

# ANNUAL REPORT 2022



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Kay Lala-Sides  
Chairperson

# CHAIRPERSON'S REPORT

In 2022 Nal'ibali celebrated its ten-year anniversary. While we are incredibly proud of all that the team has accomplished so far, we entered our eleventh year fully aware that we needed to critically evaluate the ways in which we wanted to impact and influence the literacy landscape going forward.

Interestingly, this evaluation took place at a time when debate across the sector was and continues to be rife. Key stakeholders across the literacy sector have engaged on the nature of the literacy crisis and how the crisis may be addressed, and indeed, some have gone so far as to question whether there is a literacy crisis! I wish to be emphatic about our position at Nal'ibali. First, we absolutely believe that a situation where 81% of Grade 4s cannot read for meaning in any language *is* a crisis. Second, we believe that to address this crisis, a holistic approach in the living and learning spaces of a child is needed. And, critically, that reading as a **sociocultural practice** must be nurtured in these spaces.

This neuroscience-led position is core to the work of Nal'ibali and has pointed us toward a number of key priorities for the organisation, which are discussed more fully in the report.

You will read about initiatives that are targeted not only to young children and their reading attitudes, practices and motivations but also to their parents and caregivers. This includes an important and exciting piece of research that we commissioned in 2022 to better inform, influence and transform how South Africans perceive and understand reading practices.

Importantly and aligned to our ecosystem view are partnerships and, increasingly, cross-sector collaborations. These continue to be key to achieving our impact goals and are discussed throughout the report.

It is also worth noting that as we entered 2022, the Board believed it prudent to assess whether the organisation was appropriately capacitated to support its strategic direction, especially in the context of our funding, the size of the organisation and the complexity of our work. Thus coupled with a review of our strategy, we embarked on a job grading and benchmarking exercise. This supported us in ensuring that we had the right resources focussed, motivated and remunerated on the right tasks. While we had three resignations at the leadership level late in 2022, our efforts had created a solid foundation to attract top talent into those roles in 2023. I would therefore like to use the opportunity to veer off the 2022 retrospective report and introduce the new members of our leadership team now



reporting to Nqabakazi Gina our Director who joined us in April last year. Mpho Ramasodi joined us on 1 September 2022 as Head of Programmes, and both Gabrielle Kelly our Head of Research, Impact & Innovation, and Bahihah Mohamed our Head of Finance, joined us on 1 June 2023. This team brings with them a wealth of expertise and experience as well as a passion and love for the work we do at Nal'ibali.

All in all, 2022 may be described as a year of focus, renewal and re-energising. The effect of this is visible in our strategy, our programs and the calibre of individuals we have attracted to the organisation. As Chair, I feel confident that our organisation is set up to build on the work of the last decade and contribute even more significantly going forward.

Kay Lala-Sides  
Chairperson Nal'ibali Trust



# DIRECTOR'S REPORT



Nqabakazi Gina  
Nal'ibali Director



**2** 022 was the 10th year anniversary of Nal'ibali where in 2012 Nal'ibali opened its doors to drive strong messaging on how to grow love for reading in children across all social settings (reading for enjoyment campaign). Anniversaries present opportunities to recognise significant milestones achieved over prolonged periods. Crucially they are also an opportunity for deep reflection and transformative learning. We acknowledge the the forerunners of Nal'ibali, Dr David Harrison, Professor Carole Bloch, Nadeema Musthan and Dr Xolisa Guluza. These individuals foregrounded the school of thought that literacy development solutions should be informed by how children naturally learn to read.

For any developmental approach to be effective it needs to be informed by the realities and the needs of the affected groups. Literacy needs of our children will always inform our literacy interventions and solutions. Nal'ibali was not established as a 'reading drive' or getting books in the hands of children, but it was established as a behavioural change campaign. Nal'ibali is premised under the belief that **what we care about influences our action**. Therefore, if as a society and as a nation, we perceive

reading as an investment to our children, all social actors would actively play their role in nurturing love of reading in children.

During our reflection process we embraced the key fundamental principles that are central to Nal'ibali's campaign work which will continue to inform our efforts and solutions.

## **01** Fundamental Principle 1 – Advocacy and Grow Love of Stories.

In the 2015 Nal'ibali Annual Report the key position taken by Nal'ibali was to **'grow the love of stories and reading, integrate advocacy with practical know how'**. In 2022 we amplified our vision and mission to embody these principles.

**Our new Vision states 'For all children to have positive experiences with stories and reading books.' Our Mission is to 'To spark a love of stories, build language and literacy skills, and promote lifelong reading culture in homes, schools and communities across South Africa'.**

It is the responsibility of every adult to nurture love of reading in children. Our training and upskilling solutions provides parents, caregivers, ECD practitioners, community volunteers, corporate staff and NGOs with clear guides on how to create positive reading experiences, drive regular exposure and daily engagement with words and stories. Through training, our focus going forward is to provide tailored knowledge and skill sets for different target groups based

on reading opportunities presented by their environments.

## **02** Fundamental Principle 2 – Storytelling is a bridge to story reading.

Every word a child hears, sees and reads contributes to their language and literacy development. Through our radio stories provided in every language in all SABC radio stations, community radios and through SABC 1 TV segments (Nal'ibali Young Storytellers), children are exposed to language and literacy content daily. This year we employed over 1000 people in seven Provinces through the Social Employment Fund (SEF) project under the Presidential Employment Stimulus to strengthen family literacy, early literacy and community; as well as to have more storytelling and reading at homes, schools and communities.

## **03** Fundamental Principle 3 – Multi-lingual Story Content Production.

From inception Nal'ibali has been advocating for use of home language in building firm literacy foundations. To date, Nal'ibali produces over 300 000 copies per month of the bilingual and low cost reading resource 'the supplement' in all 11 official languages, distributed to schools, homes, ECD centres, reading clubs and community partners. Additionally, digital stories in all South African languages are channelled through Nal'ibali's WhatsApp Bot, Facebook and Website.

# DIRECTOR'S REPORT



## 04 Fundamental Principle 4 – Behavioural Change Communication

Nal'ibali drive Behavioural Change Communication work which influences behaviour at individual, family and community levels.

For adults to actively drive reading in living and learning spaces, they need to understand why is it important and how they can practically adopt reading practices in daily lifestyles.

Community activations, practical guides in radio story sessions and supplement, outreach programmes in community events. Home visits and mentorship provide in-person guidance to adults (parents, ECD practitioners, Reading Club Leaders, etc.).

The World Read Aloud Day held annually on the first week of February is one of the flagship engines Nal'ibali uses to spark an nation-wide action – all actors in communities, homes, schools, NGOs, children's programmes read aloud to millions of children, to date the WRAD campaign reaches over 2 million children each year.

## 05 Fundamental Principle 5 – Free voluntary reading opportunities

Thousands of South Africans became Funda Leaders (community literacy activists) and Reading Club Leaders, creating cultivating, full literacy experiences for children in community settings weekly.



## 06 Fundamental Principle 6 – Creating Bodies of Knowledge and Advocacy.

Nal'ibali continues to study children's reading experiences and levels of motivation, attitudes and access to reading materials, predominantly seeking innovative ways to shift the culture of reading in the country. Exploring insights from various schools of thought around children's ability to learn to read, i.e. neuroscience. This year 2022 Nal'ibali affirms its position in the thought leadership space through commissioning a National Reading Barometer (NRB) a tool to inform, influence and transform how the nation perceives and understand reading practices, access and attitudes towards reading. Adopting a collective impact collaboration model that believes in multi-sectoral approach towards large social change, Nal'ibali partnered with the National Library South Africa, established a 16-member project steering committee with players from the entire literacy hierarchy to plan, learn, innovate, advocate and collaborate for better impact. In June 2022 a project steering committee consisting of the Department of Basic Education, National Collaboration Trust, Zenex Foundation, DG Murray Trust, Libraries, Researchers, Publishers and Community Activists created a collective thinking and learning space to challenge current beliefs, strategies and policies around reading, creating multiple opportunities for collective advocacy, new thinking, exploration and policy reform.

## Highlights in 2022

### Organizational restructuring process:

The organization performed a job grading and benchmarking exercise to ensure all positions are fit-for-purpose and aligned to the new direction Nal'ibali is taking.

### New Organizational Strategy:

A new five-year strategy was developed (2023-2027), informed by the evolving literacy environmental and under-served literacy needs Nal'ibali seeks to address.

The strategy provides a clear focus on active actions to literacy role models should adopt in their daily lifestyles to strengthen early literacy and family literacy as key foundations of reading culture. It provides practical mechanisms to motivate reading behaviour and access to reading materials for children in all settings.

It explores various strategies to amplify Nal'ibali's work and drive active advocacy. A review of the Nal'ibali curriculum offerings with two modules refined for accreditation and entry level profession.

It provides improved support and sustainability strategy for reading clubs and more outreach campaigns.

### Social Employment Fund Participants:

This projects presented substantial insights on working at scale ('boots on the ground') and creating measurable impact.

# DIRECTOR'S REPORT

Nal'ibali received a Non-Wage Award from the IDC for developing impeccable administrative systems for smooth project operations.

## More community funding partners:

Community projects are funded by cooperates, some have been with Nal'ibali since 2013 (i.e. VW). **More community funding partners: Nal'ibalipartners with the cooperate community to bring targeted change in communities, test literacy solutions and develop working models that are replicable, have potential to be scaled.** Some partnerships date back as early as 2013 (i.e. Volkswagen Literacy Project). This year we secured more cooperate partnerships, cemented existing relations with the Trevor Noah Foundation, Standard Bank CSI, Liberty Community Trust, Lebelelo Water Association, Lesedi and Letsatsi Trust funded by DGMT. We welcome the Industrial Development Cooperation and Total Energies whose interest is in the installation of Literacy Centres in primary schools.

