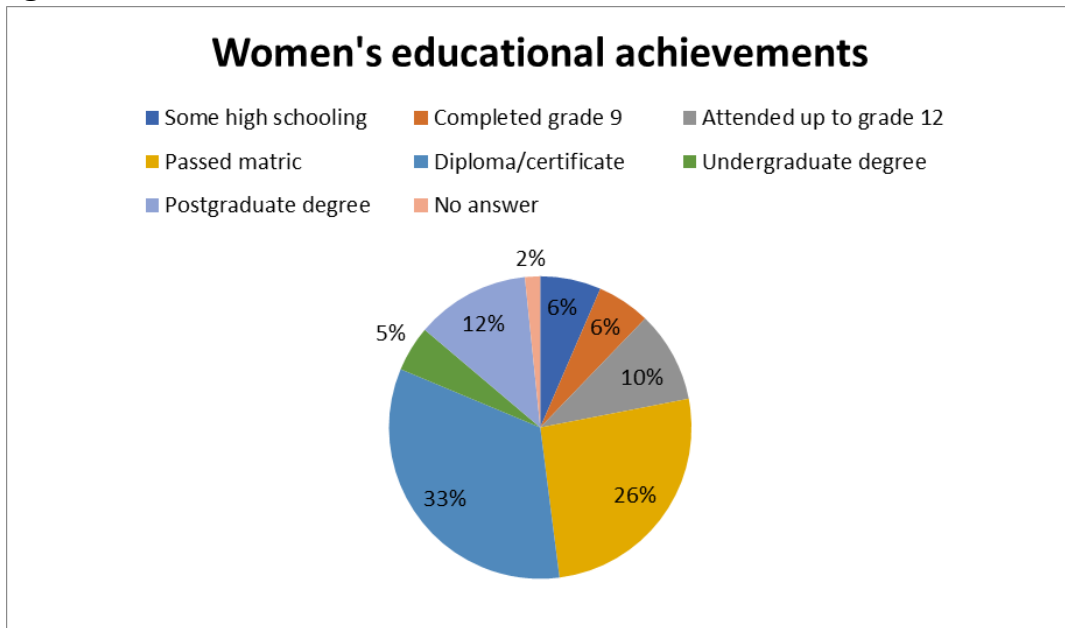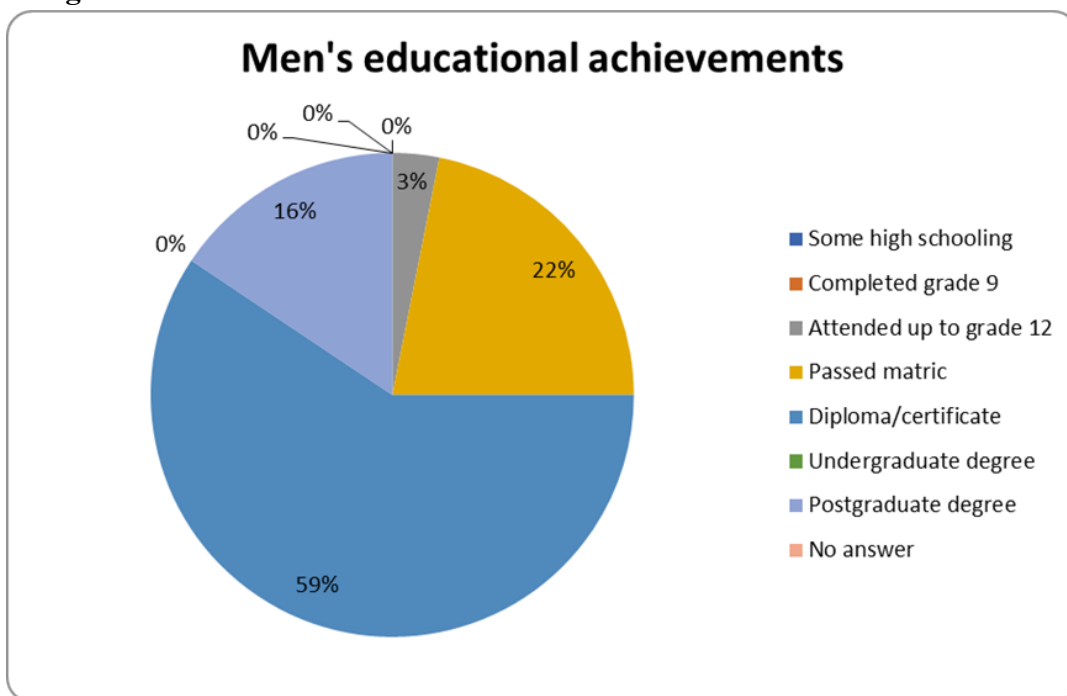
Figure 10: Women's educational achievements

Women's educational achievements

- Some high schooling
- Completed grade 9
- Attended up to grade 12
- Passed matric
- Diploma/certificate
- Undergraduate degree
- Postgraduate degree
- No answer

2%
6%
6%
10%
12%
5%
33%
26%

Figure 11: Men's educational achievements

Men's educational achievements

0%
0%
0%
0%
0%
3%
16%
22%
59%

- Some high schooling
- Completed grade 9
- Attended up to grade 12
- Passed matric
- Diploma/certificate
- Undergraduate degree
- Postgraduate degree
- No answer

As Figure 12 shows, 75% of FUNda Leaders have children of their own. 77% of FUNda Leaders have children living with them, and FUNda Leaders who are not themselves parents also commonly have children living in their homes. Indeed 60% of the childless FUNda Leaders have children living in their homes (compared to 83% who do have children). In some cases, FUNda Leaders have large numbers of children living in their homes, including the children of relatives, and orphans.

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Figure 12: FUNda Leaders and children
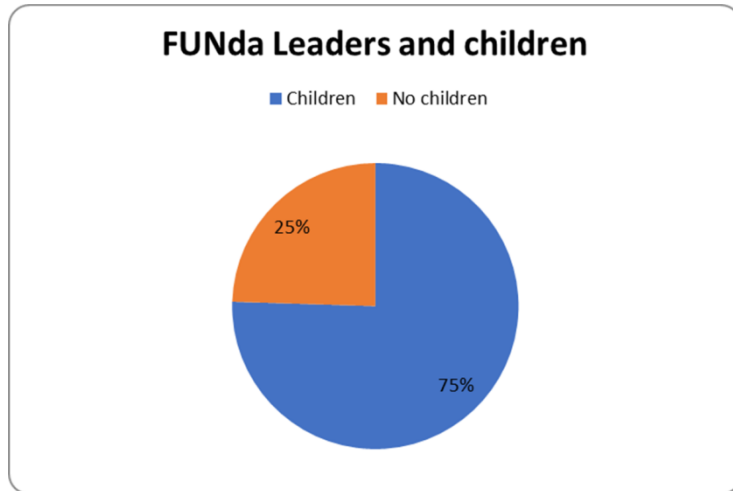
Almost half of the FUNda Leaders (72 individuals, or 46.2%) are working full-time (Figure 13). Quite a high number (26, or 16.7%) are students, while almost 17% (26 individuals) are working part-time, casual jobs or for themselves. Only 9% (14 individuals) are unemployed or between jobs.

**Figure 13: FUNda Leader Occupations**
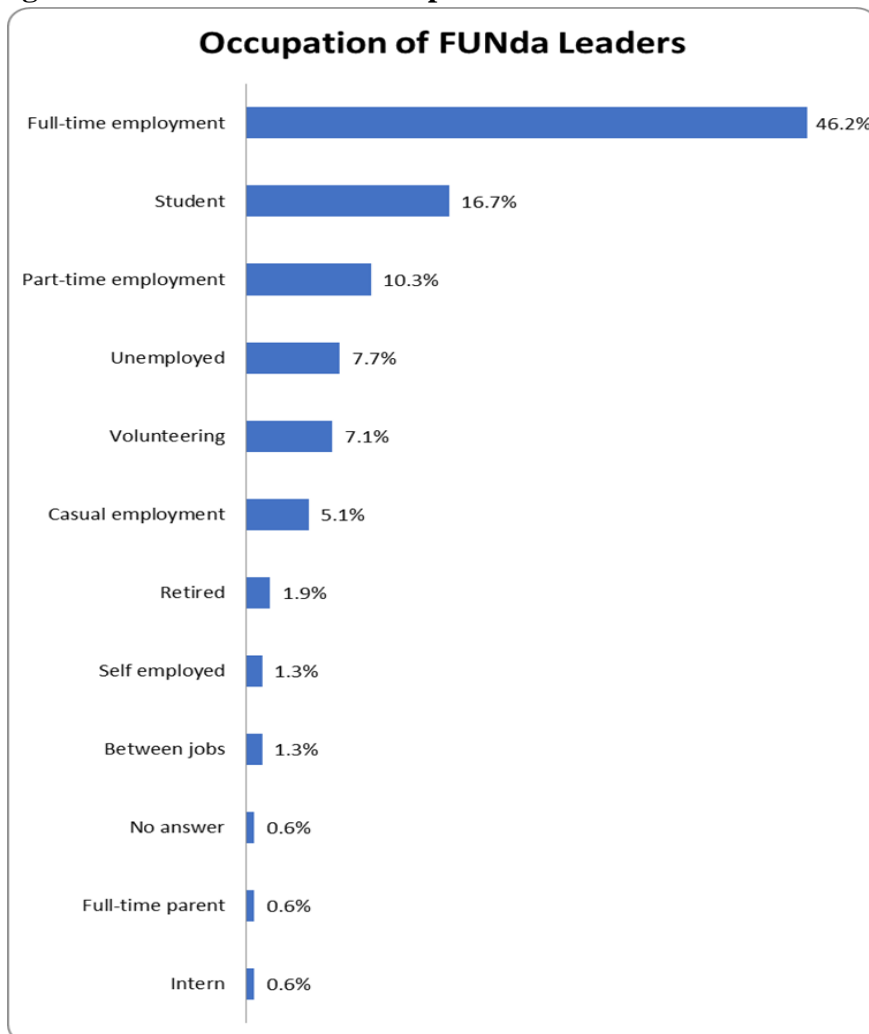
As with education, men and women show slightly different occupational profiles. Only slightly more men than women are full-time employed (48.5% vs 45.5%), but 9.8% of women are unemployed, compared to only 3% of men who say they are 'between jobs' (none said they were 'unemployed'). There are also double the number of women students than there are men (18.7% vs 9.1%). Interestingly, only 4.9% of women are volunteering, while 15.2% of men said they were volunteers. It is possible that unemployed men preferred to frame their occupation in terms of 'volunteering', rather than 'unemployed.

As the next few charts illustrate, the reading practices of FUNda Leaders were investigated. Figure 14 shows that the FUNda Leaders demonstrate radically higher levels of reading to children in the home than South Africans who participated in the recent national reading survey.[3] Only 1% of FUNda Leaders never read to children in their homes, whereas 65% of South Africans generally do not do so. 25% of FUNda leaders read daily to children in their homes, compared to just 2% of South Africans.

Figure 14: Reading aloud to children in the home
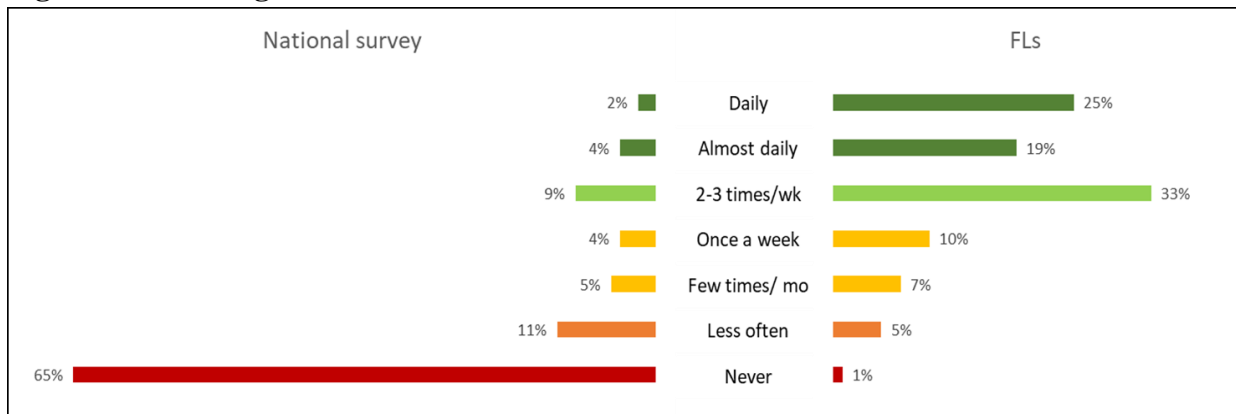
FUNda Leaders also much more commonly visited a library than South Africans in general. While 41% of FUNda Leaders did not visit libraries (as compared to 73% of South Africans), 45% of FUNda Leaders visited a library at least once a week, compared to 8% of South Africans.

Figure 15: Visiting a library

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[3] FUNda leader percentages out of the 129 with children in their homes.

National survey		FLs
0%	Daily	12%
4%	2-3 times/wk	21%
4%	Once a week	12%
6%	2-3x/ month	8%
2%	Once a month	5%
2%	Every 2-3 mos	1%
8%	<Every 2-3 mos	1%
73%	Never	41%
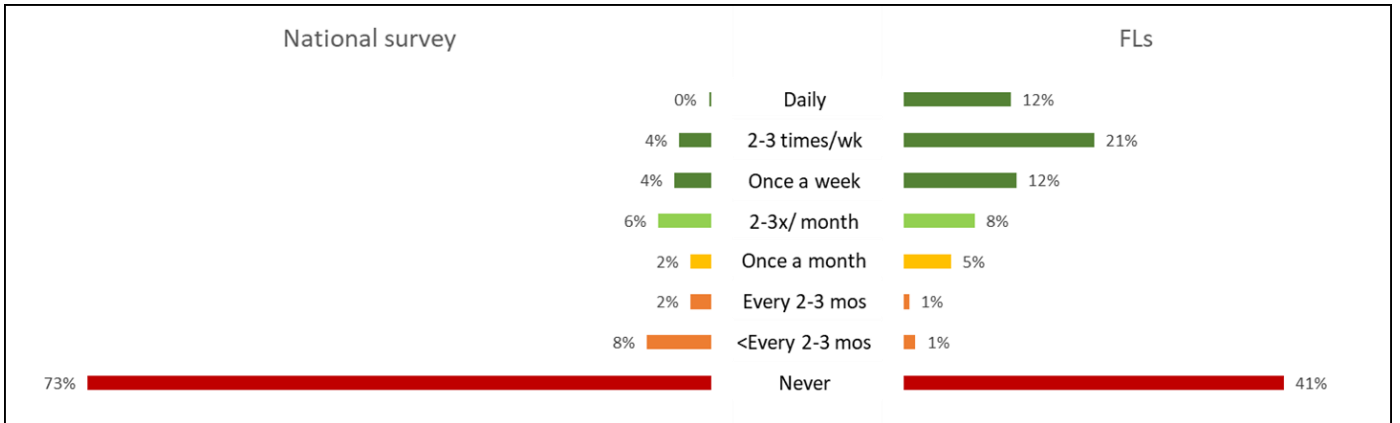
As Figures 16 and 17 show, FUNda Leaders are also far ahead of their compatriots when it comes to borrowing books from libraries. Only 7% of South Africans borrow books, while 59% of FUNda Leaders take books out of local libraries.

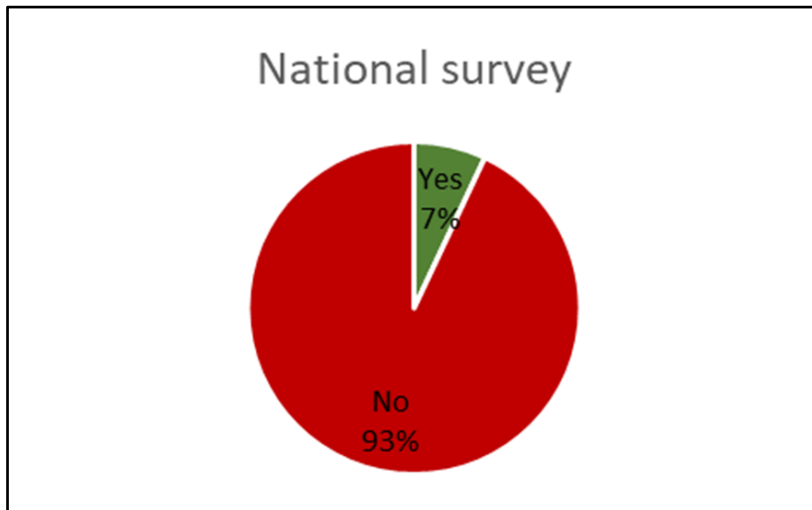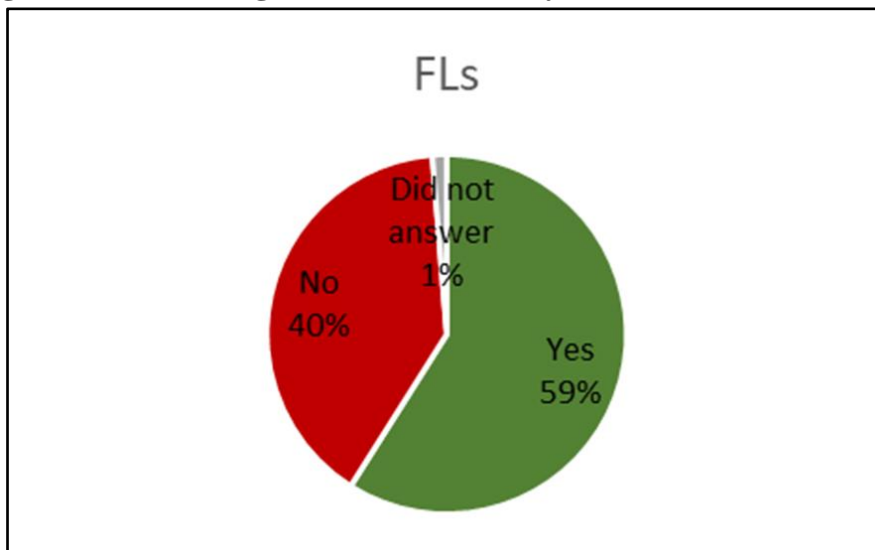**Figure 16: Borrowing books from a library (national survey)**

Figure 17: Borrowing books from a library (FUNda Leaders)

Of the 41% of FUNda Leaders who do not visit libraries it can be seen in Table 1 that typically, older FUNda Leaders are not visiting libraries, with rural-dwellers understandably finding it more difficult than urban-dwellers. Slightly more women stay-away from libraries than men, while those who have not received Nal'ibali training are less likely to visit libraries, suggesting that training has made an impact on the reading habits of FUNda Leaders.

Table 1: Profile of those who do not visit libraries

Profile of those who do not visit libraries	
By training:	
Trained	37.2%
Not trained	43.4%
By gender:	
Male	37.5%
Female	40.6%
By location:	
Rural	50.9%
Urban	34.3%
By age:	
Under 18	50%
18-25	37.5%
26-35	31.3%
36-45	50%
46-55	38.4%
56-65	70%
Over 65	100%

In terms of keeping books in the home, FUNda Leaders are also in advance of South Africans in general (Figure 18). Only 12% of FUNda Leaders have no books at home, compared to 58% of South Africans, with most FUNda Leaders keeping between 1 and 10 books and a reasonable proportion (15%) owning over 21 books.

Figure 18: Books in the home

National survey		FLs
4%	21+ books	15%
4%	11-20 books	12%
35%	1-10 books	62%
58%	No books	12%
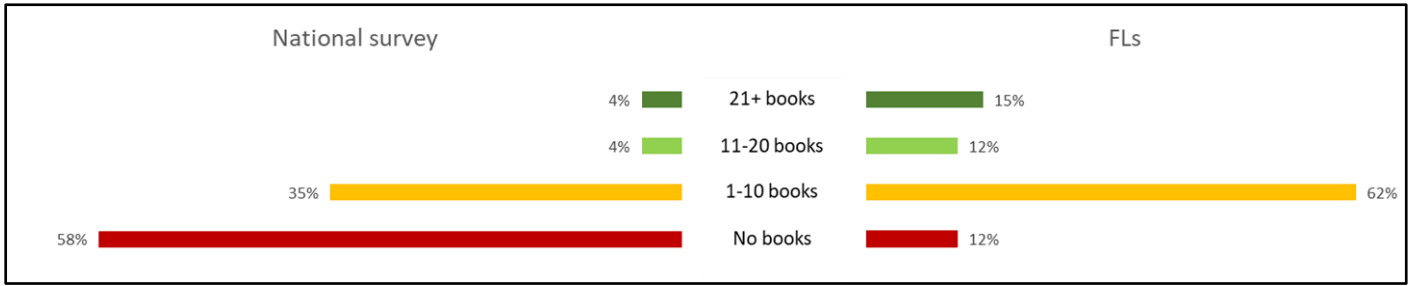
Figure 19 shows that 44% of FUNda Leaders read daily for enjoyment, with another 44% saying they do so on a weekly basis. FUNda Leaders thus appear to be avid readers, with their love of reading coming through in their motivations for becoming FUNda Leaders (see below).

Figure 19: Reading for enjoyment
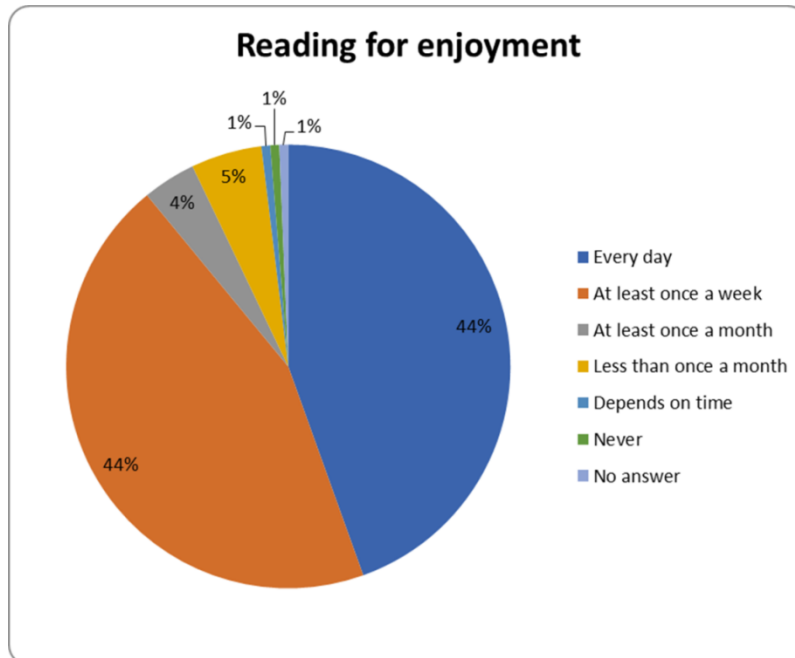
3.2 Why and how did these FUNda Leaders join?

Figure 20 illustrates that FUNda Leaders found out about the network in a variety of ways, chief among them being through the radio, on social media, in newspapers and through word-of-mouth.

Figure 20: Finding out about the network

How FLs found out about the network
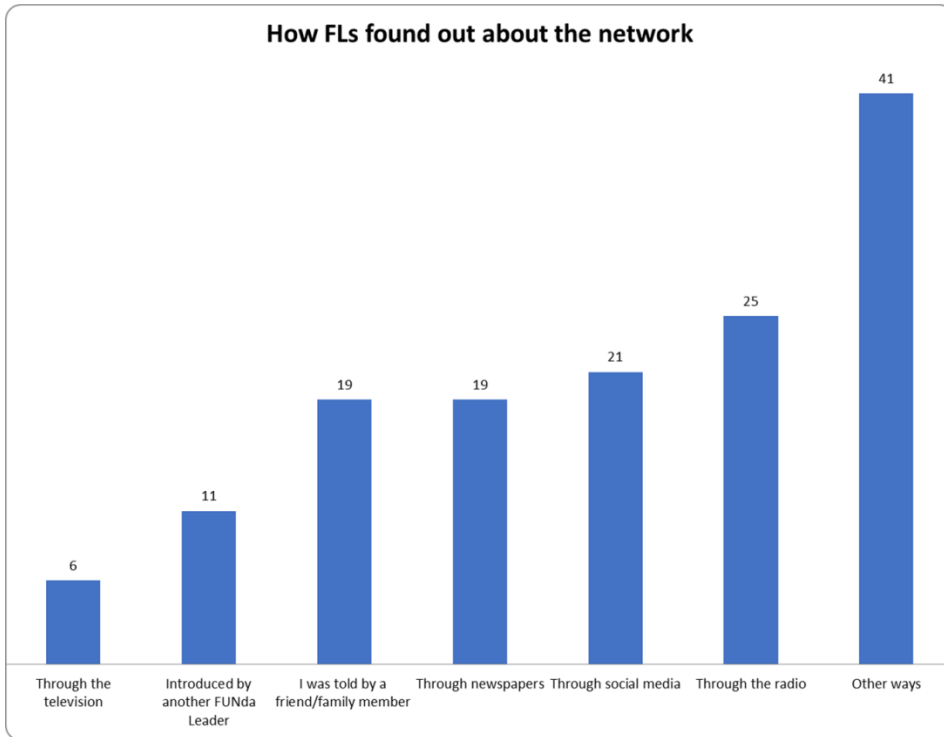
A number of FUNda Leaders (41) found out through other means, including through schools (8 individuals), at a Nal'ibali workshop (7), through other NGOs (7), at their library (7), and at a college church, or in their workplace.

Figure 21: other ways of finding out

Other ways of finding out (n=41)
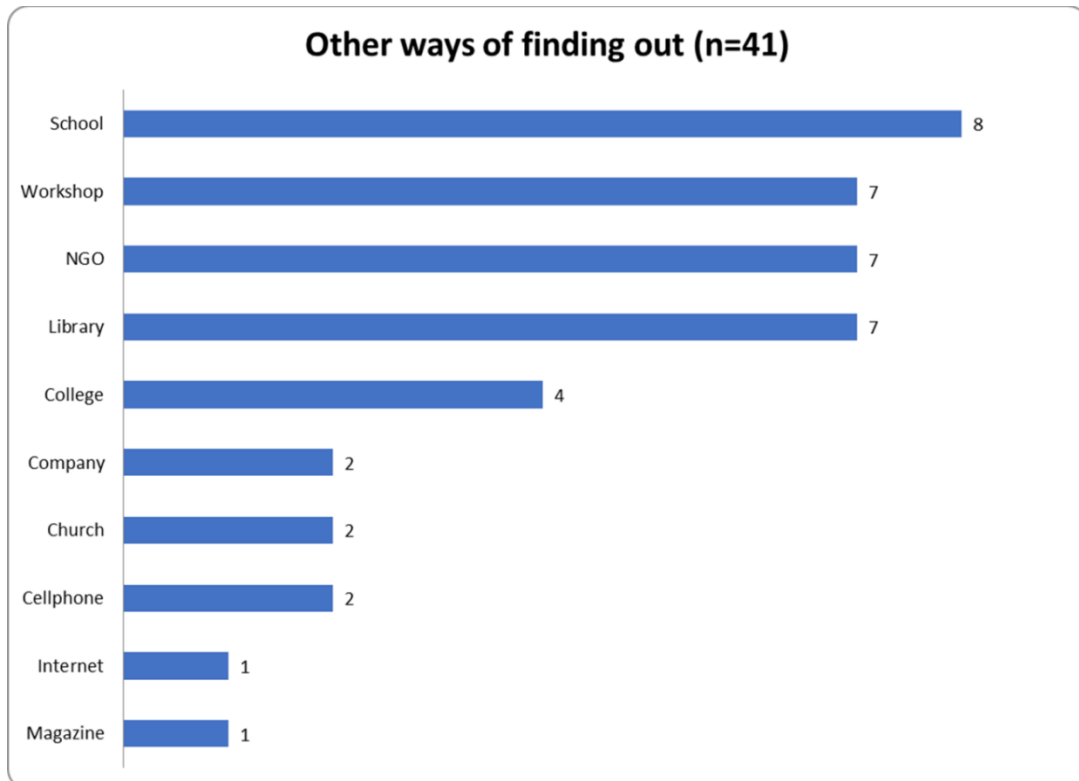
As Figure 22 shows, a quarter of FUNda Leaders (25.6%) said their love of reading, writing, language or storytelling motivated them to join the network.[4] Another quarter (24.4%) said their desire to help children to develop had spurred them to become involved. 16.7% (26 individuals) already work with children as teachers and educare professionals in particular.

Figure 22: Motivations for joining

Figure 23: Common definitions of the FUNda Leader's role

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[4] Only 17 individuals (11%) mentioned writing as a motivating factor: most said their love of reading was the key. .
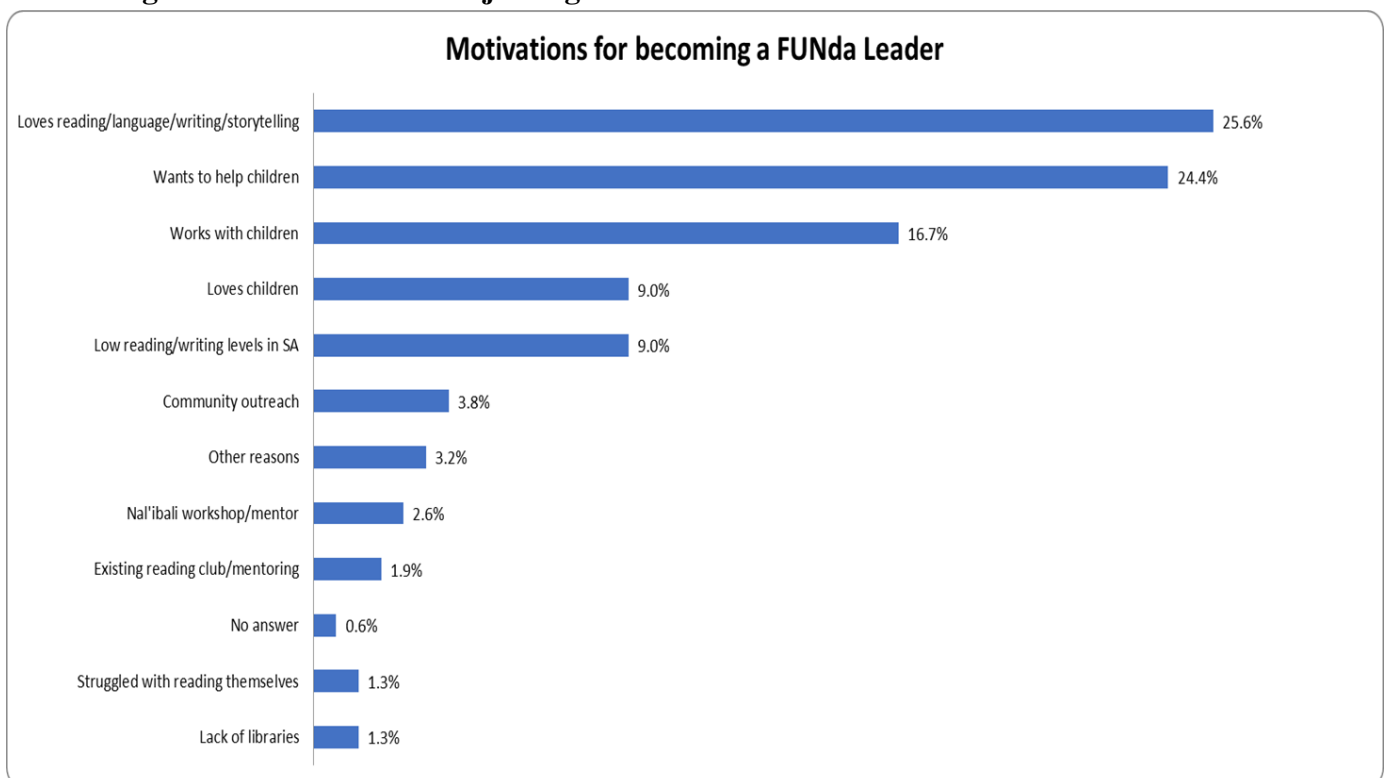
Common definitions of a FUNda Leader's role (126 responses)

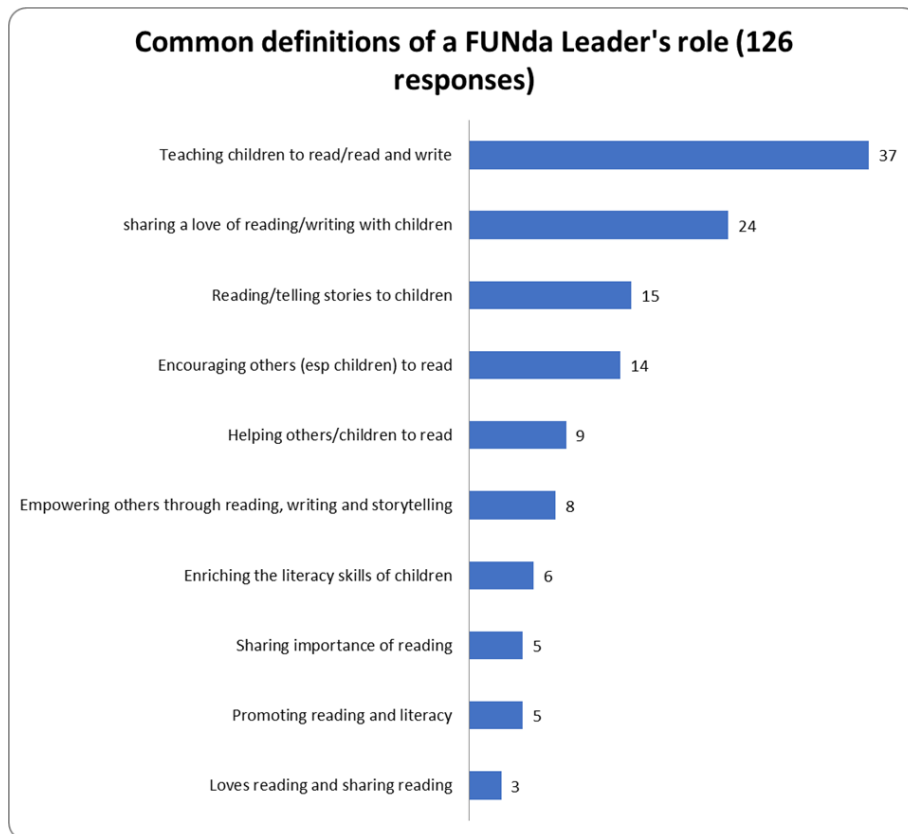| Definition	Value
Teaching children to read/read and write	37
sharing a love of reading/writing with children	24
Reading/telling stories to children	15
Encouraging others (esp children) to read	14
Helping others/children to read	9
Empowering others through reading, writing and storytelling	8
Enriching the literacy skills of children	6
Sharing importance of reading	5
Promoting reading and literacy	5
Loves reading and sharing reading	3

Figure 23 shows the most common definitions given by FUNda Leaders of their role. Only 18 individuals (11.6%) out of the 155 interviewed gave answers that are not really in line with the role of a FUNda Leader (3 did not know, 3 no answers, others quite vague). Training only made a slight difference, with 85.6% of those without training giving answers in line with the correct role of a FUNda Leader, while 89.6% of those who were trained gave correct answers. Most of those interviewed (37 individuals) framed their role in terms of teaching children to read or read and write.[5] Slightly fewer (24 individuals) said their role was to share their love of reading and (to a lesser extent) writing with children. Encouraging children to read, reading to children and helping children to read also featured as key roles of FUNda Leaders.