## International partners - DuoLingo:

Nal'ibali was approached by Duo Lingo, an American educational Technology company that produces learning Apps. They promote bite size language lessons for the global community and they partnered with Nal'ibali to take isiZulu to the world. We had native isiZulu alpha testers to ensure language authenticity. The success of this project led to the next phase, to introduce isiXhosa in 2023.

## Supplement Distribution:

This year we distributed 2,2 million supplements to schools, NGO partners, reading clubs and mainly through post offices. The post office as a distribution partner experienced multiple challenges internally which led to closure of 115 offices this year. This heavily affected our distribution system adding more costs in annual our courier expenses.

## Radio Stories:

Season 7 SABC radio partnership had call to action messaging based on our 2022 impact streams, i.e. increase access to reading resources, equipping reading role models, creating reading opportunities and spaces.

## Story Festival:

We launched our first story festival pioneered by the VW project team in Port Elizabeth. The festival also celebrated the anthology written by the learners from the project schools. The book is called *Nganeno komlambo iQhagqiwa*.

## What the future holds for Nal'ibali

- Advocacy and amplification of our work: over the years Nal'ibali developed key messages and solutions which need to be amplified and shared.
- Incorporating findings of the National

Reading Barometer (NRB) into our programming, resource allocation, advocacy and communication campaigns. Strong efforts will be invested in strengthening the literacy ecosystem.

- Sharing lessons and insights: What we learn from our programmatic work and research should benefit the literacy ecosystem.
- Becoming voice of influence in literacy platforms.
- Sustaining reading aloud behaviours ignited through the World Read Aloud Day to weekly practice.
- Increased levels of reading motivation in children, from birth to 12.
- Anthology as a year-long reading resource for underserved communities.
- Upgrade Nal'ibali training content with theoretical and practical learning components that impart special knowledge, skills and competencies in different social groups (parents, ECD practitioners, teachers, librarians, Child and Youth Care Work/ child care professions. Unit standards on literacy development.

As Nal'ibali we would like to thank our partners (funders and implementing partners) who annually subscribe to our mission, your support changes lives!

Special acknowledgement of the DG Murray Trust who is not just a conventional funder but also one of our key thinking partners. The unwavering dedication of

the Nal'ibali staff, who covers the length and breadth of this country to promote the reading culture and the Nal'ibali campaign. The SEF participants who drive a reading revolution at homes, schools and communities, storytime will never be the same.

Our board of trustees, the vision bearers of Nal'ibali, your torch shines very high.

Let's not loose the momentum, we are 8 years away from the 2030 national goal to have all children read for meaning, every effort counts!

Yours Sincerely

*Ngabakazi Gina*

Nal'ibali Director



# GOVERNANCE



**Kay Lala-Sides**  
Chairperson



**Cathy Gush**  
Trustee



**Nonikiwe Mashologu**  
Trustee



**Thabiso Madiba**  
Trustee



**Masego Maponyane**  
Trustee



Nal'ibali has an active board, that ensures good governance, strategic and financial oversight and ensures sound policies are in place. The board has subcommittees that carry out special tasks on different operational areas. Nal'ibali has an Audit Committee and Remuneration Committees and members who embody literacy, communication, leadership and advocacy expertise relevant to the core operations of the organization.

# WHO IS NAL'IBALI?

## NAL'IBALI FOUNDERS AND FORERUNNERS

**T**he Nal'ibali Trust is a reading-for-enjoyment campaign that envisions **'all children having positive reading experiences with stories and books'**.

Our mission is to therefore **'spark the love of stories, build language and literacy skills and promote lifelong reading culture in homes, schools and communities across South Africa'**.

### Our value proposition

Is anchored in our approach of embedding joy and fun in our reading sessions. Neuroscience has proven that emotions affect our thinking and behaviour. The best strategy to help children fall in love with reading is to present reading as an enjoyable practice, just like learning through play. Nal'ibali provides multiple platforms to ensure children have adequate exposure to language and literacy content; through radio, in classrooms, at homes, access to home language reading materials, and through radio stories and TV segments. Every word a child HEARS (storytelling), SEES (print-rich environment and book sharing) and READS strengthens their ability to read, **and read with comprehension.**

We believe that reading is a socio-cultural practice, it should be nurtured in every living and learning space of a child.

Adults in children's lives play a pivotal role in creating regular positive reading experiences for children at home, in schools, in Early Learning Programmes (ELPs) and in community spaces. There is a plethora of reading resources (digital and printed materials) available and the active involvement of adults is necessary to ensure these resources reach children, especially in underserved communities.

The key levers of reading culture (what is needed to drive a strong reading culture) are levels of MOTIVATION, ACCESS, ABILITY and BEHAVIOUR. If there are poor levels of motivation to read stronger efforts are required to improve children's attitudes and motivation to read. Similarly, with access, reading ability and reading practices.

- Nal'ibali empowers adults to provide a range of reading opportunities to inspire and engage children and caregivers in the joy of reading. These include reading clubs, storytelling events, and digital platforms. We recognize the significance of storytelling and oral traditions in South African culture and actively incorporate these elements into its activities.
- We promote use of home language in building a strong reading culture. African languages are the first languages children are introduced to by their primary caregivers.
- Nal'ibali values the unique benefits of storytelling and oral language as strong drivers of language acquisition. When children are regularly exposed to words,

they learn the **SEQUENCING AND ORDER OF WORDS** and they develop **PREDICTION SKILLS on what happens next. Develop CRITICAL THINKING SKILLS by classifying items and pick odd ones out.**

- Nal'ibali establishes and supports reading clubs in ECD centres, schools, libraries, and communities. These reading clubs provide a safe space for children and caregivers to come together, share stories, read aloud, and engage in literacy-related activities. Reading clubs provide a holistic model in developing reading, writing, oral language, learning through play and listening skills.
- Nal'ibali collaborates with various

stakeholders, including government entities, NGOs, schools, libraries, and community organisations. These partnerships help in expanding the reach of our programmes and resources, ensuring a collective effort in promoting reading for enjoyment and literacy development.

- As we enter our second decade, Nal'ibali will continue to strive to create engaging, inclusive, and culturally relevant reading experiences that inspire children and caregivers to develop a lifelong love for reading. We know there is still a lot of critical work to be done, but we remain committed and excited for the next 10 years!



# THE NAL'IBALI STORY – THE ORIGINS

A brief history of the Nal'ibali reading-for-enjoyment campaign is captured in the three phases of this timeline:

01

## FOUNDATION OF THE NAL'IBALI CAMPAIGN

- **Established as a literacy campaign.**
- End of 2011 the DG Murray Trust tasked PRAESA to design and implement a literacy campaign (under leadership of Prof. Carole Bloch).
- Campaign not just another reading drive but to '**Grow a love of stories and reading**'.
- A decade of research by Prof. Carole Bloch and Neville Alexander on multilingual education informed the reading for enjoyment campaign. The study provides a theoretical framework that emphasizes meaning-making, the role of emotion, play, stories, and knowledge construction for the development of bilingualism and biliteracy in young children.
- Nal'ibali became largest producer of low-cost reading materials in all SA languages.

02

## AMPLIFICATION OF THE CAMPAIGN

- Use of Media as a channel to reach more children, started at 7 million children in 2016.
- Kick-start of community literacy projects in partnership with cooperate world.
- Large scale production of low cost reading resources, the Nal'ibali Supplement.
- Immersing our work in communities through partnerships with community programmes and structures like libraries, Community Work Programme (CWP).
- FUNda Leader revolution literacy activism-thousands of community volunteers trained on establishing reading clubs established.
- Rapid growth of community reading clubs in schools and community spaces.

03

## BETTER UNDERSTANDING OF CHILDREN LEARNING TO READ

- More community reading opportunities and scopes
- Strengthened foundation of learning in early years
- Grew a reader identity and reading culture in children
- Conducted research into behaviours, attitudes and reading practices.
- Challenged traditional views and beliefs around reading
- Studied behavioural science.
- Deepened advocacy and communication.
- Piloted alternative ways to provide access to reading materials like mobile libraries.
- A dedicated content & learning department was created
- Corporate world started showing interest in literacy development.
- Consistent contribution to the SA literacy discourse through thought leadership.

### THE GOLDEN THREAD OF NAL'IBALI'S WORK OVER THE YEARS:

**Advocacy and programming** that embed a culture of reading for enjoyment, **literacy training, multilingual content development, research** to deepen understanding.

# THE NAL'IBALI STORY

Key Nal'ibali messaging over the years:



## 2012-2016

### Multilingualism & reading material access

- Storytelling is a bridge to societal literacy behaviour change
- How children and adults can stories and books together
- How to incorporate reading for enjoyment practices into existing programmes (schools, ECDs, NGOs)
- Children should learn to read in their home language
- Mother tongue biliteracy approach
- The ability to read is an essential foundation for all future learning, and it starts with a story



## 2017-2019

### Storytime in Schools & ECDs

- Positive peer pressure, modelling the desired behaviour as being part of "the in-group", are more effective at changing behaviour than simply providing information, training people or invoking fear.
- Reading clubs are fun and informal spaces, where the children feel comfortable to communicate in any language.
- Funda Leader, Funda Sonke.