3.3 What are FUNda Leaders doing?

As can be observed on Figure 24, FUNda Leaders are active to varying degrees, but the majority (36.5% or 57 individuals) are performing one activity. Slightly fewer (52 individuals or 33.3%) are performing two activities. Also common, are FUNda Leaders performing three activities (21.1%), with only 7.7% of FUNda Leaders performing over three activities. Encouragingly, only six FUNda Leaders have not yet performed any activity.

Figure 24: Activities of FUNda Leaders

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[5] There was little difference in the responses between those trained and not trained when it came to this pedagogical role. Eleven of the 69 not trained (15.9%) mentioned teaching children as opposed to 13 of the 86 trained (15.1%) who mentioned teaching or educating as a key role.

Activities of FUNda Leaders

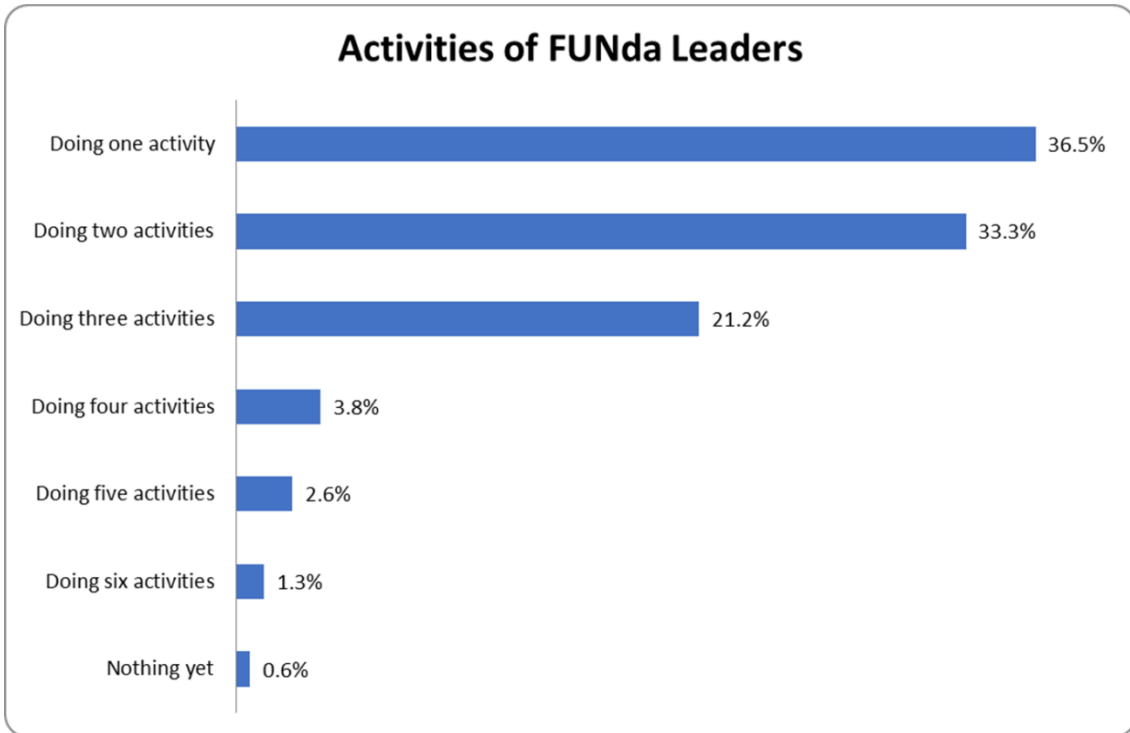| Activity	Percentage
Doing one activity	36.5%
Doing two activities	33.3%
Doing three activities	21.2%
Doing four activities	3.8%
Doing five activities	2.6%
Doing six activities	1.3%
Nothing yet	0.6%

Figure 25 shows that FUnda Leaders in different provinces have been active to different extents. For example, in the Eastern Cape, many FUNda Leaders (84%) have performed only one or no activities, while in KwaZulu-Natal, only 4% have performed one activity, and over 50% have performed three activities or more.

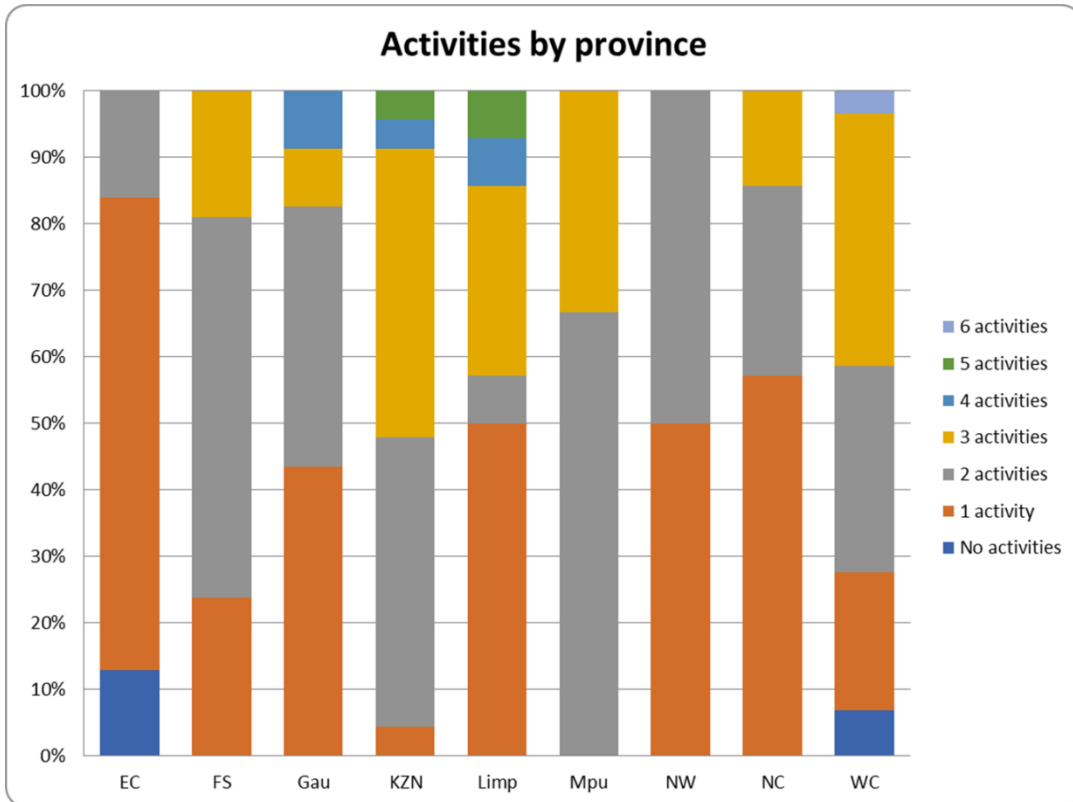**Figure 25: Activities by Province**
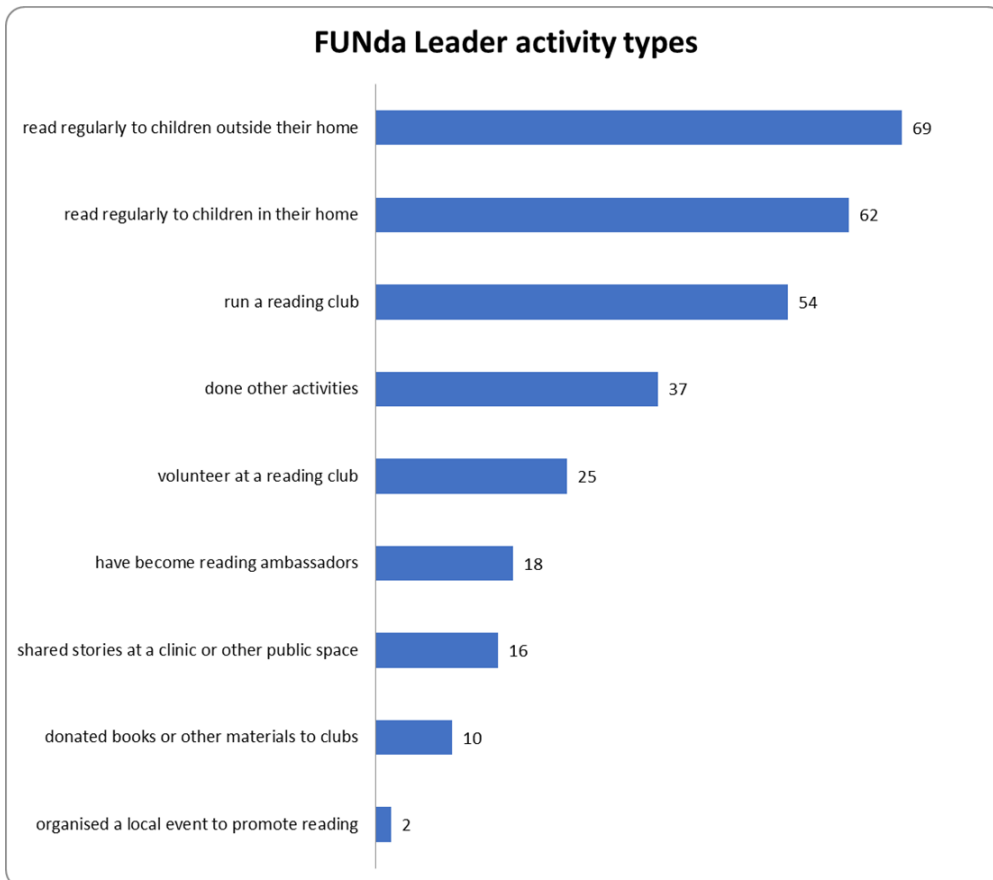
Figure 26: Activity types

Figure 26 shows the kinds of activities FUNda Leaders are undertaking: the 149 active FUNda Leaders are doing 293 activities between them. The most common activity is reading to children outside of the home, an activity undertaken by 69 individuals (44.5% of FUNda leaders). Reading to children – their own and others – in the home is almost as common, performed by 62 individuals (40%). Only just over a third of FUNda Leaders run reading clubs (34.8%), while even fewer volunteer at reading clubs (16.1%). Becoming a 'reading ambassador' has not featured prominently in the way in which FUNda Leaders see their activities, despite the fact that many of them are playing just such a role through other activities. Only 10.3% have done reading activities in public spaces.

**Figure 27: Other activities performed by FUNda Leaders**
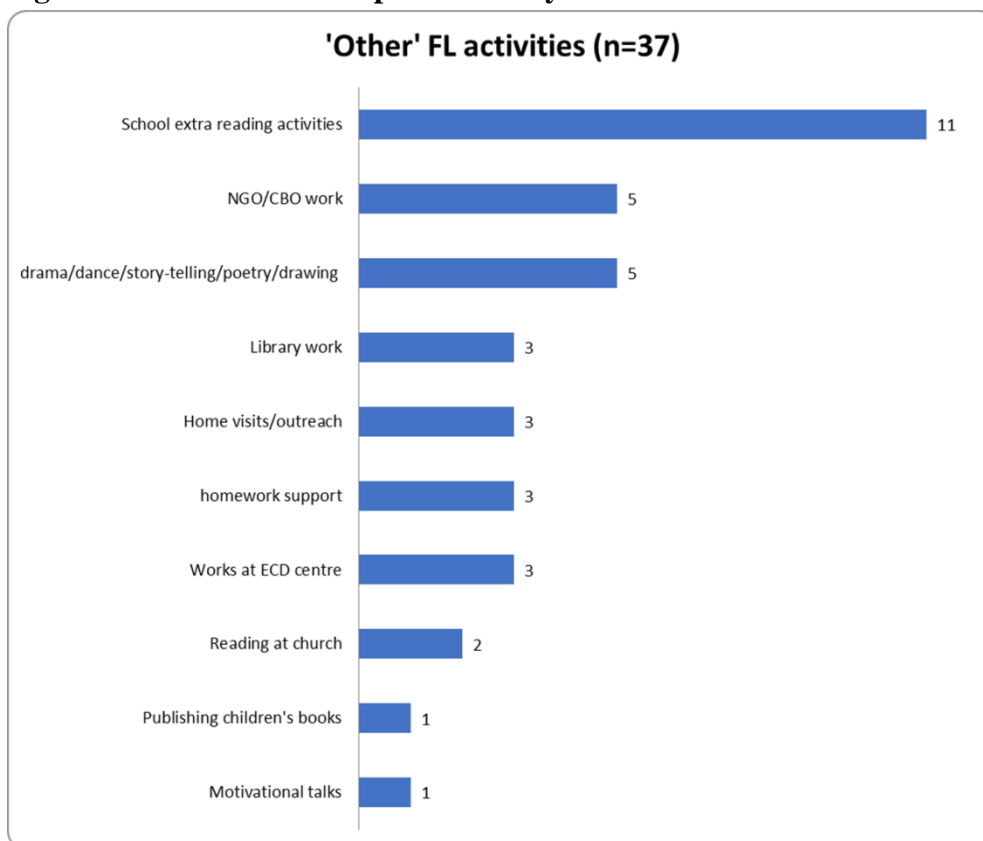
Thirty-seven individuals (23.8%) are undertaking a range of 'other' activities to those typically associated with the role of a FUNda Leader. Most common (11 individuals) are extra reading activities at schools (mostly undertaken by teachers with their learners), followed by literacy activities performed through or with local NGOs or community based organisations, and other activities with children such as dance, drama or even drawing (5 individuals each). Others have chosen to advocate for the importance of reading through their roles as librarians and ECD workers, or through home visits, homework support initiatives or through teaching Sunday school classes at church.

Figure 28 shows that the kinds of activities performed by FUNda Leaders differs by province. For example, while the Eastern Cape FUNda Leaders are not as active as those in other provinces (see above), 40% of them are reading regularly to children outside their homes, yet none are running reading clubs and only 1 is volunteering at a reading club. In other provinces,

more FUNda Leaders are running reading clubs (e.g. KwaZulu-Natal, Free State, Limpopo, Western Cape), with more also reading to children in the home. This provincial breakdown will assist Nal'ibali to focus its guidance to FUNda Leaders by province, for example getting Eastern Cape FUNda Leaders to formalise their activities into reading clubs.

Figure 28: Activities performed by province

Activities by Province (293 activities, 6 not active)
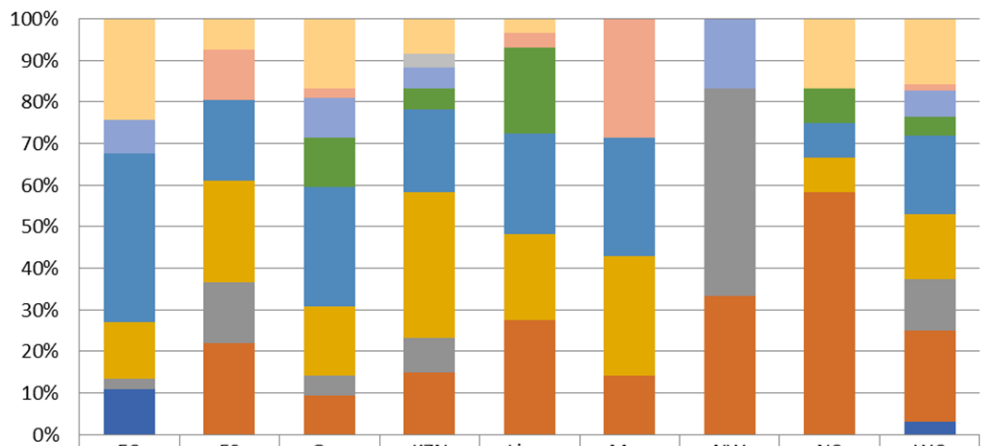
	EC	FS	Gau	KZN	Limp	Mpu	NW	NC	WC
done other activities	9	3	7	5	1	0	0	2	10
organised a local event to promote reading	0	0	0	2	0	0	0	0	0
donated books or other materials to clubs	0	5	1	0	1	2	0	0	1
shared stories at a clinic or other public space	3	0	4	3	0	0	1	0	4
have become reading ambassadors	0	0	5	3	6	0	0	1	3
read regularly to children outside their home	15	8	12	12	7	2	0	1	12
read regularly to children in their home	5	10	7	21	6	2	0	1	10
volunteer at a reading club	1	6	2	5	0	0	3	0	8
run a reading club	0	9	4	9	8	1	2	7	14
nothing yet	4	0	0	0	0	0	0	0	2

As can be observed on Figure 29, FUNda Leaders who have been trained significantly outperform those who have yet to receive training on almost every score. Only in donating books and other materials to support reading, are those who have not been trained more active, while in organising local reading events an untrained and a trained individual are the only two to have done this so far.

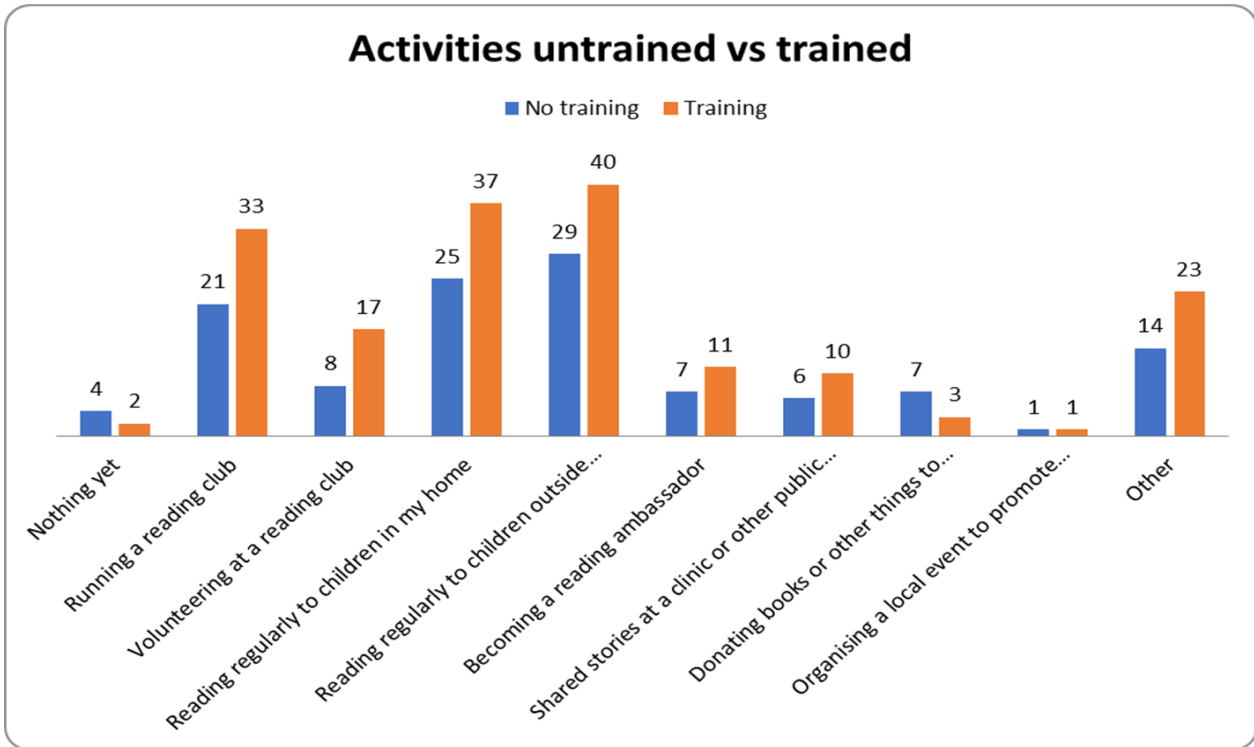**Figure 29: Activities performed by trained vs untrained FUNda Leaders**

Figure 30 shows activities performed by the 155 individuals interviewed before and after they became FUNda Leaders. It is interesting to note that 70% (109 individuals) ran related activities before they signed up, but that becoming a FUNda Leader had resulted in a large increase in the activities being performed. There were 153 activities performed before signing up, and 293 performed afterwards (a 91.5% increase in activities). There were increases in running reading clubs and reading to children in and outside the home, in particular.

Figure 30: Activities before and after becoming FUNda Leaders
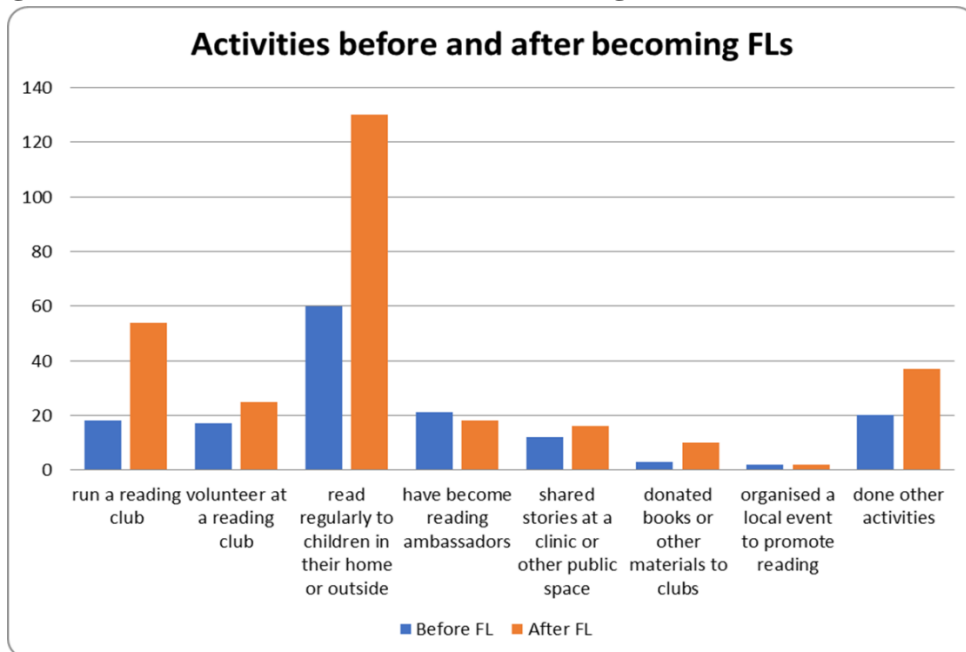
As can be seen on Figure 31, those 56 individuals performing only one activity are predominantly running reading clubs and reading to children outside the home, with others volunteering at reading clubs, reading in schools or reading to children in the home.

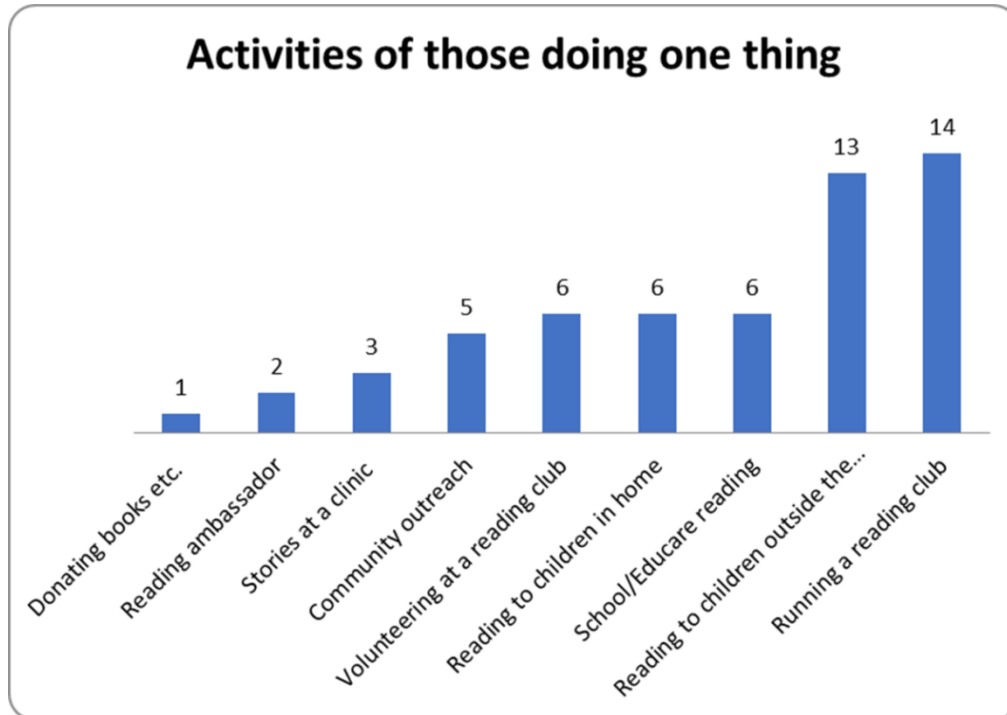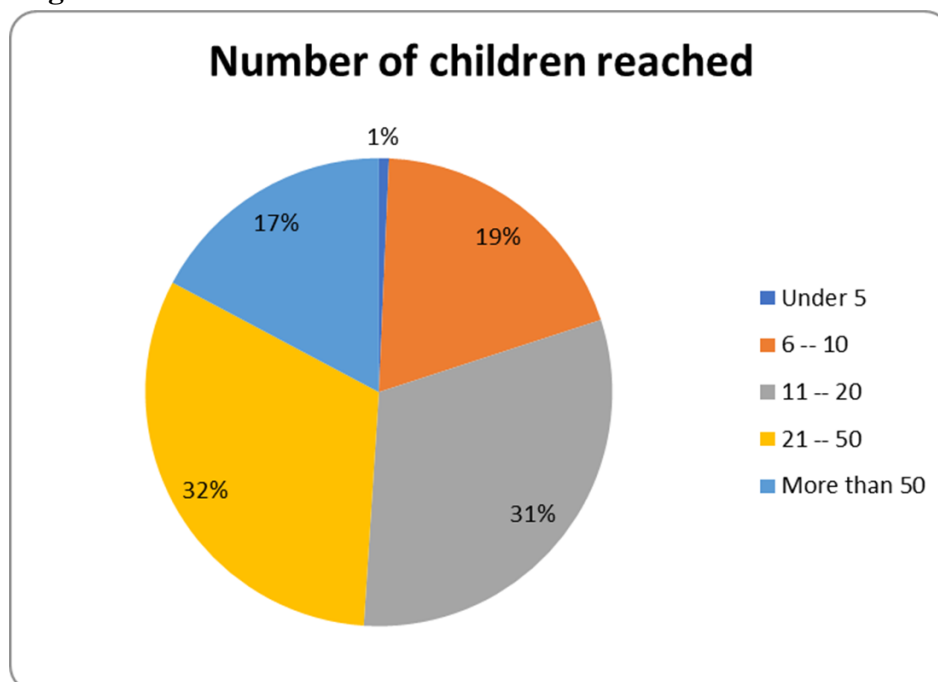**Figure 31: Nature of activities for those doing one activity**

Figure 32 it shows that in all the above activities, significant numbers of children are involved. Only 19% of FUNda Leaders say they have reached 5 or less children, with almost half (49%) involving over 20 children in their activities.
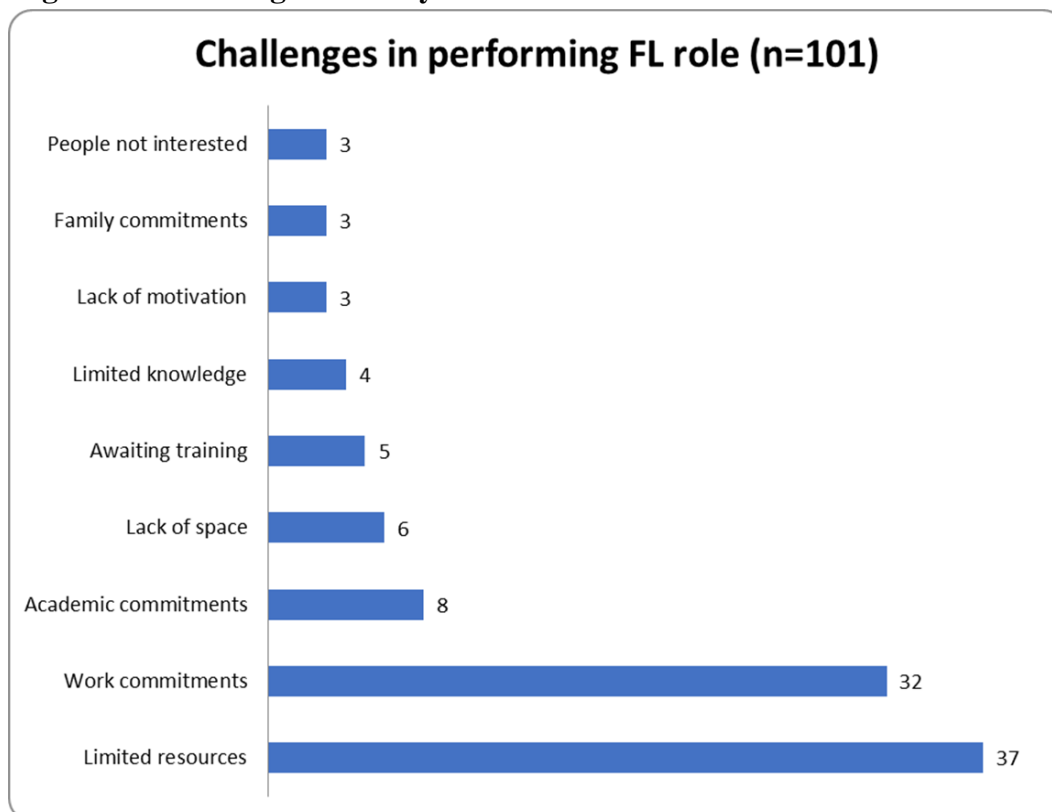
Figure 32: Number of children reached

The average number of children reached per FUNda Leader is around 24 (factoring in those who have not reached any children as yet). Extended to all 3400 FUNda Leaders, the number of children reached is possibly in excess of 81,600!
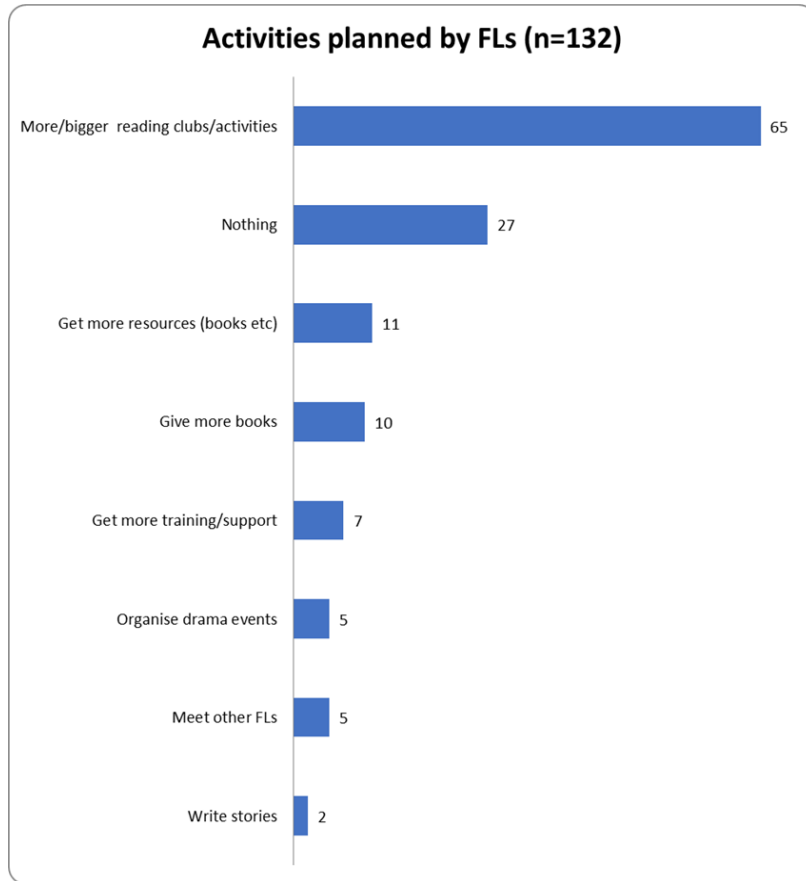
Forty-one percent (70 individuals) said they faced no challenges in their roles as FUNda Leaders. The other 85 individuals noted 101 challenges, recorded on Figure 33. A high number (37) noted that lack resources (money and reading materials) were a constraint, with a slightly smaller number saying that their working commitments hampered their activities. Significantly fewer individuals stated that academic commitments were constraining them, while others noted deficits in their own skills or infrastructure.