## 2020-2021

### Using technology to scale access & impact

Working virtually during COVID directed focus to family literacy with the following messages:

- Make literacy part of your home.
- Become part of the Nal'ibali reading movement – FUNda Leader network.
- Be where children are campaign.
- Parents and families are key front lines of literacy development.



## 2022

### Creating Positive Reading Experiences

Reading as a sociocultural practice:

- Importance of parental involvement
- Reading experiences are an important contributor to reading.
- Attitudes and awareness towards reading – understand and amplify.
- The reeader identities -also known as Reader Personas can be a strong motivator for long-term reading behaviours.



Nal'ibali campaign adopts a behavioural change communication approach to influence, inspire and drive active reading culture in all settings. Behaviour Change Communication is an interactive process of any intervention with individuals, group or community to promote positive reading behaviours!

<https://arogyakeralam.gov.in/2020/03/27/behaviour-change-communication-bcc/#:~:text=Behaviour%20Change%20Communication%20is%20an,solve%20their%20pressing%20health%20problems.>

# PUBLIC PERCEPTION ON NAL'IBALI'S 10 YEAR IMPACT



**N**al'ibali conducted a public survey in 2022 to over 150 stakeholders and partners on the impact they believe Nal'ibali had over the last 10 years, these are the insights that surfaced from the survey.

As part of the reflective process in the 10th year anniversary we conducted a deep dive into each intervention to assess relevance, efficiency and impact in creating positive reading experiences for children. We considered a number of key questions. For example, to what degree is our work serving the literacy needs of South African children? Who are we not reaching? We also reflected on the reality that the largest gap in the literacy ecosystem, which is the active involvement of parents and caregivers in children literacy development and how we can direct more efforts in securing active parental involvement in language and literacy development of children in foundation years (birth to 12 years).

“Helped strengthen the SA literature and literacy value chain high-quality African language materials.”

“Produced more than 116 million multilingual stories in 10 years.”

“More than 13 000 volunteer reading clubs established since inception.”

“Decolonising literacy in SA”

“Debunked the myth that English is the only language worth reading.”

“Gave opportunities for black writers, illustrators, editors and translators to get started in their field of craft.”

“Sparked and harnessed a spirit of volunteerism.”

“Largest provider of high-quality African language materials”



# 2022 IMPACT GOALS AND PRIORITIES



**N**al'ibali's impact goals for 2022 were influenced by lessons learnt over the past 10 years; key levers of reading culture in children. These levers;

- **Levels of Motivation** to read, in both children and adults
- **Level of Access to Reading Materials** in home language
- **Level of Access Reading Opportunities**
- **Ability to Read** – once children are motivated to read, have access to reading materials, have enough opportunities to read, can they read. Do they recognise words, do they have comprehension of the content they are engaging with.

**Aligned to the levers of reading culture (above), the key priorities for 2022 were:**

Create positive reading experiences (increased motivation to read); **increase the demand for reading culture** (increase levels of motivation); **upskilling and supporting adults to play a role in nurturing reading culture** (increasing opportunities to read); and **scaling access to multilingual reading materials** (increasing access to reading materials).

## 01 Impact Goal 1

Create positive reading experiences.



## 02

### Impact Goal 2

Equip and support reading role models through training and mentorship.



## 03

### Impact Goal 3

Increase access and use of reading resources in underserved communities.



## 04

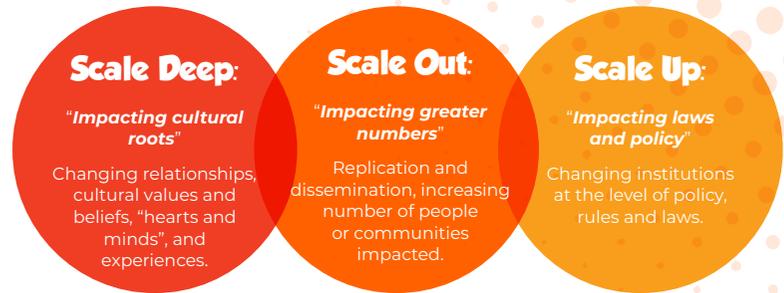
### Impact Goal 4

Build a demand for reading culture in home and community environments.



**2022**  
Impact Goals

# FROM IMPACT GOALS TO AMPLIFY, INFLUENCE AND INNOVATE



In this report the three classifications are used as follows to outline how we sale our impact;

Classification	Intervention
<b>Scaling Deep</b> (changes in beliefs, practices, values, and experiences)	<b>Research Projects</b> <ul style="list-style-type: none"> <li>The National Reading Barometer</li> <li>Market Segmentation Research</li> <li>Training and Upskilling of Role Models (in-person training)</li> <li>Digital &amp; Media Training</li> </ul>
<b>Scaling Out</b> (replication and reaching more in different communities)	<ul style="list-style-type: none"> <li>Social Employment Fund (SEF) Project</li> <li>Nation-wide access to reading material-supplement</li> <li>Nation-wide reading aloud revolution – World Read Aloud Day (WRAD)</li> <li>Nation-wide storytelling (through radio and TV)</li> </ul>
<b>Scaling Up</b> (redirecting financial resources towards under-served communities)	<b>Community Projects</b> <ul style="list-style-type: none"> <li>Trevor Noah Khulani Schools Project (schools &amp; parents)</li> <li>VW Project (schools &amp; community)</li> <li>Lesedi Letsatsi Project (ECD &amp; parents)</li> <li>Yizane Sifunde Project (ECDs &amp; families)</li> <li>Lebalelo Community Project (ECD &amp; schools)</li> <li>Standard Bank Project (Campaigns, media and employee volunteerism)</li> <li>Enaex Project (training and reading materials)</li> <li>NECT Reading Champions Project (Training and Reading Clubs)</li> <li>Duolingo (digital language learning APP-Isizulu)</li> </ul>

**T**he impact goals in the previous section are social innovations geared to impact our target groups at individual and social levels. Building on the strong 10 year foundations and impact Nal'ibali adopts a new framework to scale impact. Darcy Riddell and Michele-Lee Moore in *Scaling Out, Scaling Up, Scaling Deep* (2015), outline three typologies of approaches for scaling for social innovations:



## 01 Scaling deep

This refers to changing the deeper values, cultural beliefs, meanings, practices and experiences of people, and the qualities of their relationships, to bring about change.

## 02 Scaling out

This is the path usually thought of as 'scaling' in the social sector, when an organisation can successfully replicate a social innovation in different communities, to reach greater numbers of people.

## 03 Scaling up

The path to changing policy or impacting laws, to change the broader institutional 'rules of the game' and redirecting financial resources to where the need is.

# SCALING DEEP:

## The National Reading Barometer survey



**N**al'ibali initiated a National Reading Survey (NRS) in March 2022, with the aim to deepen our understanding of national reading cultures, attitudes and beliefs of the adult population for **better planning, financing and implementation of evidence-based solutions**. The survey is funded by leading funding engines in the education sector; the DG Murray Trust, National Library of South Africa, Zenex Foundation and the National Collaboration Trust (NECT). The NRS findings will be compared to the National Reading Survey (NRS) commissioned and managed by the South African Book Development Council (which closed in 2021). Further surveys will be in four year intervals; 2026 and 2030 respectively.

It is in light of this understanding that the National Reading Survey was commissioned to deepen ecosystem's understanding in the literacy ecosystem of current reading behaviours, beliefs **and** practices and to drive a **cross sectoral collaborative** process to influence evidence-based solutions, policy reform and tailored resource allocation leading to significant shifts in the country's reading culture.

The unique value proposition of this National Reading Survey is that it will lead towards the development of a **National Reading Barometer (NRB)**, a knowledge management (awareness and advocacy) tool that will provide credible primary and secondary data sets on literacy development and culture and impact over time.

The survey is a national representative study of 4200 participants from all social settings, age groups and languages. As adults hold a pivotal role in igniting and sustaining a culture of reading in children, this study will foreground a deeper understanding around levels of motivation, reading ability, access and reading behaviours in the adult community. It will be a gateway to find better solutions, tailored interventions and better resource allocation for all literacy actors. An Expression of Interest (EOI) call was issued in March 2022 where over 1000 responses were received. 14 interested parties were selected based on their expertise, role in the literacy ecosystem and shared goals.

### We're excited to collaborate:



These 14 members (consisting of the **Department of Basic Education, Department of Sports, Arts and Culture, Researchers, Publishers, Literacy Organisations, grassroots NGO and funders**) formed a Project Steering Committee which challenged traditional views and beliefs around reading and reading culture, traditional definitions and concepts, and created a collective platform to **LEARN, ADAPT AND INNOVATE**.

A **common agenda** was established, a Theory of Change was crafted as an **agreed upon measure of success**, and task teams were set up to drive thinking and work on specific themes (reinforcing activities), led and coordinated by **two central organisations including Nal'ibali**. All the key elements of this collaboration perfectly resembles a **Collective Impact Model**.

Social Surveys, a research company, was contracted to roll-out the NRS and establish a barometer with links to other national flagship research data sets. A pilot survey of 150 participants in September 2022 was followed by a complete survey of 4200 participants.

A broader database of stakeholders for contribution to the survey has been developed, who will be consulted and lobbied with before the findings will be launched. Stakeholders have been assessing and aligning since September 2022 on how the results will inform and influence literacy plans and interventions going forward. Nal'ibali is proud to be part of this important collaboration.