Figure 33: Challenges faced by FUNda Leaders

Challenges in performing FL role (n=101)

Challenge	Count
People not interested	3
Family commitments	3
Lack of motivation	3
Limited knowledge	4
Awaiting training	5
Lack of space	6
Academic commitments	8
Work commitments	32
Limited resources	37

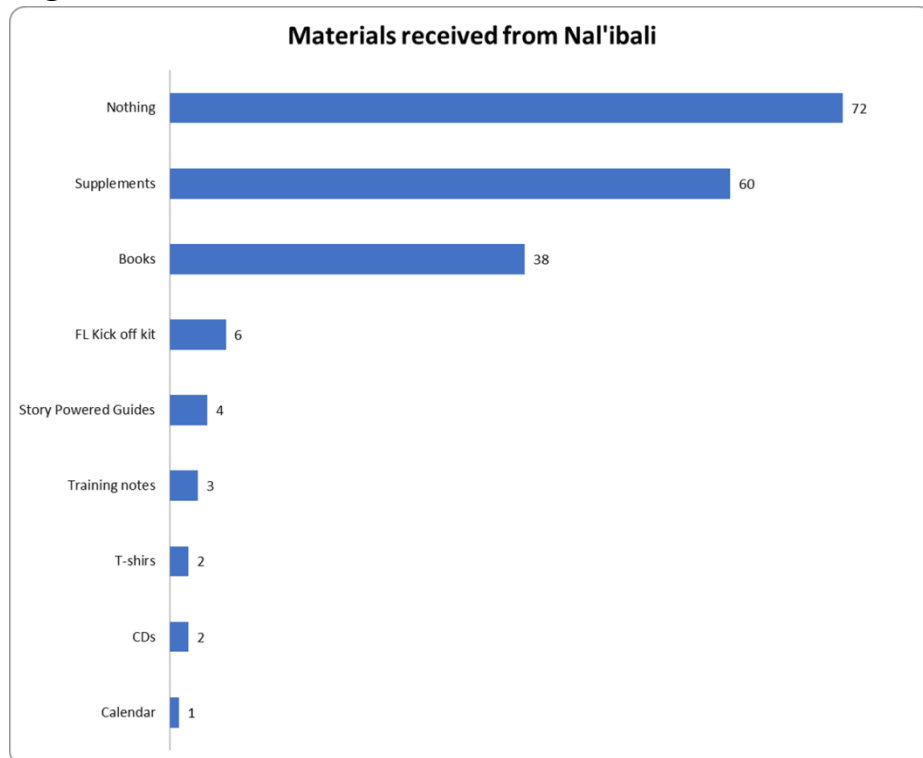Only 27 FUNda leaders said they were not planning to perform any more activities, as shown on Figure 34. Most of these were individuals who already performed a few activities and were satisfied with their contribution or unable to commit more to their role. For those who did plan more activities, the most common desire was to start reading clubs or make an existing club bigger and more effective.

Figure 34: Future activities planned

Activities planned by FLs (n=132)

Activity	Value
More/bigger reading clubs/activities	65
Nothing	27
Get more resources (books etc)	11
Give more books	10
Get more training/support	7
Organise drama events	5
Meet other FLs	5
Write stories	2

3.4 Resources available to FUNda Leaders

Figure 35: Materials received from Nal'iblai

Materials received from Nal'ibali

Material	Value
Nothing	72
Supplements	60
Books	38
FL Kick off kit	6
Story Powered Guides	4
Training notes	3
T-shirs	2
CDs	2
Calendar	1

As can be seen on Figure 35, the a large proportion of FUNda Leaders (72 individuals, or 46.4%) had never received materials from Nal'ibali. Of those who had received materials, supplements (60 individuals/38.7%) and books (38 individuals/24.5%) were the most common by far.

It is interesting to note (Figure 36) the varying levels to which FUNda Leaders in different provinces have received materials from Nal'ibali. The Northern Cape, North-West and Eastern Cape had the lowest instances of receiving materials, while Limpopo province had the highest (80%).

Figure 36: Materials received by province
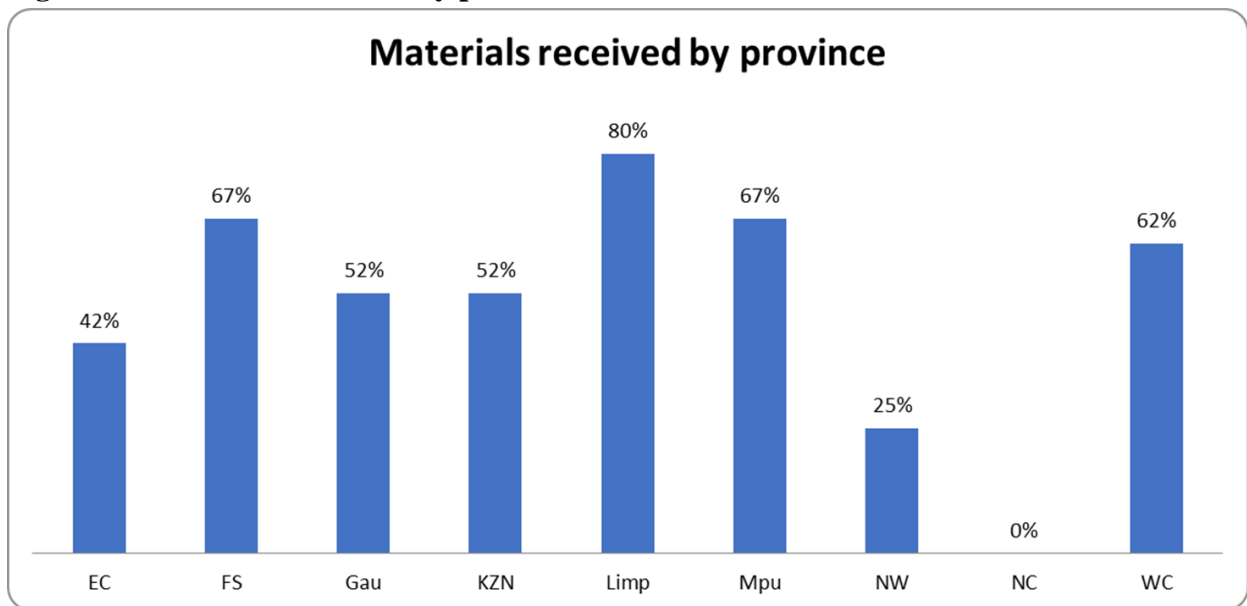
For those who have received materials, supplements (59 instances) and books (32 instances) are by far the most used materials.

Figure 37: Nal'ibali Materials used
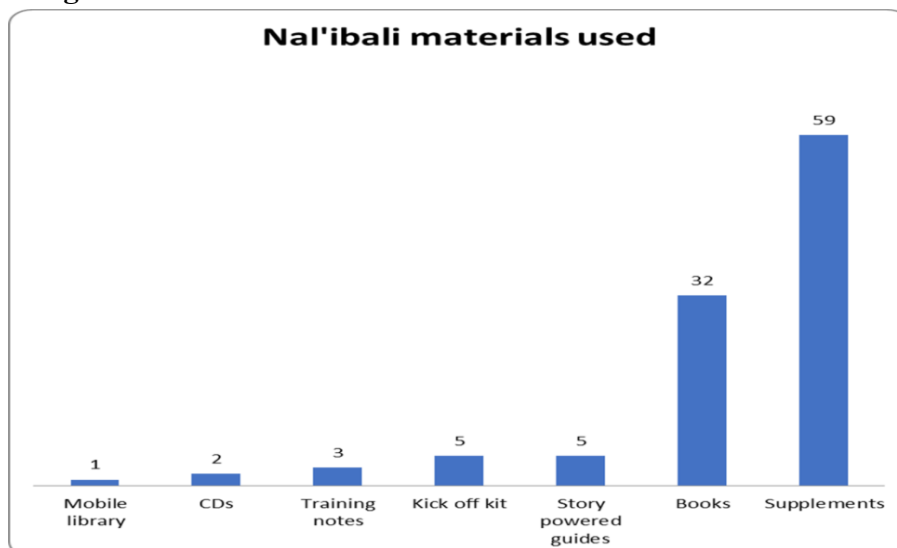
As figure 38 shows, almost all of those who have received supplements have used them in their activities. The same pattern holds-true across other resource types such as kick-off kits and training notes. Books, however, seem to be less utilised, with only 32 of the 38 who have received books reporting that they used them.

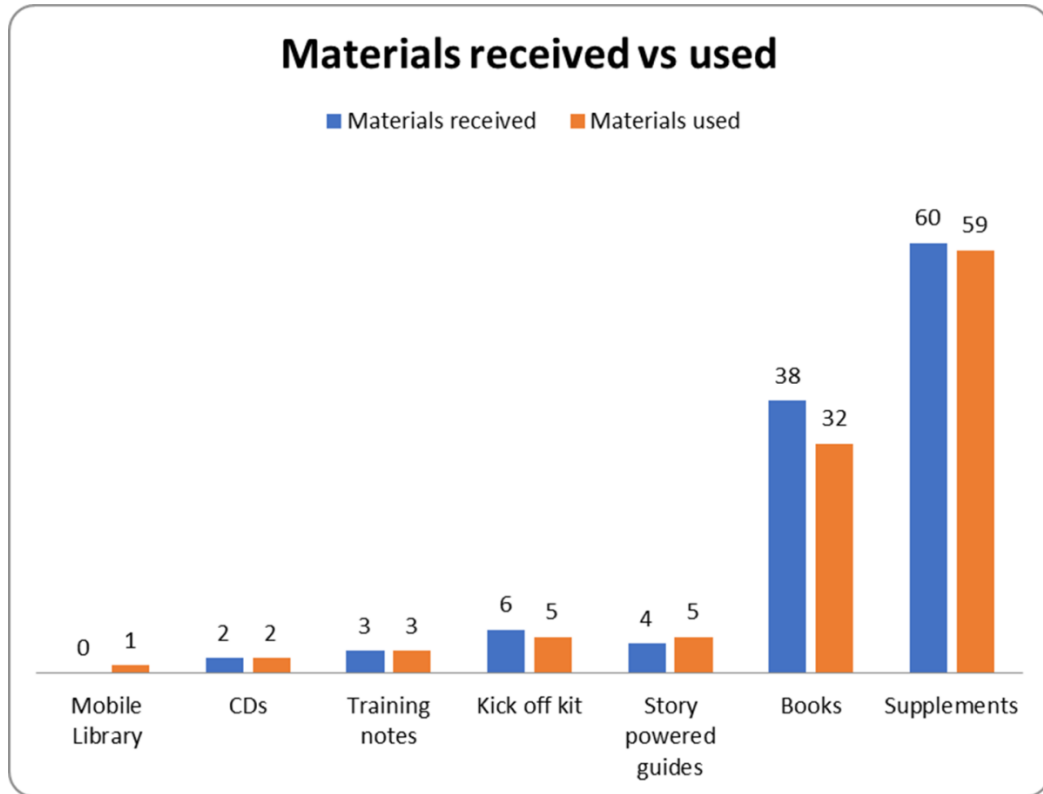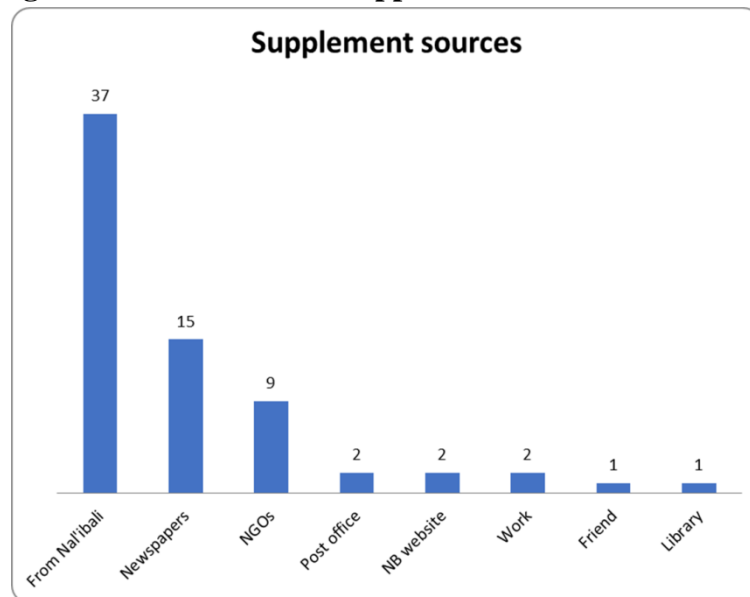**Figure 38: Materials received vs used**

Figure 39: Sources of the supplement

Sixty-nine individuals had sourced the supplement from various places (Figure 39), with most obtaining it from Nal'ibali and a smaller proportion from the newspaper. Only two individuals had obtained the supplement from the post office (one in Gauteng, one in the Free State).

Figure 40: Use of website resources
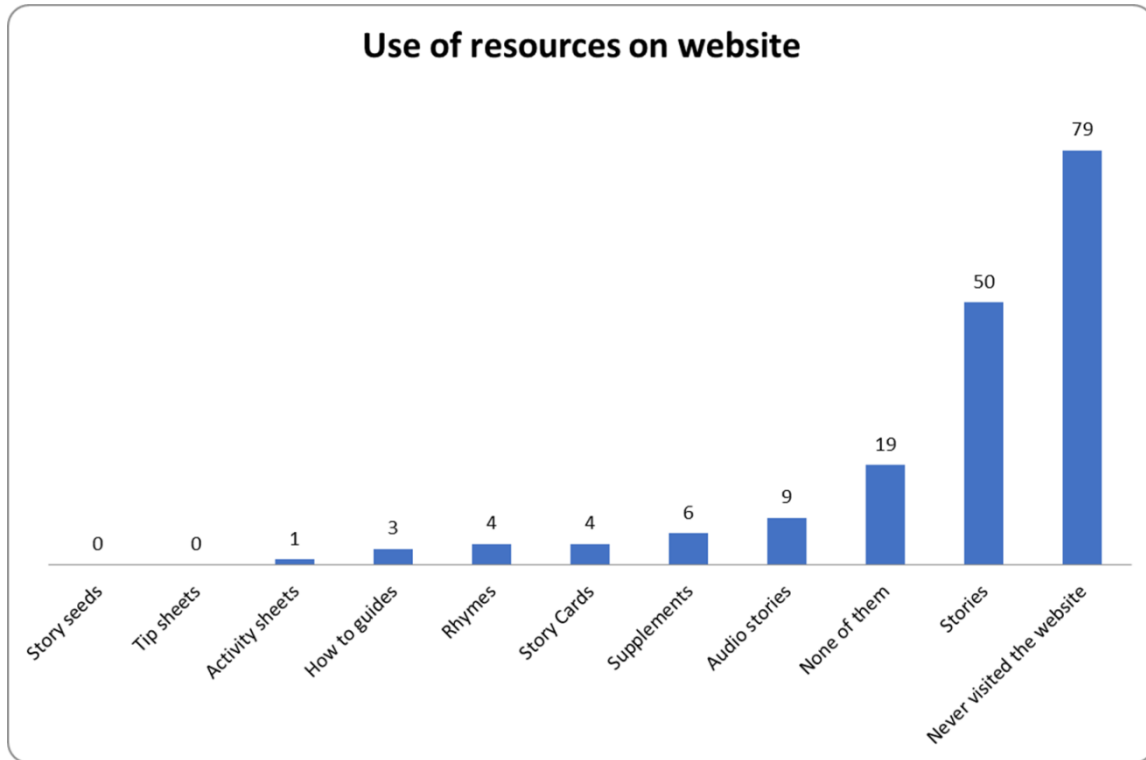
As Figure 40 shows, over half of FUNda Leaders (79 individuals/50.9%) have never visited the Nal'ibali website, and consequently have never used the resources available on that platform. In addition, 19 individuals have visited the website but have never used any of the resources available. Thus, 98 individuals (63.2% of FUNda Leaders) have never used the web-based resources. For the 36.8% who have used resources from the website, the most popular are the stories (used by 50 individuals), followed by the audio stories.

Table 2 (below) shows the profile of FUNda Leaders who have never visited the website. As can be observed, slightly more women than men have never visited the website, and slightly more rural dwellers than urbanites. A much greater discrepancy is discernible when education is taken into account: 65.5% of those who did not obtain a matric do not visit the website, while those whose educational profile is better have visited to a far greater extent. It is also apparent that older FUNda Leaders are visiting the website less often than younger ones, and that retirees, casual workers, part-time workers and unemployed FUNda leaders are visiting less than those with jobs, or those still studying.

Table 2: Profile of those who have not visited the website

Profile of those who have never visited the Nal'ibali website		
By gender:	53.6% of females have never visited	46.8% of males have never visited
By location:	52.8% of rural-dwellers have never visited	51.9% of urban-dwellers have never visited
By education:	65.5% of those who did not attain a matric had never visited	44.6% of those with a matric and higher had never visited
By age:	Under 18s: 50% 18-25 year-olds: 45% 26-35 year-olds: 52.9% 36-45 year-old: 66.6% 46-55 year-olds: 46.1% 56-65 year olds: 70%	
By occupation:	Retirees: 66.6% Casual workers: 62.5% Part time workers: 62.5% Unemployed: 58.3% Working full time: 55.5% Volunteering: 54.5% Students: 42.3%	

Figure 41 shows the most useful materials from all sources used by FUNda Leaders. Only 41 FUNda Leaders scored the materials they had used. Figure 41 shows the number of votes for each. Stories were by far the favourite, followed by supplements.

Figure 41: Most useful materials
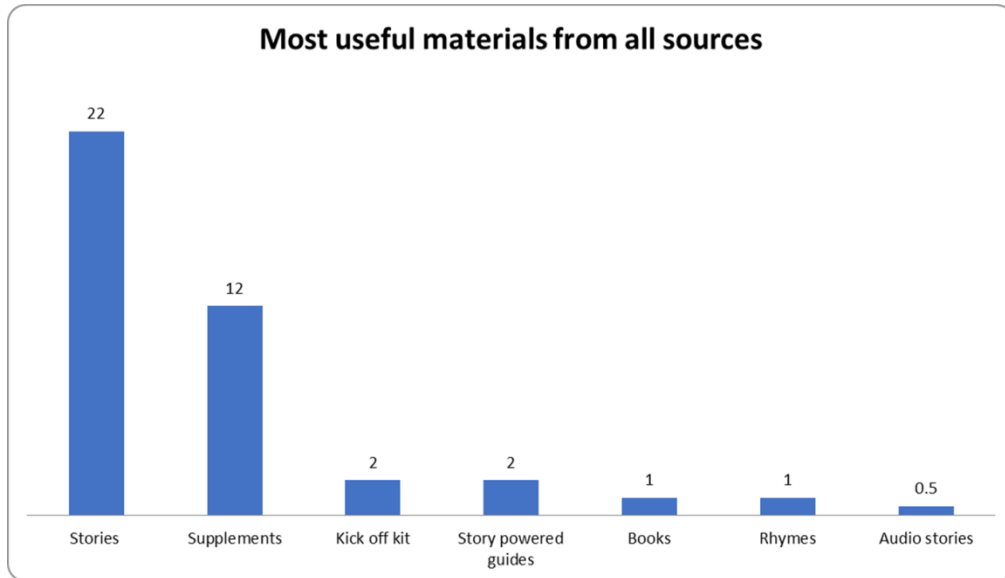

Figure 42 shows that in addition to resources from Nal'ibali, FUNda Leaders used a range of other resources, the chief among them being their own books and other reading resources (79 individuals). FUNda Leaders also frequently used books from the library or from the school or ECD centre they worked at, or from other NGOs.

Figure 42: Other (non-Nal'ibali) resources used
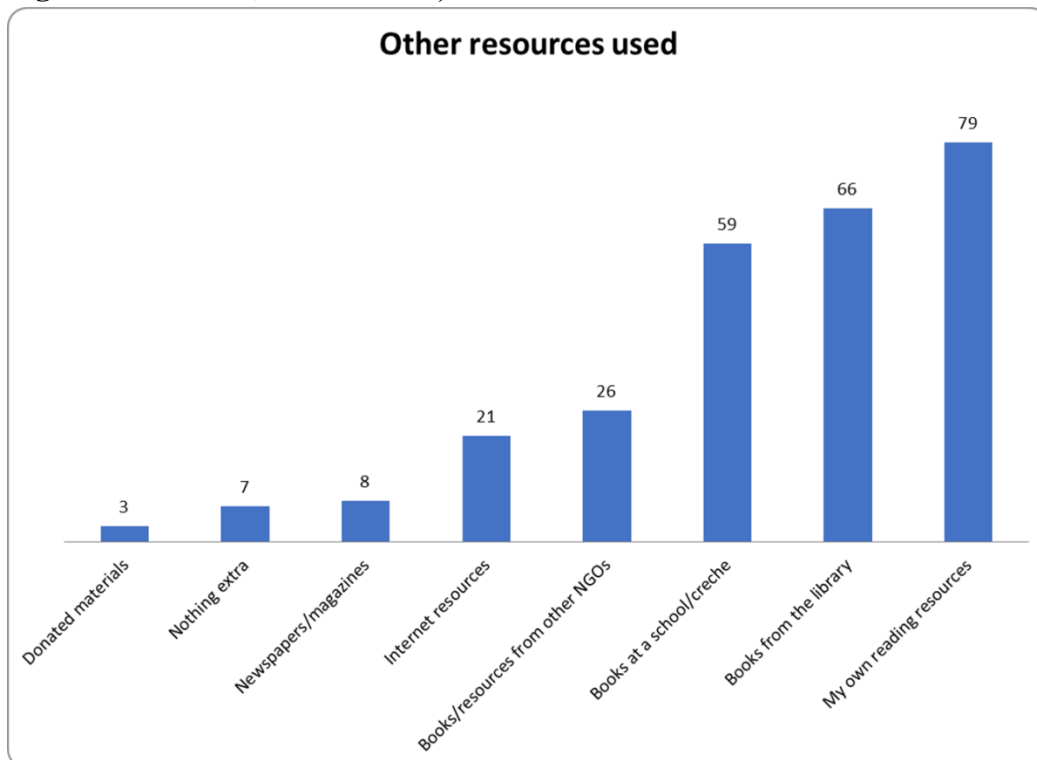
Books are desired by 45.8% of FUNda Leaders, followed by more general reading materials (31 individuals/20%). Only 13 individuals (8.3%) say they do not need any further resources.

Figure 43: Resources desired
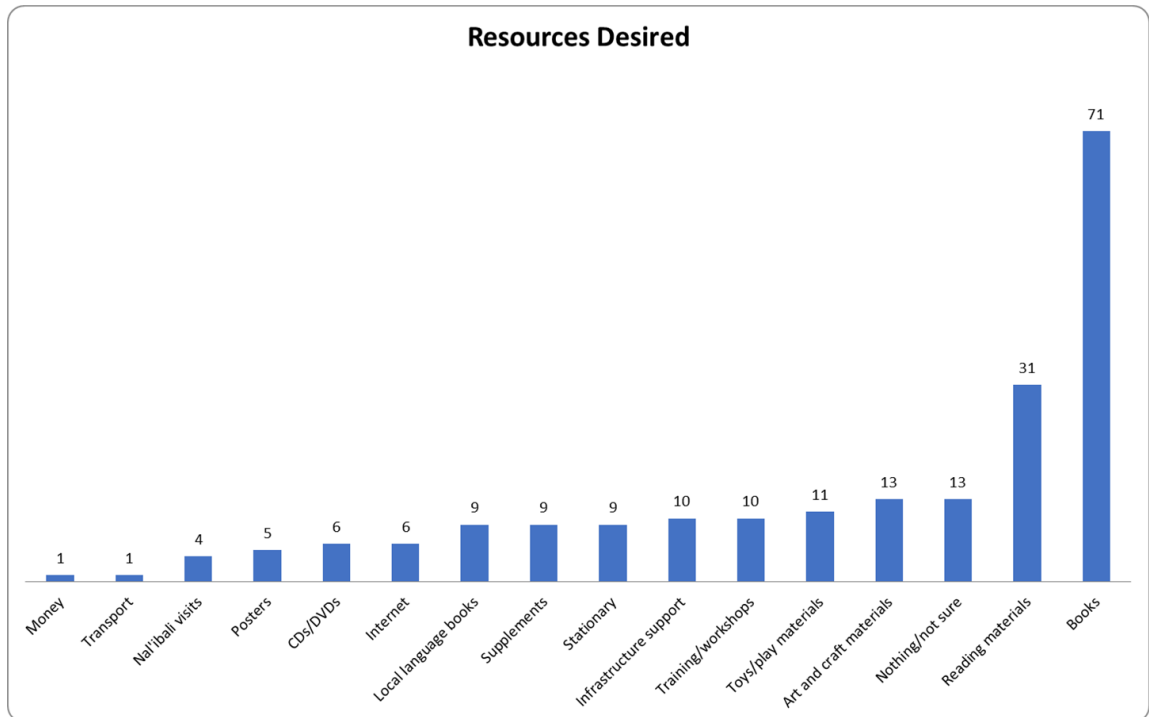
3.5 Interactions with other FUNda Leaders

The vast majority of FUNda Leaders (72%) said they had encouraged friends, family or colleagues to become involved with the network.

Figure 44: Encouraging others to become FUNda Leaders
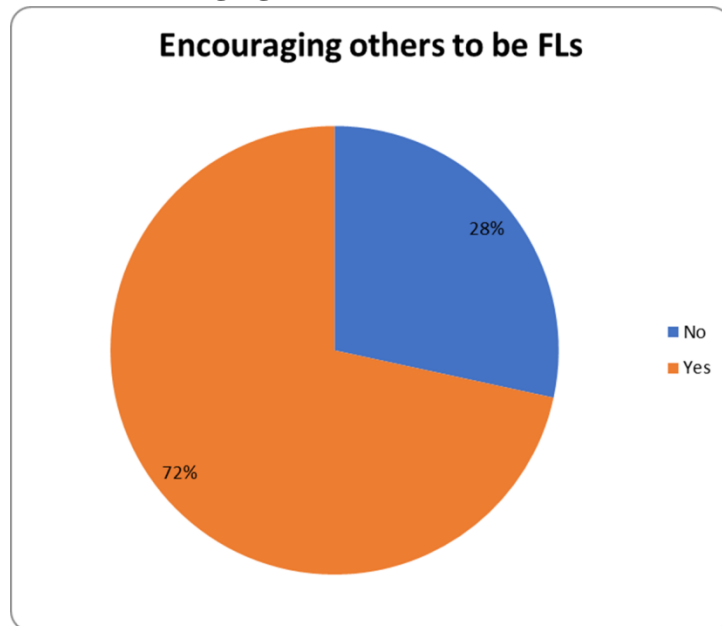
Most FUNda Leaders are working in isolation, with 73% never having done any activity with another member of the network. A small proportion (4%) have had some basic interactions with other FUNda Leaders, while 23% have undertaken specific activities, such as clinic readings, reading in schools and World Read Aloud Day activities.

Figure 45: Activities with other FUNda Leaders
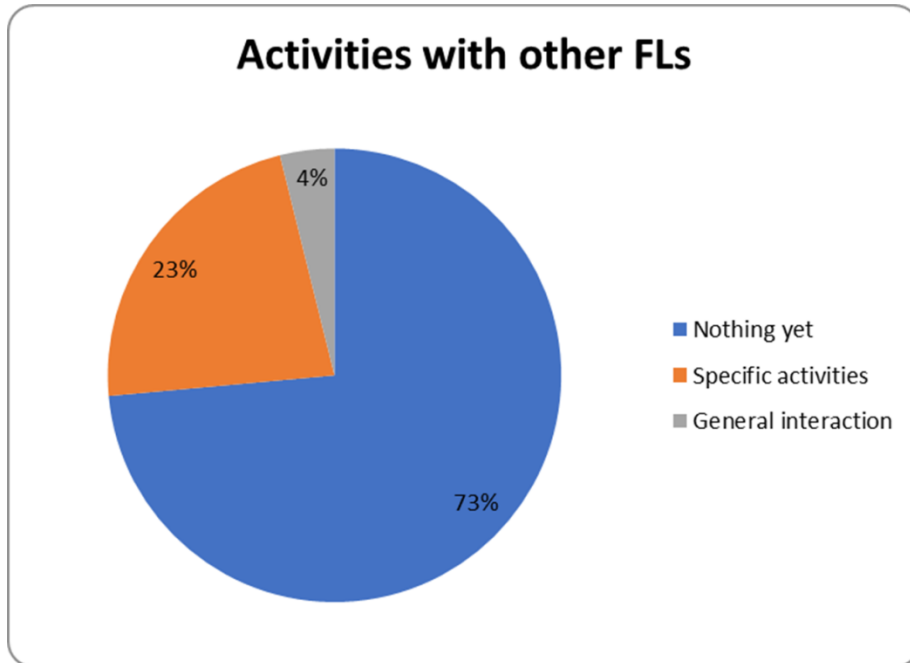
3.6 Interactions with Nal'ibali

Figure 46: Current communications from Nal'ibali
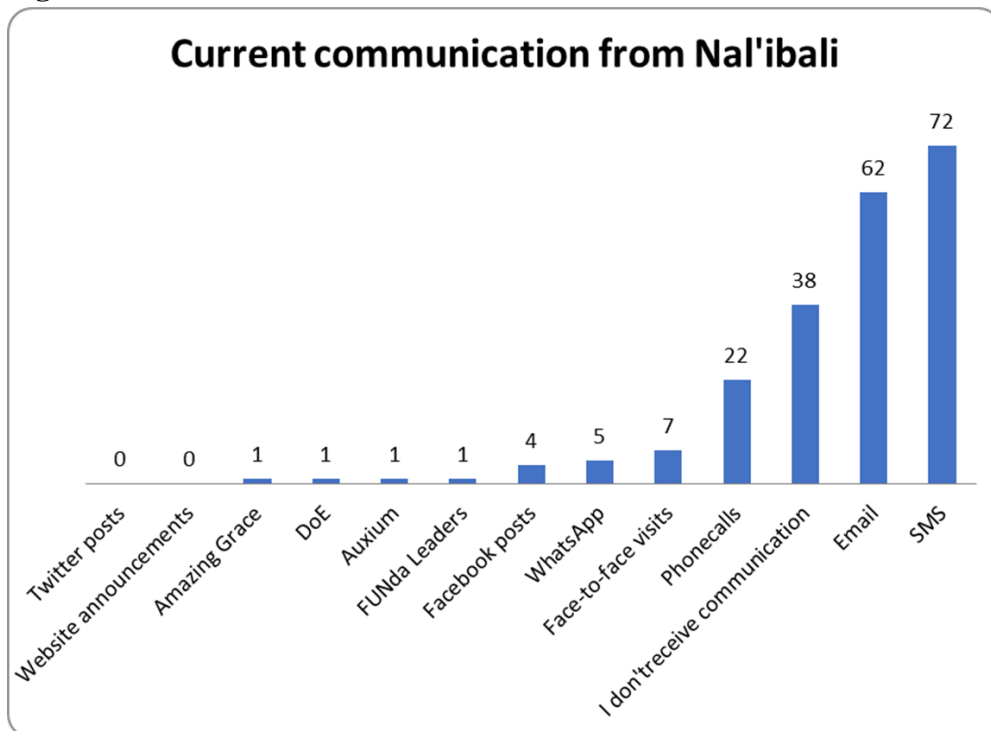
A quarter of FUNda Leaders (38 individuals/25%) currently do not receive communication from Nal'ibali (Figure 46). Most receive SMS communications (72 individuals/46.4%), while 62 individuals (40%) receive communications via email.

Table 3 shows the profile of the 38 FUNda Leaders who do not currently receive communication from Nal'ibali. Those working part-time have been the most unconnected from Nal'ibali, with 70% of them not receiving communication. Interestingly, however, casual workers and those who are unemployed are in fairly good touch with Nal'ibali. Only slightly more untrained FUNda Leaders had never received communications, while rural FUNda Leaders were much more likely to have not received communications (33.9% had not compared to 19.6% of urbanites). In terms of age, FUNda Leaders under 18 years and older than 45 were the most likely to have not received communications.