### 5 Conditions for collective impact:

-  **Common Agenda**
-  **Shared Measurement**
-  **Mutually Reinforcing Activities**
-  **Continuous Communication**
-  **Backbone Organisation**

# SCALING DEEP:

## Building New Bodies of Knowledge

**T**o better understand its audience profiles, Nal'ibali contracted The Behaviour Change Collaborative (BCC) to conduct social marketing research to segment Nal'ibali's target audiences. Through this research Nal'ibali would develop messaging to help motivate the sustained behaviour change of reading. The research also aimed to inform communications on how to influence parents, caregivers, teachers and ECD practitioners to tell, read, listen, talk about, and share stories with young children every day.

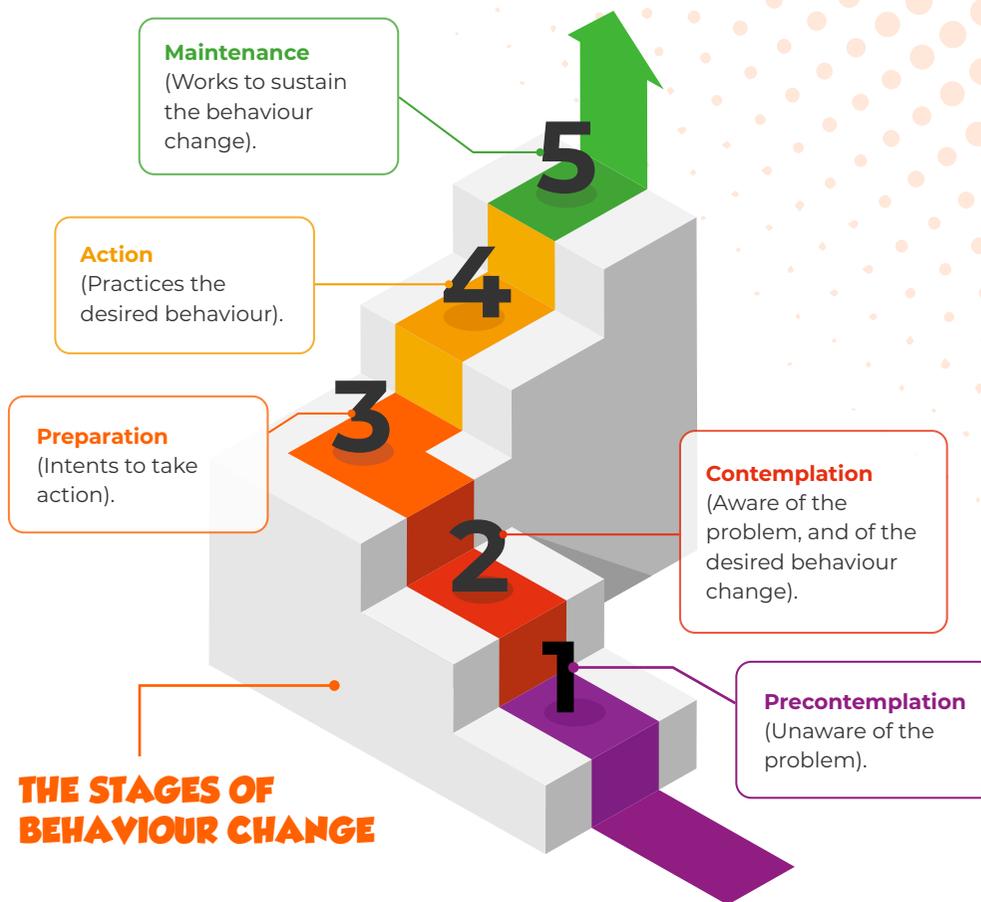
Findings of MSR recommended that communication campaigns should focus on mothers as the primary and fathers as the secondary audience, as it was found that mothers spend more time with their children and would be most likely to be influenced to tell stories and read to their children.

And while fathers are less likely to do these things, they were found to be open to reading with children. The findings recommended that visual imagery of fathers/male caregivers be used in communications to help drive the desired behaviour change.

The research also identified extended family members like grandparents as key enablers of reading/storytelling activities. To support this the findings encourage adoption it was suggested to include visual imagery of extended family members in communications.

The BCC also argued that ECD workers should be targeted through industry-specific methods such as training and worker resources. A mass media approach would not be necessary for this target group as they represent a small proportion of the population.

To achieve these changes in behaviour the BCC recommended the following funnel of behaviour stages in communications efforts to understand the different stages someone goes through to adopt a behaviour.



Behavioural stage	Communications task
<b>Pre-contemplation.</b> Not aware of the behaviour.	Raise awareness of the behaviour and position it as relevant, desirable and appropriate.
<b>Contemplation.</b> Aware of the behaviour but not doing it.	Promote the benefits so that they outweigh the costs.
<b>Action.</b> Trialling the behaviour.	Make the desired behaviour easier for parents to adopt.
<b>Maintenance.</b> Regularly doing the behaviours.	Influential people encourage parents to do the behaviour.

# SCALING DEEP:

## Training & Upskilling of Reading Role Models

### ECD Training

To influence behaviours and practices, Nal'ibali has a training intervention for ECD practitioners called Iintsana Namabali. This two-day intervention trains ECD practitioners in reading, writing and telling stories in meaningful and cultivating ways to children under age of 6.

**784**  
**ECD Practitioners in**  
**112 ECDs trained.**

In the trained ECDs children in different ages were exposed to week long storytime with language and literacy content. An Early Learning Outcomes Measure (ELOM) tool, suitable for 4-6 year olds available in all SA languages, was used to assess progress in children's school readiness in the trained ECDs. As the tool assesses all early childhood developmental elements, Nal'ibali focused on early language and literacy development based on type and frequency of literacy content leading to comfort in recognizing words in children.

### Parents/Caregiver Training

In 2022 Nal'ibali introduced and strengthened the involvement of parents in literacy

development, which we termed the Family Literacy Programme. We drove strong awareness on the role of parents and caregivers in driving reading culture. Most parents are not aware of the role they should play at home in driving literacy development. The module relevant to parents is the 'Read Aloud' Module, this was supplemented with the Wordworks Every Word Counts (EWC) for birth to 5 year old children and Mikhulu Trust book-sharing and wordless books (suitable for parents who cannot read).

With the inception of the Social Employment Fund (SEF) programme (injection of 1000 Literacy Facilitators), the organization managed to engage and secure full buy-in from households. There was high motivation to actively drive reading from parents. We ensured that organisational interventions (projects, reading clubs, schools, ECDs) parental involvement was a prominent element. Each Literacy Facilitator mentored and supported 20 households in 6 months. In total this reached close to 20 000 households.



For regular exposure to early language and literacy content

**9 387**

story sessions were held in targeted ECDs.



**18 210**

Households trained and mentored on Reading Aloud, Wordworks Every Word Counts Programme and Mikhulu Trust book-sharing and wordless books training for parents.

# SCALING DEEP:

## Training & Upskilling of Reading Role Models



The programmes team used findings from the market segmentation research findings to inform their outreach campaigns towards motivating and encouraging fathers to play an active role in driving reading culture in their homes. The team deliberately intensified their approach to recruit more fathers and male role models to be more actively involved in children's literacy development. This focus led to two main initiatives:

**01** The Men's Imbizo organised by the VW team in the Eastern Cape, saw 30 men hosted in KwaNobuhle. Another event was held by the Lebalalelo Project in Limpopo. Both events sparked interest and a dialogue between men on how to mobilise other men to be actively involved

in children's literacy development. Men will continue to be a major target group for the programmes team when recruiting partners and reading club leaders.

**02** The LITASA panel on men's involvement in literacy development led by the programmes team participating in a panel discussion at the 2022 LITASA conference. Titled "Real men read: the role of men in family and community literacy", the well-attended discussion touched on various topics related to men such as the role of men in establishing a reading culture; men's contributions to the ECD sector; the root causes of the limited number of men involved in early childhood literacy development; and how more men can be included in the sector.



# SCALING DEEP:

## Online Training through Social Media

**N**al'ibali's online training strategy informed by our market segmentation research over the past year:

The market research suggested **showing adults engaging in the desired behaviour (reading)** in communications: The images used in digital campaigns depicts the desired behaviour from caregivers and ECD practitioners through pictures, videos and social media posts.

It was also suggested to **show the emotional benefits a parent and child enjoy when doing the desired behaviour:** Nal'ibali digital campaigns infuse words like "fun", "joy" and "exciting" to its social media posts to encourage families to instill a culture of reading for enjoyment in the home. Nal'ibali has always placed great emphasis on narrative and imagery depicting bonding and making memories that reading together as a family yields.

To simplify the "instruction" of how to start reading the market research suggested describing the rational benefits for the child of doing the behaviour.

In posts about reading aloud, Nal'ibali mentions how reading helps improve me readers later in life and make meaningful contributions to society, creativity, concentration and vocabulary. For long term benefits, Nal'ibali always brings attention to how reading for enjoyment develops multiple cognitive skills and improves academic performance.

**Did you know?**  
Children enjoy hearing the same stories over and over

Reading every day teaches children more words (and helps them remember what they've read). Start today!

**12 950**  
Trained through online platforms.

**12 950**  
WhatsApp training

**465 000**  
Reached through Op-Eds

## Children's Literacy Rights

All children can be powerful readers and writers! These are our literacy rights.

- 1** To listen to hundreds and even thousands of wonderful stories, and tell our own stories too.
- 2** To use our own languages and learn other languages.
- 3** To talk about stories and books with our friends, families and teachers.
- 4** To be given opportunities to explore different types of writing – like stories, poems and information – from home and around the world.
- 5** To spend time drawing, painting and playing with stories.
- 6** To get help from adults with our reading and writing, and with choosing interesting books to read.
- 7** To visit the library to find the books we want to read, and to grow collections of books at home.
- 8** To share our thoughts, dreams and stories through our own writing.

SA Sign Language  
IsiZulu IsiXhosa  
English Xitsonga  
Afrikaans Setswana  
Sesotho IsiNdebele  
Tshivenda Sepedi  
Siswati

Contact us in any of these ways:  
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# SCALING DEEP:

## Upskilling Parents through Radio (Light touch training)

### Amplification through Radio

The Market Segmentation Research (MSR) findings suggested that in order for adults to adopt reading behaviours there needs to be consistent **raising awareness and promoting the benefits of reading to children and caregivers**. Tangible benefits of reading have been incorporated into season 7 radio credits where each broadcast ends with a short voiceover explaining what the benefits of reading daily and bringing stories to life. In line with the 2022 impact goals all 45 episodes had content on how to access reading materials (printed and digital resources), how to use these resources, especially the supplement has a two cut-out features which serve as booklets, significance of using home language, sparking joy in storytelling and reading sessions which create positive reading experiences.

**45 episodes with content on access to reading materials, creating positive reading experiences and guides and tips for parents, this year reached 6.7m for SABC plus 1 240 000 in community radio.**



# SCALING OUT:

## Scaling Reading Opportunities through Community Reading Clubs

SCALING OUT: Spreading reach & access-working at scale

**How to play**  
Follow the path and take turns to tell a story about a hero.

- This is a game for 2 to 6 players.
- Decide which player will start and who will go next until all the players have had a turn. Keep playing in this order for the rest of the game.
- The first player begins building the story at 1. The second player continues the story at 2, and so on.
- All the players take turns to follow the blocks on the path.
- Add ONE sentence to the story at each block.
- When one of the players gets to **THE END**, your story is complete.

**Hoe om te speel**  
Volg die pad en maak beurt om 'n storie oor 'n held te vertel.

- Hierdie is 'n spel vir 2 tot 6 spelers.
- Besluit watter speler sal begin, en wie volgende sal wees totdat al die spelers 'n beurt gehad het. Speel vir die res van die spel in hierdie volgorde.
- Die eerste speler begin die storie bou by 1. Die tweede speler gaan voort met die storie by 2, ensovoorts.
- Al die spelers maak beurt om die blokke op die pad te volg.
- By elke blok moet EEN sin by die storie gevoeg word.
- Wanneer een van die spelers by **DIE EINDE** kom, is jul storie klaar.

### Build a story! Bou 'n storie!

**15** What actually happens next?  
Wat gebeur regtig volgende?

**16** What is the person from 15 doing now?  
Wat doen die persoon van 15 nou?

**17** Bring the object from 16 or another one like it back into the story.  
Bring die voorwerp van 16 of 'n ander soortgelyke voorwerp weer in die storie in.

**18** Something bad happens to the someone from 17. What is it?  
'n Slechte ding gebeur met die persoon van 17. Wat is dit?

**19** Where is the object from 18 now? Why?  
Waar is die voorwerp van 18 nou? Waarom?

**20** Your hero is afraid. Why?  
Die held is bang. Waarom?

**21** Something happens to hero feel brave. What is it?  
iets gebeur om te laat voel. Wat is dit?

**22** What happens now?  
Wat gebeur nou?

**23** What has your hero learned?  
Wat het die held geleer?

**THE END DIE EINDE**

**1** Describe the hero of this story.  
Beskryf die held van hierdie storie.

**2** Give your hero a name.  
Gee 'n naam aan die held.

**3** Describe where the story starts.  
Beskryf waar die storie begin.

**4** Start telling the story like this: One day ...  
Begin die storie as volg: Eendag ...

**5** What happens next?  
Wat het volgende gebeur?

**6** Think of an unusual object. Add it into the story.  
Dink aan 'n ongewone voorwerp. Werk dit in die storie in.

**7** What does your hero do with the object?  
Wat doen die held met die voorwerp?

**8** What does the hero do?  
Wat doen die held?

**9** Your hero sees someone in the distance. Who is it?  
Die held sien iemand in die verte. Wie is dit?

**10** What happens next?  
Wat gebeur volgende?

**11** Something frighten the hero. What is it?  
iets gebeur wat die held bang maak. Wat is dit?

**12** What does your hero do?  
Wat doen die held?

**13** What does your hero think should happen next?  
Wat dink die held behoort te gebeur?

**14** What does your hero see?  
Wat sien die held?

**15** What actually happens next?  
Wat gebeur regtig volgende?

**16** What is the person from 15 doing now?  
Wat doen die persoon van 15 nou?

**17** Bring the object from 16 or another one like it back into the story.  
Bring die voorwerp van 16 of 'n ander soortgelyke voorwerp weer in die storie in.

**18** Something bad happens to the someone from 17. What is it?  
'n Slechte ding gebeur met die persoon van 17. Wat is dit?

**19** Where is the object from 18 now? Why?  
Waar is die voorwerp van 18 nou? Waarom?

**20** Your hero is afraid. Why?  
Die held is bang. Waarom?

**21** Something happens to hero feel brave. What is it?  
iets gebeur om te laat voel. Wat is dit?

**22** What happens now?  
Wat gebeur nou?

**23** What has your hero learned?  
Wat het die held geleer?

**THE END DIE EINDE**

**2** 089 Active Reading Clubs, supporting literacy development of over 67 626 children. This number increased from 1700 beginning of this year through the Social Employment Fund (SEF) registered 233 reading clubs. Generally reading clubs are run by community volunteers, schools and NGO partners who convene children in safe spaces and drive all four components of literacy development; reading, writing, speech and listening, twice a week. To promote development of children's learning styles reading clubs were encouraged to have additional activities, i.e. story extensions, games, etc.

This board game is part of the resources provided to reading clubs (and schools) to enhance language and literacy development.



# SCALING OUT:

## The Social Employment Fund (SEF) Partnership

**T**he Social Employment Fund (SEF) is large scale employment initiative under the Presidential Employment Stimulus, the programme is meant to support a mix of public employment, livelihoods and job retention programmes. It operates on the premise that evolves around the need for a 'whole of society' approach to creating 'work for the common good' was identified, to optimise capacities and partnerships across society in responding to the challenges.

Nal'ibali is one of 28 Strategic Implementing Partners (SIPs) within South Africa providing employment opportunities to a minimum of 1000 unemployed people, totalling to 50 000 job created within the September 2022 to June 2023 grant periods. In addition to the 1000 unemployed people was 100 Team Leaders and 10 Provincial Administrators. They were all trained on language and literacy development in homes, ECDs, reading clubs and working with schools.



Province	Municipalities / Districts
Eastern Cape (221) + 65 Axiom	Gqeberha (55), Makhanda (11), OR Tambo (33), Mbashe (22), Intsika Yethu (11), Buffalo City MM (34*), Amahlathi (22), Alfred Nzo (11), Queenstown (22)
Free State (22)	Dealesville (11), Lejweleputswa (11)
Gauteng (188)	City of Johannesburg (56*), Ekurhuleni (44), Sedibeng (88)
KwaZulu-Natal (199)	eThekweni South (67*), eThekweni West (66), Harry Gwala (88)
Limpopo (188)	Capricorn (34*), Waterburg (44), Mopani (33), Sekukhune (77)
Northern Cape (22)	Kgatelopele (11), Tsantsabane (11)
Western Cape (160)	Cape Winelands (44), Cape Metro (83*), Garden Route (33)



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS



the dtic  
Department:  
Trade, Industry and Competition  
REPUBLIC OF SOUTH AFRICA

# SCALING OUT:

## The Social Employment Fund (SEF) Partnership



### Nation-wide Reading Revolution:

Through Nal'ibali the project provided immediate employment to 1 000 previously unemployed people, for two days a week. All recruits received on-the-job training and mentorship. It also provided direct access to books, stories and literacy support to 20 000 children, 2 700 families and 450 early learning centres around the country, to ensure that children start school ready and excited to learn to read and write.

**Targeted 2 adults and 2 children per households.**

### Nal'ibali Developed an Award-Winning Administration System

Getting the SEF project off the ground (and set up for success) was a mammoth task. Swift and accurate community mapping was required across 90 local municipalities in seven provinces (Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Northern Cape, and Western Cape). Efficient systems management and controls were deployed



to procure and provide books, learning materials, stationery and support for the 990 new recruits within a very tight budget and lead time. This essential information had to be gathered months before recruits could be trained and the programme could start. This award is only given to SIPs who meet the quality standards set by the IDC in the sector. Nal'ibali bagged the award as the IDC's appreciation and acknowledgement of Nal'ibali's seamless and sophisticated internal systems built to manage the SEF projects intensive roll-out model.



# 62 462

children were reached through 222 new reading clubs established through SEF during this period.



# SCALING OUT:

## The Social Employment Fund (SEF) Partnership

### Challenges experienced:

- Late changes to implementation areas which affected the procurement of language-sensitive materials and the associated distribution costs.
- New recruits struggled to adapt to technology within a remote working environment with support from one centralised point.
- The recruitment process (interviewing, reference checks and contracting) for 1000 staff members concurrently was cumbersome.
- Initial high staff turnaround among new recruits caused delays
- Replacing high risk resources like cell phones resulted in unplanned and unbudgeted expenses.
- Insufficient workspace for the warehousing and preparing materials for mass distribution.
- Limited administrative capacity for field team support.