Table 3: Profile of those not receiving communication

Profile of those who have not received any communication from Nal'ibali	
By Employment:	
Retired	50%
casual	25%
Unemployed	28.5%
Volunteer	50%
Student	36.3%
part time	70%
full time	47.5%
By training:	
Not trained	23.1%
Trained	25.5%
By Location:	
Rural	33.9%
Urban	19.6%
By age:	
Under 18	50%
18-25	25%
26-35	23.5%
36-45	16.6%
46-55	30.7%
56-65	30%

As shown on Figure 47, the majority of FUNda Leaders (89 individuals/57%) have never seen a Nal'ibali Facebook post, mainly due to the fact that they do not use Facebook. Few read posts every day, but 13.5% of FUNda Leaders see posts every few days.

Figure 47: Frequency of seeing Nal'ibali Facebook posts
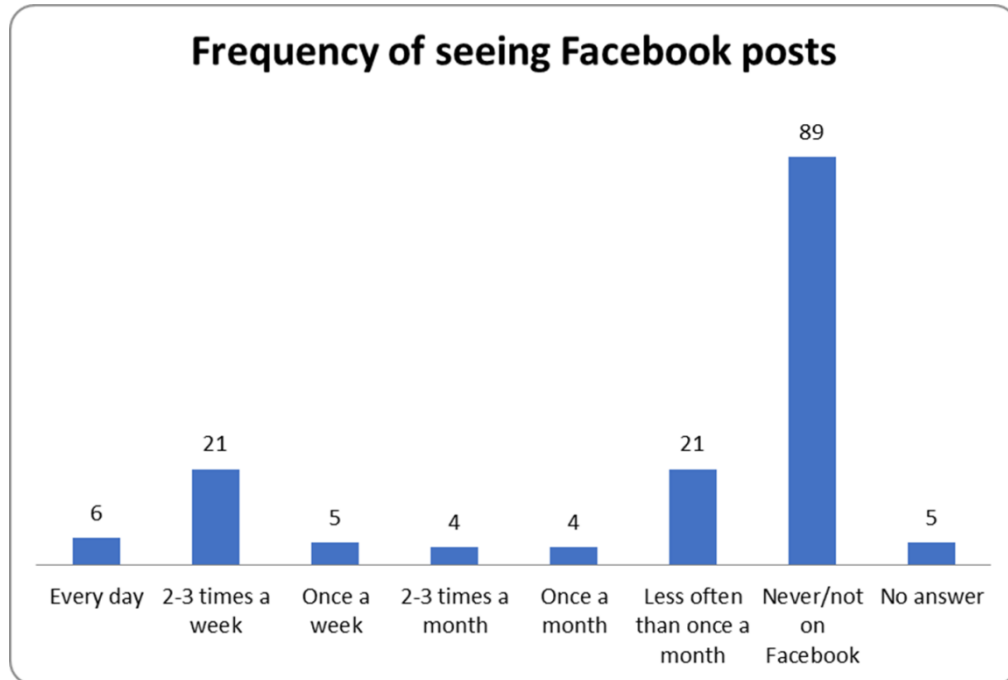
Most FUNda Leaders (35%) prefer communication from Nal'ibali to come in the form of SMS messages, but only 6% prefer WhatsApp. Another large group would prefer to be called in the telephone (32%) while a slightly smaller number (26%) would prefer to used email.

Figure 48: Preferred form of communication
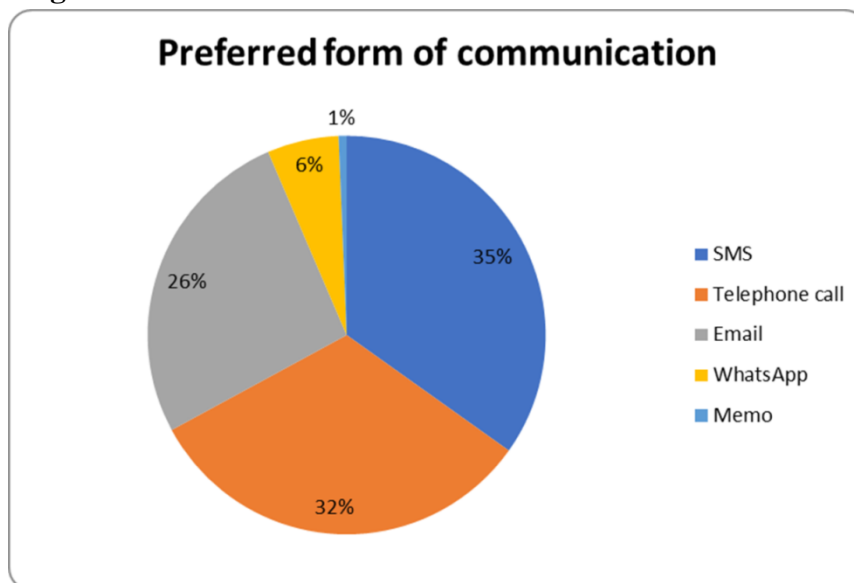
Most FUNda Leaders would prefer to hear regularly from Nal'ibali: at least once a week (108 individuals/69.6%), or 'as much as possible' (6 individuals/3.8%). Others preferred to hear once a month (17.4%/27 individuals), or only when there is something important to share.

Figure 49: Desired frequency of communication

Desired frequency of communication

108 — Once a week
27 — Once a month
12 — When you have something to share
6 — As much as possible
1 — Every few months
1 — When you have something relevant to WordWorks
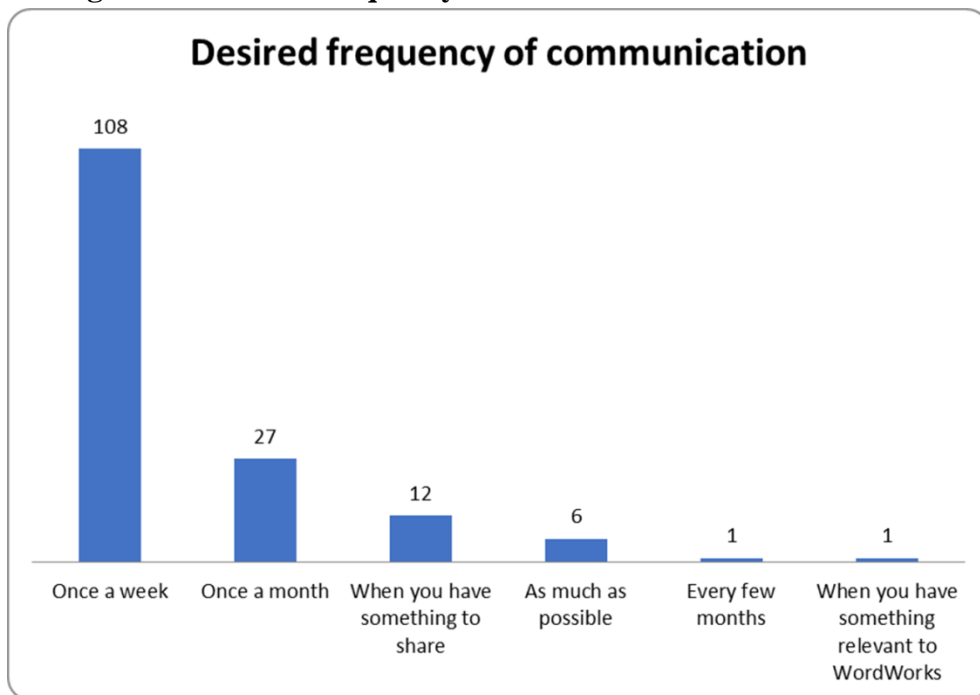
3.7 Impacts of interaction/support from Nal'ibali

Figure 50: Skills learnt

Skills learnt through training (86 trained FLs)

3 — That we are all teachers
5 — How to teach effectively
5 — How to create my own stories
5 — The potential of children
6 — Confidence
13 — How to engage with children
18 — Importance of reading
31 — Storytelling skills
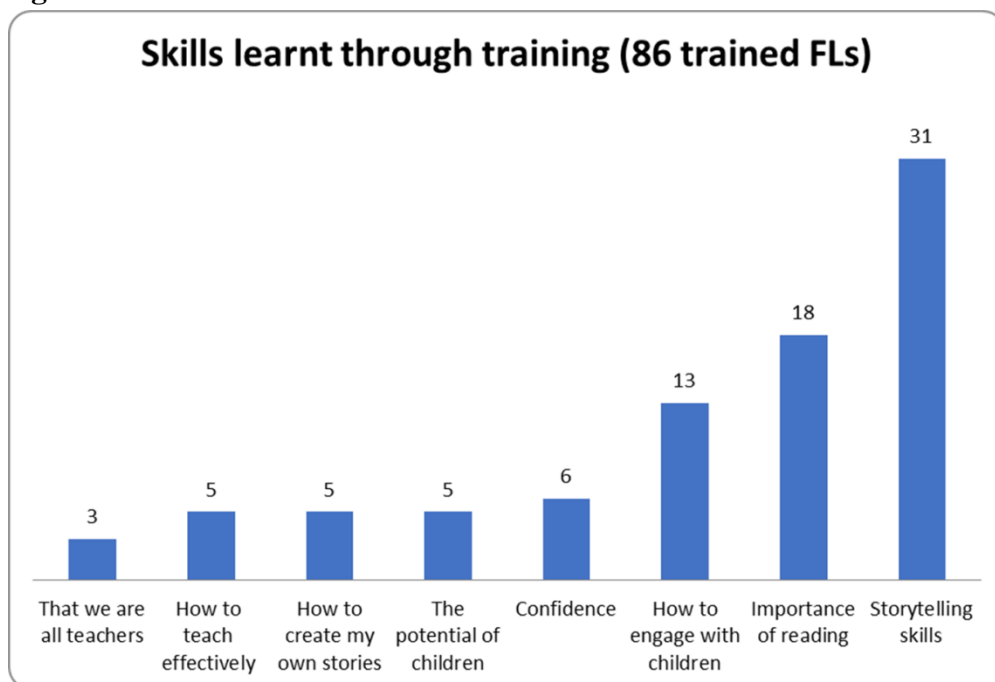
Of the 86 trained FUNda Leaders, 36% (31 individuals) felt they had learnt storytelling skills through the training they had received, while 5 individuals similarly said they had learnt how to create their own stories. Others (18 individuals) said they learnt the importance of reading. Another large group felt that the training had taught them how to engage effectively with

children (13 individuals), to see the potential of children (5 individuals), and how to teach effectively (5 individuals).

As is apparent on Figure 51, the overwhelming majority of FUNda Leaders have never participated in a Nal'ibali event (127 individuals/81.9%). The few who had participated had done so mainly in World Read Aloud Day, Story Bosso, or imbizos.

Figure 51: Participation in Nal'ibali events

Figure 52: Perceived benefit of being a FUNda Leader

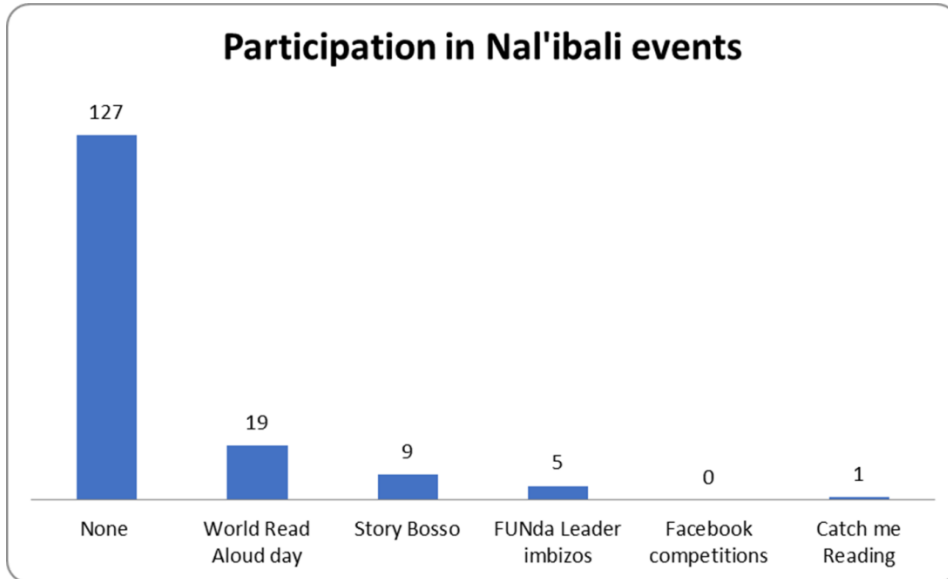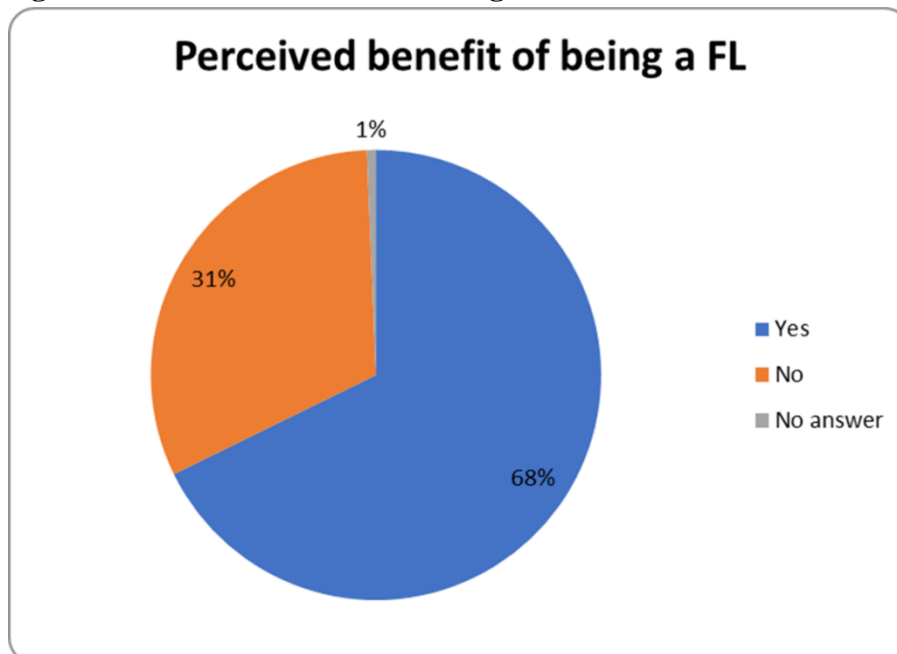Most FUNda Leaders (68%) felt that it had been beneficial to them to be involved in the network.

Out of the 101 who felt there was a benefit, the most common answers related to some form of personal growth and development they had experienced (Figure 53). The largest group (19 individuals) valued the improved connection to children they had gained, while 18 individuals

simply said they had grown as people, and 13 individuals stated that their knowledge had improved through being a FUNda Leader.

Figure 53: Benefits of being a FUNda Leader
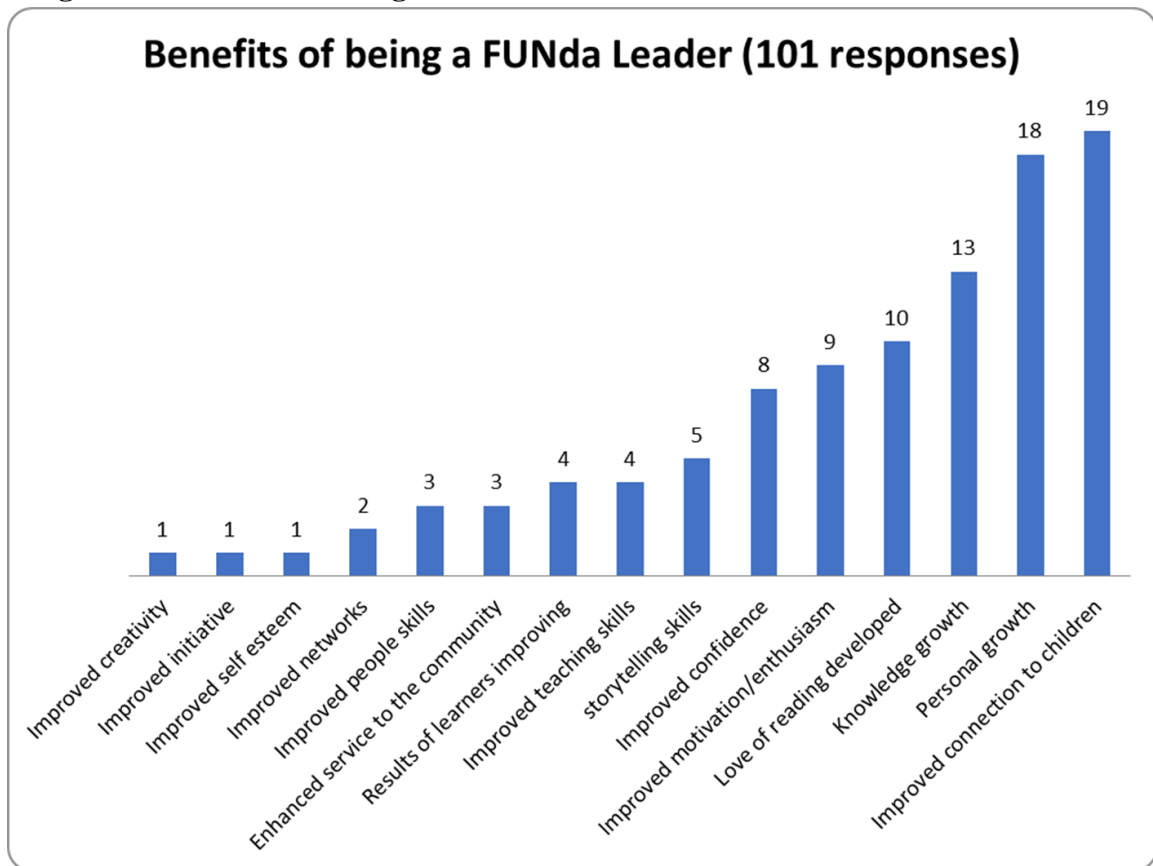
Lastly Figure 54 shows the ways in which FUNda Leaders felt Nal'ibali could improve support for the network. Forty-three individuals (27.7%) felt that communication with FUNda Leaders could be improved. The 36 who felt that training was an area that could be improved were mostly those individuals who had not yet been trained; meaning they felt that the speed of the training process could be improved, rather than the quality of the training. Others (30 individuals/19.3%) felt that Nal'ibali could improve on the amount of reading materials it provides. Only a small number (13) felt that Nal'ibali should visit them to provide support.

Figure 54: How Nal'ibali could improve its FUNda Leader network

How Nal'ibali could improve
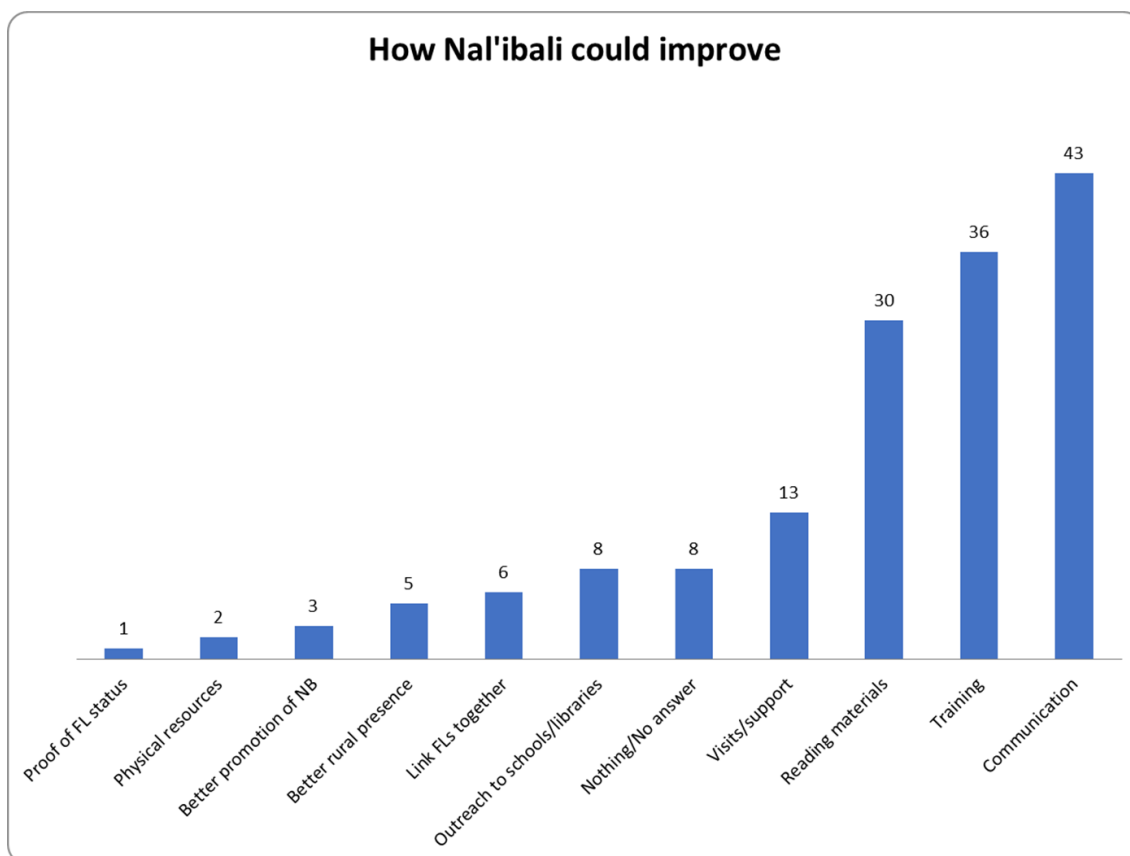
4. Conclusion and Recommendations

A large amount of data on the FUNda Leader network has been presented in this report. The findings, which were presented to Nal'ibali on the 19th of July 2017, gave rise to an internal reflection exercise which raised a number of questions on what can be done to build on the network and improve its reach and effectiveness. The following questions were raised and suggestions made:

1. **What are the relatively <u>simple things</u> we could do to improve the FL programme <u>now</u>?**

   - **Resources**
     - **Kick-off kit**
       - Simplify it.
       - Break it into piece-by-piece communications (modules) and send it in staggered format via SMS and email when people sign up (not all in one go).
       - Use links to less data-intensive resources, and let people know how much data they need to download large files (eg: "Download Kick-Off Kit (1MB)")
       - Simplify the intro/welcome email wording; include more links and bullet points. (A 'table of contents' or 'index' of resources on our website?)

- Make hard copies of kick-off kit more available (*where?*)
- **Books**
    - Send a thank-you book (or 5) to each FL who participated in the survey.
    - Send home libraries to FLs who could benefit (*how many libraries are left?*) (*survey team to help identify?*)
- **Supplements:**
    - Prioritise FLs on supplement list, especially the most active FLs (*once-off analysis needed?*)
    - Unblock waiting list – what are the constraints to adding people to supplement list and signing them up more quickly? Can we increase our supplement distribution with the 2016 materials underspend?
- **Website**
    - Make website easier for FLs to navigate (currently difficult)
    - Tag/sort our stories online by different age groups/keywords to make it easier to search for stories to read (and to help those FLs who want to teach kids to read)
- **Other**
    - Refer FLs to resources that can help them teach kids to read, like Wordworks

- **Interaction with Nal'ibali:**
    - ***General:**
        - MORE interaction!
        - Communicate with people more in their home language – *can possibly be more technical (?)*
    - **Phone:**
        - More phone calls (currently underway!) from call centre to bridge communication gap.
        - Institute mandatory, timely follow-up call after training (eg 1 week later), especially for independent FLs not linked to organisations.
        - Train call centre as remote literacy mentors – offering direct support, not just referrals.
    - **SMS:** Launch regular SMS programme (1x/week) including:
        - Helpful resources (ask for something from them only 1 in 4-5 times) – e.g. tips for storytelling, story of the week, encouragement to join a library
        - Tone/"persona" of supplement front page (not marketing tone)
    - **WhatsApp:**
        - Create FL WhatsApp groups by province/city (where they don't exist yet or are incomplete) – (*can be tagged to the data-cleaning exercise in August when LMs will get all phone #s?*)
    - **Surveys:**
        - Email this survey to all FLs with email
        - Regular, short USSD surveys to all FLs via SMS (send more than once): what are they doing, how's it going, experiences

- **Messaging / content of communication**
    o Develop strong messaging that people don't need to *wait* for us – they don't need to wait for a go-ahead from Nal'ibali or for training to act.
    o Promote Story Bosso more aggressively/with a different strategy in 2017 to the FL network (given low participation in 2016).
    o Promote additional FL activities to the network – concrete ideas with resources.
    o If we make shifts to the campaign, send an email and SMS e.g. "We heard YOU! In June we interviewed 156 FUNda Leaders to find out xx, yy and zz. You said: You want more books. You want to hear from us more often. You want more info by SMS. You want more help with xxx. We listened. We are: xx, yy, zzz."

- **Mass media**
    o **Radio and TV**: Add FL 'tag'/info to: radio broadcasts; Bridges to Literacy video; ALL mass media platforms.
    o **Magazines:** Can we further exploit "magazine" audience (2% for now)

- **Incentives**
    o Badges/certificates after training.
    o Offer to vouch for FLs' work for CVs (and follow through).
    o Run more competitions for FLs.
    o Interview team: suggest people interviewed that comms should profile.

- **Building connections between FLs and with Nal'ibali**
    o Launch a FL challenge: for example, plan an event with another FL and share it with us to get a home library (to build social connections)
    o Link FLs to good partners who can provide things we can't (eg those who teach reading)

- **Local FL networks and actions**
    o Improve contact with FLs in lead-up to training and manage expectations.
        ▪ Develop 'training Q&A' webpage/printed page to give out/SMS or WhatsApp link?
        ▪ Develop call centre script/talking points re what happens in training?
    o Identify FLs who are near LMs and invite them to activations, so they learn how to run their own events. Develop relationships. Make people feel like they are representatives of Nal'ibali.
    o More activations at local/province level – in new spaces, reaching new people.
    o Attach activations to info sessions.

What are the <u>larger questions / big shifts</u> we need to think about?

- **<u>Resources</u>**
    - **Big questions**
        - What can we do to resource our FLs – what is possible with our resources, what are most cost-effective ways to get more material out there?
        - To what degree should Nal'ibali give FLs resources, vs. direct them to access resources themselves?
    - **Big ideas**
        - Give out a book stash at trainings (eg 5 books) or to most active FLs
        - Increase supplement access
        - Make supplements available to schools (proposal to DBE – cost it?)
        - Set up distribution channels including physical material pick-up spots (eg Post Office, retail – expand).
        - Nal'ibali app or platform to access content offline, get notifications (E1M?)

- **<u>Interaction/communication with Nal'ibali</u>**
    - **Big questions**
        - Mass media is not being used enough to spread awareness, recruit and inspire. How can we improve this? (TV? Radio? Community papers? Community radio?)
        - What is the real potential of E1M (given low uptake so far)? What role might it play and how do we truly test this?
        - Is our communication relevant to the groups we are reaching? (Referring to both *content* and *platform*) Can we consider segmenting/targeting our communication to improve buy-in, engagement and understanding? What will it take to do this? (E.g. – must be able to better profile and segment our FLs)
    - **Big ideas**
        - Develop more mobile-based communications, in spite of the limitations and restrictions – they are most accessible to all.
        - Different communication tools for different profiles of FLs, e.g.:
            - Offline FLs (SMS/phone; USSD, Post Office…)
            - People who go online with their phones (SMSes with low-data links; phone; WhatsApp, Facebook groups [smaller])
            - People who regularly use email/computers (email; SMSes with low-data links; phone; WhatsApp, Facebook)
        - Drive the use of online services (e.g. via WhatsApps and SMSes with links…other strategies?)
        - Different platforms have different purposes (and will only touch some FLs)
            - SMS: must be for "the meat": content, calls to action, resources, motivation
            - Phone calls: more regular, mentoring and support

- - WhatsApp (for some users): build local/provincial community, quick questions and advice, peer to peer support
    - Facebook: create sense of "phenomenon" – build national community and identity; profile success stories (and re-share good content via SMS and WhatsApp!)
    - Email: devotees/younger people – share resources and calls to action
  - Develop "pre" and "post" consumer journey plan based on new strategy's requirements
- **Messaging**
  - Communication to create a mindset: no prerequisite to be a FL. You don't need training or a go-ahead.
  - Tone: it's doable – full-time or part-time.
  - Link FL identity very strongly to personal identity (e.g. leaving an NGO doesn't mean losing FL identity)
  - *"Be bold about what we are and what we are not" (? – perhaps refers to teaching reading?)*
  - How do we change the perception that Nal'ibali is "all about reading stories to children" and make it a national reading-for-enjoyment campaign across all age groups? (Including adult/teenage reading clubs, adult readers as role models)
  - Do we want greater emphasis on defining the problem/need for FLs? (Like Pratham in India does? There, people do local assessments of kids' reading; understanding "my local problem/situation" + practical toolkit offered timeously → inspires action)
  - How do we balance "what we do" (promote reading culture, foster love of reading, create conditions for children to become readers) vs "what people what" (which also includes help teaching reading)?
  - Articulate the "Nal'ibali way" as "part of teaching reading" – not something that stands in opposition to teaching reading
  - Use the different motivations for joining FL (love children, love reading, respond to problem, want to change community) to develop different calls to action
  - Paint a clearer picture of "reading culture", e.g.
    - People reading in the queue at supermarket
    - Carrying a book around or reading on your phone
    - Talking about books
    - Going to libraries – libraries as spaces for exciting activity
  - "Reading lifestyle" as a hook/strong call to action?
- **Training**
  - FLs want children involved during training (do we want that)?
- **Target audience**
  - Zoom into young people: concentrate on high schools and colleges (given 28% share of the FLs)
  - Focus on signing up younger FLs e.g. high school. How do we engage with teenagers?

- o Appeal to people <u>not</u> in ECD/education or NGO sector
  - o Layer Nal'ibali into groups that already exist and do drama, dance, cultural and sport activities – register as RCs and add Nal'ibali to weekly activity. (Community groups are easier than schools because kids are looking for belonging, while teachers see RCs as extra work). But be careful to manage expectations!
  - o Many people with skills are not part of the campaign – who are we talking/appealing to?
  - o Positive peer pressure, social incentives are not being used in the campaign as much as we envisaged – how to capitalise on this opportunity?
- **Incentives**
  - o Create a system where people can log their activities and then get rewarded (collateral, books, love and accolates) – E1M as platform for this?
  - o Certificates!
- **Support**
  - o People want to see us more than once face-to-face. (eg 'quarterly visits' requests). To what degree is this possible/something we should consider? (Can mentoring visits to RCs that include observation/evaluation component replace activity forms – what would the cost be?)
- **Defining "success" – the outcomes we want to spark**
  - o How do we get libraries to be better accessed by our FLs?
  - o Do we need to think about "how" to teach people to read?
  - o FL is supposed to be a 'light touch' model – how do we promote a model that doesn't rely on training? (How do we eliminate the expectation for training?)
  - o Different strategies for FL we can reach face-to-face vs those we can't?

These questions and suggestions present a wealth of detailed ideas on how to improve the network. Most of the actions which must be taken by Nal'ibali are fairly obviously shown in the findings of this survey. For example, FUNda Leaders clearly need to be communicated with more frequently and effectively (especially by SMS and email), and ways must be found to induct FUNda Leaders more effectively – ensuring they receive a Kick-off Kit in a format that is easily available and useable. Nal'ibali also needs to find ways of ensuring that its online resources (e.g. stories and audio stories, rhymes etc.) are known about more widely by FUNda Leaders, and are easily accessible.

The survey results show that training also has a positive effect on the ways in which FUNda Leaders identify with the network, and on the number and nature of activities they perform. It also has a positive impact in building their knowledge, skills and self-confidence around important things like story-telling, teaching and how to engage with children effectively. It is recommended that some form of training continues with FUNda Leaders, not only to enhance their skills, but also to increase their sense of identification with the network, their connection to Nal'ibali and other FUNda Leaders, and their resolve to carry out self-motivated literacy activities in their communities.

FUNda Leaders also clearly need to be connected to one another more effectively, to enhance their sense of belonging and their individual and collective activities. The above suggestion about linking FUNda Leaders via WhatsApp and other platforms (as far as possible given that not all of them use social media) is important, and needs to be explored.

Given that most FUNda Leaders to date have not been very well connected to Nal'ibali (e.g. not visiting the website, not seeing Facebook posts, not receiving communication, not participating in events), they have been surprisingly active and committed to their role as reading ambassadors in their communities. Without investing too many resources (allowing the network to remain a 'light touch' intervention), Nal'ibali could greatly improve the effectiveness of the existing FUNda Leaders with a few interventions around communication, identity building and skills and knowledge enhancement. Once a greater cohesion has been built among FUNda Leaders, it would not be too much to ask them to provide more regular feedback on their activities via simple feedback tools.

If Nal'ibali wishes to expand the network further, teachers and educare workers are an obvious target for recruitment, as are Child and Youth Care Workers (and auxiliary workers) – along with students, youth and existing community literacy activists who visit libraries.

The FUNda Leader network is a very positive intervention with great potential to make a difference by harnessing and directing the energy of people who care about literacy, children and their communities. This research has shown the value of the network, and also pointed to gaps, challenges and opportunities which exist. This report has provided some suggestions around how to enhance the network, address these deficiencies and enhance opportunities.