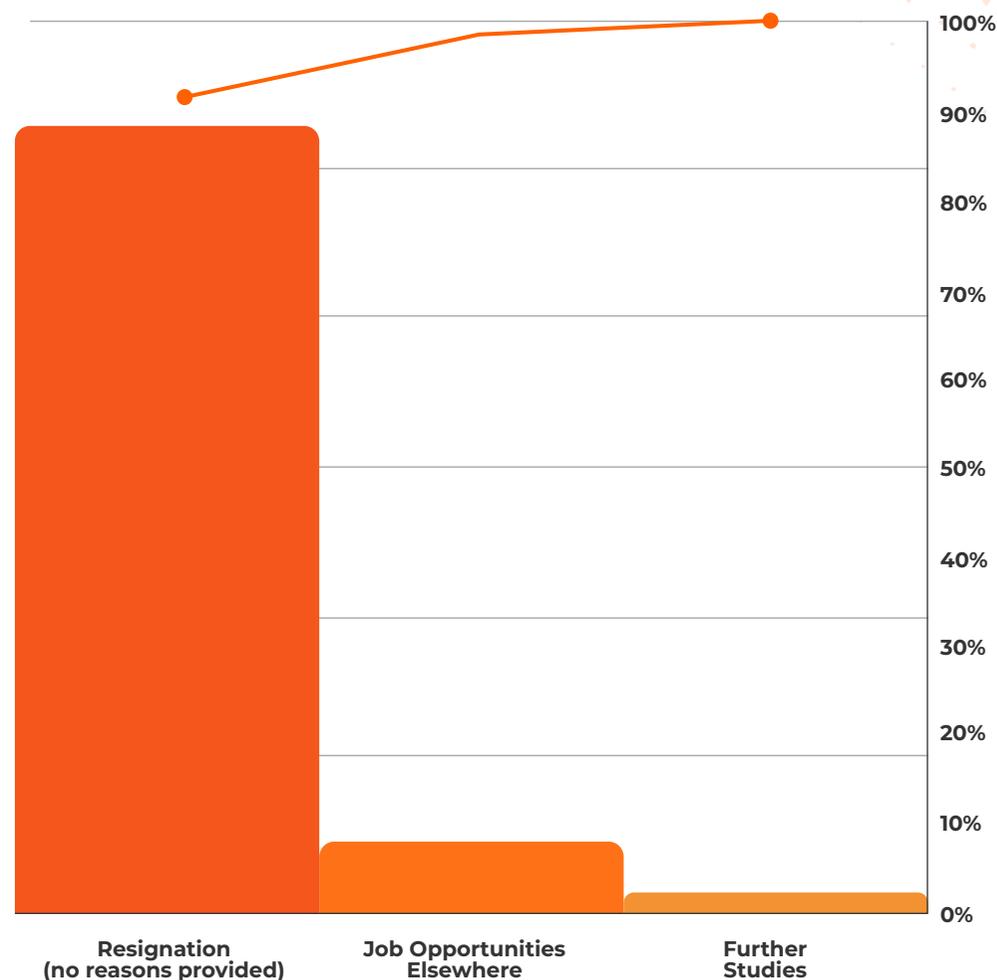
- The replicability of the Nal'ibali model was evidenced with the help of experienced field and support services teams.
- Launching a programme of this scale demonstrates our capability and serves as a proof of concept for future opportunities.



### Benefits of implementing at scale:

- Tapping into government funding has introduced us to important contacts and provided an invaluable network.
- We benefited from economies of scale when procuring technical and material resources.

### Attrition Rate



# SCALING OUT:

## The Social Employment Fund (SEF) Partnership

### What have we learned?

- Levels of **motivation** in parents was higher than anticipated, which means majority of parents in country value reading.
- Levels of **confidence** in parent's reading ability were also high.
- High **acceptance** of family literacy programme in all targeted households
- **Literacy Facilitators** need to work more than two days in a week to ensure work stability and reduce attrition rate.



The table below shows the reach and impact the SEF programme had in 2022 through engaging children in reading clubs and ECD centre sessions.

Activities	Total for Year
<b>Number of registered Reading Clubs</b>	66
# of children reached via RCs	2 086
# of reading club sessions held	3 754
# of ECD centre story time sessions held	3 327
<b>Number of home Visits</b>	
# of home visits	4 579
<b>Community Activations</b>	583
# of people reached via community events	19 153
# of books distributed	9 687
# of supplements distributed	17 299



- **High involvement of family members** (i.e. older siblings and grandparents) in driving reading culture at homes.
- **Reading corners** at homes one of high behavioural motivators.
- **Mentorship during home visits** provided opportunities for co-creation in each household where families designed practical reading schedules.
- **Mentorship in schools and ECDs** however did not yield desired outcomes, teachers and ECD Practitioners treated Literacy Facilitators as relievers which created dependency of teachers in LFs during story sessions.
- **Partnership with local libraries** improved book borrowing and reading at home in most intervention schools.

# SCALING OUT:

## Increased Access to Story Content

### Bi-lingual Story Newspaper - known as 'The Supplement'

**T**he story newspaper was developed to scale access to reading materials on monthly basis, with 10 versions produced and distributed to schools, ECDs, NGOs, reading clubs, Post Offices and community volunteers. Examples of how we are integrating findings in the daily interactions of family members are included in Nal'ibali's supplement text. Examples include:

- **Ed 194** Page 1 *How do I start telling stories?* "Start with simple, short stories that you know or make up a story."
- **Ed 195** Page 1 *Build your baby's brain!* "You don't always have to read what is written on the pages. Talk to your baby and just use the book as a guide."
- **Ed 196** Page 2 *Help your child connect to reading:* "Some children can happily sit still during a long bedtime story ...", "Parents, reading to your children regularly should be an enjoyable time together."
- **Ed 197** Page 1 *Ways in which fathers can connect with their children:* "Create family rituals that help build feelings of belonging. It can be simple things like eating a meal together." "Make a regular time to sit together and chat."



**3,230,081** supplements distributed through community newspapers (1,170,000 distributed), South African Post Office (1,002,279 distributed), Schools, NGO & community partners (1,238,556 distributed), general public (300,420) and Nal'ibali community projects (521,105).



Supplement cut-out.

USHICILELO 192  
EDITION 192  
IsiZulu  
English

# NAL'IBALI

### Nikela ngesipho sezincwadi

Lapho ngokulandelayo kudingeka uphe ingane isipho, kungani ungapishi incwadi? Lapho unikela ngencwadi ibe yisipho, ulungiselela ikusasa lengane! Incwadi ezikhahle zikhala ikhathi eside futhi zingase zijahulekwe ngokuphindaphinde ngabantu abahlukahlukene emndenini owoedwa noma ekhaya.

Incwadi zezingane zingatholokala ezilolo zezincwadi, emasaphamakethe, ezilolo zamasekeli, ezimakethe zendali (flea markets) kanye nasezilolo eziku-inthanethi. Izinhlangano ezinjengeBook Dash, Wordworks neFunDza zinezincwadi ngazifunda efanini yakho noma ekhampyutheni noma ngazidawumiloda futhi uziphrinte.

### Give the gift of books

When you next need to give a gift to a child, why not make it a book? When you give a book as a gift, you invest in the future of a child! Good books last for a long time and can be enjoyed over and over again by different people in the same family or home.

Books for children can be found at book and stationary stores, supermarkets, second-hand goods stores, flea markets and in online stores. Organizations such as Book Dash, Wordworks and FunDza have books that you can read on your phone or computer or download and print.

#### Ngingayikhethe kanjani incwadi ekahle?

- ★ Khethe noma iyiphi incwadi edonisa amehlo akho futhi eayenza tabele ingane. Uma kuyincwadi enezihombe, funda yanke indaba. Uma kuyincwadi efne ukuba yindle, khona-ke funda sigalo, ikhasi elilodwa noma amabali maphakathi nendawo kanye nesisipho. Bese ucabanga ngokazi zilo.
- ★ Uma kuyincwadi enezihombe, ingabe ingane izofunda ukuzibuka ngokuphindaphinde?
- ★ Ingabe imlanekiso ineminyingwane egebuzayo esiza ekulandiseni indaba?
- ★ Uma kuyincwadi enika ukwazi, ingabe amagama nezihombe kubonakala kuyinto evamile nejubusayo?
- ★ Ingabe incwadi seberasta amagama ngandilelo ezenza ufine ukufunda ngokuphambakayo? Ngokwesibonelo, incwadi enezihombe ingase isebenze umkazo noma incwadi enamagama ngokuyinhloko ingase seberaste indlela yokubhala efaneleka nomnyakazo osendabeni.
- ★ Ingabe inesisipho esanelayo?

#### How do I choose a good book?

- ★ Choose any book that catches your eye and will interest the child. If it is a picture book, read the whole story. If it is a longer book, then read the beginning, a page or two in the middle and the ending. Then, think about these things:
- ★ If it is a picture book, would a child want to look at it again and again?
- ★ Do the illustrations have interesting details that help to tell the story?
- ★ If it is an information book, do the words and pictures seem relevant and interesting?
- ★ Does the book use words in ways that make you want to read on? For example, a picture book could use rhyme or a book with mainly words could use a writing style that suits the action in the story.
- ★ Does it have a satisfying ending?

#### Nginganikela nini ngencwadi ibe yisipho?

- ★ Yamukela abantwana abasanda kuzalwa ngenzincwadi ukuze abazali babo babufundele zana.
- ★ Incwadi ingasiza ingane lungiselele noma ibhekane nezenzakalo ezintsha, njengokugqala esikoleni noma ukwamukela umntwana osanda kuzalwa ekhaya.
- ★ Incwadi ziba yisipho ezindle kakhulu zosuku lokuzalwa noma zamahle.
- ★ Nikeza ingane yakho incwadi ukuze uyibange ngokwenza into efihle kahle ekhaya, lapho inabangane noma esikoleni.
- ★ Noma nini kuyisikhathi esikahle sokunikela ngencwadi ibe yisipho!

#### When can I give a book as a gift?

- ★ Welcome new babies with books so that their parents can read to them.
- ★ A book can help a child prepare for or deal with new experiences, like starting school or welcoming a new baby into the home.
- ★ Books make great birthday or holiday presents.
- ★ Give a book to thank your child for doing something well at home, with friends or at school.
- ★ Any time is a good time for giving a book as a gift!

**Ngokunikeza ingane incwadi, ungokhela uhandlo lokufunda olungahlala ukuphila konke!**

**By giving a child a book, you can spark a love of reading that can last a lifetime!**

Sizofatha ikhefu kuze kufike isonto lamhla zingama-27 kuMasingana kowezi-2023. Hlanganyela nathi ngaleso sikhathi ukuze uqhale umlingo wokufunda owengezwe kaNal'ibali!

We will be taking a break until the week of 27 January 2023. Join us then for more Nal'ibali reading magic!



Drive your imagination



IT STARTS WITH A STORY.  
RUDALA NGENDABA EXOXWAYO.

This supplement is available in the following newspapers: Eyethu Umlazi, Eastern Cape Rising Sun and Polokwane Observer.

# SCALING OUT:

## Increased Access to Story Content



### Online Stories Distributed

Jeb and the little girl walked along. They almost walked into a fight! Two boys were hitting one another. Jeb thought for a moment. "Would you like some chocolate?" The boys stopped fighting. "Yes!"





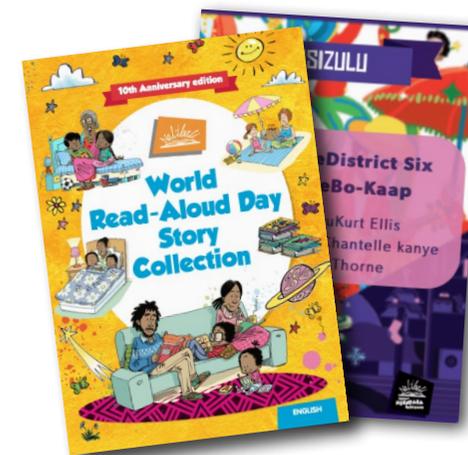
**216 822**  
Online stories downloaded

### Printed Stories and Books



# 119 273

Books distributed to schools, ECDs and households. 66780 was for SEF Project.



 Books in Isizulu, Isixhosa and Sepedi were highly in demand compared to books in Setswana and Xitsonga.

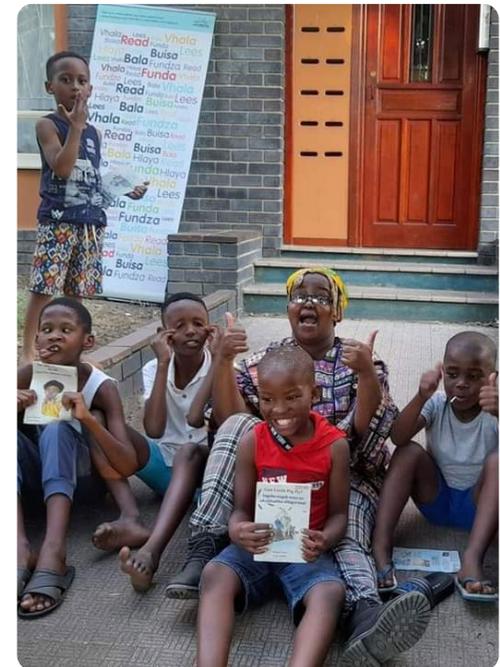
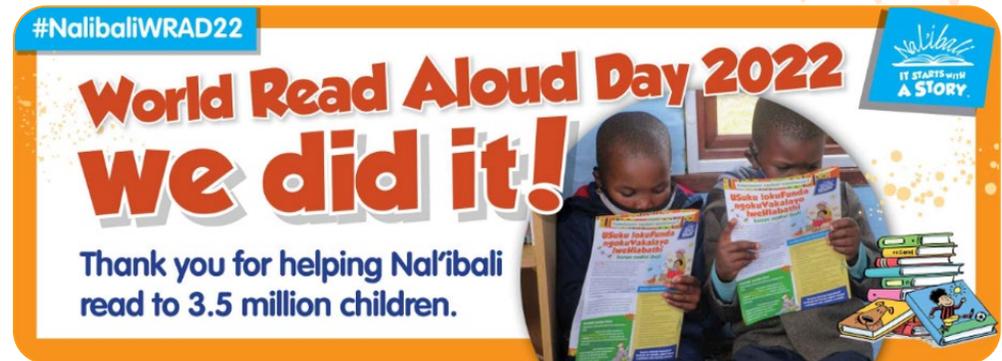
# SCALING OUT:

## Read Aloud Day (WRAD) Reading Revolution



The story author selection not only considers the writer's children's story publishing record, but also their digital footprint, suitability to represent Nal'ibali in the media and availability to drive interest in the campaign. The wide coverage that the WRAD campaign enjoys in SA has the advantage of boosting the author's profile in the literacy space.

Key partners (including the Department of Education), ECD centres, caregivers, literacy organisations and community projects pledged to read our World Read Aloud Day 2022 story to over 1,987,186 children. 53% of the 12,029 adults that pledged to read to children on World Read Aloud Day signed up to continue to receive stories from Nal'ibali after the event. As this was the first World Read Aloud Day after the Covid-19 pandemic, Nal'ibali hosted reading aloud events attended by thousands around the country.



**W**orld Read Aloud Day (WRAD) has always been Nal'ibali's annual flagship event. It galvanises the nation by inciting all South Africans to pledge to read aloud on the day. In celebration of the event, Nal'ibali commissions a brand-new story every year in all 11 SA languages which is made freely available for the public to access. The event attracts huge media attention and has become an anticipated feature on school calendars throughout the country, so much so that the Department of Basic Education starts rallying around WRAD preparations in the last term of the school year.



On the digital side, the Nal'ibali WRAD 2022 campaign reached close to **3,5 Million** people, all of whom receive regular content and news from Nal'ibali.

# SCALING OUT:

## Reach through SABC Television



**W**e achieved exceptional reach through our partnership with SABC television, allowing us to replicate visual content to millions of South Africans. SABC 1's Kids News programme broadcast 12 x 6-minute episodes of the Young Nal'ibali Storytellers video inserts in 2022. These video inserts are an integral part of our literacy promotion efforts and include valuable family literacy messaging. We reached a wider audience and made a significant impact with 3,192,000 viewers reached per broadcast.

The videos attracted younger viewers who – at the end of each video – were encouraged to complete a story-related activity and go to the Nal'ibali website for more free stories in their choice of language.

The production component of the video

inserts was kept to a minimum due to using non-professional actors and voiceover artists all of whom were paid a small stipend for their valuable contribution. Filming in local settings where Nal'ibali has an existing presence added to each video's authenticity.

 The videos produced in 2022 can be viewed on the Nal'ibali YouTube channel: [www.youtube.com/user/TheNalibaliChannel](https://www.youtube.com/user/TheNalibaliChannel)

**WATCH** our young Nal'ibali storytellers tell the story "There is no price for being kind" in isiZulu with your family + do the fun story activities afterwards. [#NalibaliTurns10](https://twitter.com/NalibaliTurns10)



**In the 12 episodes we worked with 10 children in each, totalling to 120 Young Storytellers.**

The Young Nal'ibali Storytellers videos were flighted once per month and focussed on groups of children narrating and acting out various Nal'ibali stories in English, Siswati, Xhosa and Zulu. Adult presenters were also used who explained the benefits of reading and story related activities to parents and adult caregivers.

# SCALING OUT:

## Reach through SABC Radio



Every word a child hears, sees and reads counts in building language and literacy skills. Audio stories expose children to oral language which improves the child's language acquisition rate. There are millions of children who live without parents or families to nurture oral language development, radio audio stories closes this gap.

The stories are broadcast, not only in the languages of the communities served by each participating radio station, but also in the dialects used by those communities. This enables us to further our goal of literacy development through the enjoyment of stories in one's home language. Each week 8 million listeners are reached through SABC stations, with an additional 1,500,000 listeners reached through our community radio partners each week.

The participating SABC national radio stations are:

Station	Language
iKwekwezi FM	Ndebele
Lesedi FM	Sesotho
Ligwalagwala FM	Siswati
Motsweding FM	Setswana
Munghana Lonene FM	Xitsonga
Phalaphala FM	Tshivenda
Radio Sonder Grense	Afrikaans
Ukhozi FM	Zulu
Umhlobo Wenene	Xhosa
XK FM	Afrikaans

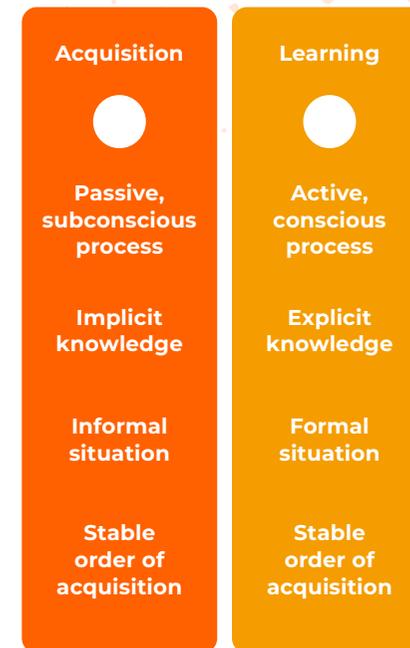
Our stories are sourced by commissioning children's writers, by inviting interested parties and aspiring writers to donate stories, and by adapting existing Nal'ibali stories to create radio scripts in English. Selected stories need to be suitable for listening as opposed to reading (with explosive, expressive sounds), contextually relevant to a South African lived experience, contain strong characters and appeal to a wide audience.

These scripts are then sent to the SABC for translation, professional reading and recording. Each radio story is around eight minutes in length and broadcast on 11 SABC

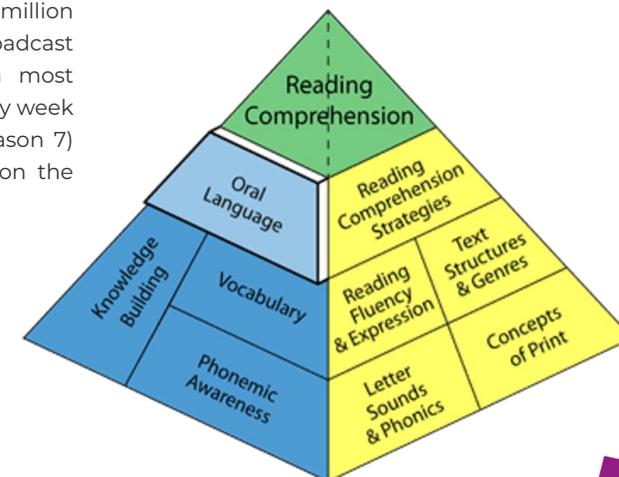
regional stations, reaching a total of 8 million listeners per week. Stories are broadcast twice or three times weekly, with most stations airing repeat broadcasts every week at no additional charge. In 2022 (season 7) 52 episodes were produced, based on the following themes:

1. Stories with animals.
2. Stories about fantasy.
3. Traditional tales.
4. Funny stories.
5. Feel good stories.
6. Stories with life lessons.
7. Stories based on real life.

### LANGUAGE LEARNING VS LANGUAGE ACQUISITION



bilingualkidspot.com



# SCALING OUT:

## Reach through SABC Radio

Once the stories have been broadcast the recordings are sent to our 27 community radio station partners to broadcast and placed on our website as audio stories for their continued enjoyment by old and young alike. In this way each story in each language reaches thousands of listeners beyond the radio time slot to which it was allocated.

### What have we learned?

Nal'ibali achieved significant reach in its literacy campaigns. Two-thirds of the South African population were reached through mass media in 2022. This includes radio listeners, World Read Aloud Day participants, face to face interactions, supplement distributions, and media coverage.

### The participating community radio stations are:

Station	Language
Bay FM	Afrikaans and English
Beat FM	Xhosa and English
Deep South FM	Afrikaans and English
Diepkloof Radio	Xhosa, Xitsonga and English
Ekse Community Radio	Xhosa and English
Eyethu FM	Ndebele
Radio Grahamstown	Xhosa and English
Heidelberg Radio	English
Inanada FM	Zulu and English
Inakekelo FM	Ndebele, Sepedi and English
Izwi Lomzansi	Zulu
Kangala Community Radio	Ndebele and Zulu
Kasie FM	Sesotho
Radio Khwezi	Zulu

### Audio stories ensures passive language acquisition.

The campaign also reached 2.8 million children under 10 through face-to-face interactions. We have learned that in order to remain relevant and to achieve mass reach, we need to remain visible via mass media channels.



Station	Language
Kumkani FM	Xhosa, Zulu and English
Lekoa FM	Ndebele and English
Ligwa FM	Siswati and Zulu
Mohodi FM	Sepedi
Moutse FM	Ndebele and English
Mpahlele FM	Sepedi
Radio Namakwaland	Afrikaans
Nqubeko FM	Zulu
Qwa Qwa Radio	Sesotho
Tshepo FM	English
Radio Turf	English
Valley FM	Xhosa and Afrikaans
Whale Coast FM	Xhosa, English and Afrikaans

# SCALING UP:

## Through Corporate Partnerships

**S**ustained partnerships with the corporate community affirms the concept of adopting cross-sectoral partnerships.

Our corporate partners showed deep vested interest in literacy development. Their investment goes beyond financial injections they are actively involved in delivery projects, collectively navigating solutions for better impact.



**TREVOR NOAH**  
FOUNDATION

### Trevor Noah Foundation (TNF) Community Project

Trevor Noah Foundation (TNF) was launched in 2022 to improve education and literacy in South Africa through promoting regular reading, writing habits, and developing reading skills in children through enjoyable literacy methods. In partnership with Nal'ibali, TNF supports seven schools in an underserved community in Braamfischerville, Soweto. The programme targets children aged 4-11, with a specific focus on the Foundation Phase.

Since August 2022, the programme has reached 4624 children in 118 classrooms, involving 118 teachers and 280 parents. With 5360 Nal'ibali multilingual newspaper supplements, 6251 Read Aloud Collections and 4651 books distributed across all classrooms. All classrooms are stocked with hanging libraries and fitted with reading corner shelves.

#### Project Innovation

TNF was the first project to set up a community literacy committee, also known as 'Community of Practice (CoP)' called Bokamoso, consisting of 45 social agents from various public and private entities



aims to cultivate the importance of building beyond the immediate seeds planted by TNF. The CoP collaborates, mobilizes resources, and learns together to improve children's wellbeing and literacy in an integrated and holistic manner.

#### What have we learned?

We have learned the true value of the CoP which is working towards a sustainability plan to ensure structures are in place, beyond the life of the project. The project enjoys healthy community support, with parents and caregivers willingly giving their time to be trained in children's literacy development.



# SCALING UP:

## Through Corporate Partnerships

### The VW Community Trust Community Project

The VW project operates in KwaNobuhle township, near Kariega, in the north-western part of Gqeberha in the Eastern Cape. The region is underdeveloped, suffers chronic unemployment and remains one of the most underserved and poverty-stricken communities in Gqeberha. All seven schools in the project are quintile 1-3 schools serviced by VWSA and Nal'ibali in partnership with the Eastern Cape Department of Basic Education (ECDoE) and collegial partners to create a sustainable and inclusive literacy community focusing on improving literacy outcomes in those specific educational institutions.



**VOLKSWAGEN**  
Community Trust

In September 2022 children from the seven schools write an anthology called "Nganeno komlambo iQhagqiwa" which was launched at a Story Festival held during the Literacy Month.

Each of the seven schools has a literacy centre run by Reading Ambassadors.

**Activities within VW Schools:** Reading Aloud sessions, storytelling, supplement activations, reading club sessions, debating, outdoor play, role plays, etc.

**Activities outside school environment:** Clinic Activations, Library Activations, Home visits, Reading Club visits, Parental Info Sessions, Parent Workshops, ECD Forum Training, Men's Literacy Imbizo, Teacher trainings, Creative writing & Illustration workshops, Children's Anthology Launch, Khazimla & Gqeberha Story Festivals, etc.

#### What have we learned?

The project draws strength from strong community mobilisation through a network of caregivers, teachers and community



organisations, including the KwaNobuhle Men's Imbizo. Through community support the VW project organised the Young Children's Writing Festival, which teaches children about writing stories, illustrations,

photography and poem writing. We have learned that this platform has created an opportunity for children to not just be passive receivers of literacy, but to also develop a firm grip and control of how they develop literacy.

# SCALING UP:

## Through Corporate Partnerships

### Lesedi and Letsatsi (LnL) Community Project

The Lesedi and Letsatsi projects operate in the Northern Cape and Free State and aim to create transformative change for a generation of children. These long-term initiatives follow a multi-stakeholder model that targets key levers at each phase of human development. The Lesedi Project is focused in the Northern Cape, collaborating with 11 partners, 9 Early Development Centers (EDCs), and two primary schools. Meanwhile, the Letsatsi Project operates in the Free State province, working alongside three partners, eight EDCs, and two primary schools.

The Lesedi and Letsatsi project has successfully graduated a total number of 48 (23 from the Northern Cape and 25 from the Free State provinces) caregivers who participated in the 14-week cycle caregiver training programme. The caregiver training programme attracted 14 training participants from FAMSA, Smartstart and iSibindi in the Lesedi project and 22 participants from the Department of Health, Smartstart, Isibindi in the Letsatsi project.

This year we've seen significant literacy outcomes in both Northern Cape and Bloemfontein communities. Parents actively participated in the workshops, benefiting from the knowledge and skills shared. The home visits further reinforced the workshop content, enabling parents to effectively apply literacy practices at home. By engaging parents and caregivers through targeted workshops and home visits, we are equipping them with essential literacy skills and resources.

#### What have we learned?

Nal'ibali conducted an implementation evaluation of the Lesedi and Letsatsi projects,

with the aim to improve programme approaches, operations, and outcomes while aligning with the developmental needs of the communities. The findings showed that the parent and caregiver programme positively impacted participants' parenting skills and engagement in children's literacy activities and was deemed relevant to the

needs of caregivers and communities in the Free State especially. We also learned we need to focus more on partnering with relevant community organisations, that the programmes need more staff and volunteers, and training, as well as improved book distribution to remote areas, and investing in more awareness events and campaigns.



Scaling up includes taking a successful project or programme, and expanding, adapting, and sustaining it in different ways over time for greater development impact. It takes time and effort to build something big from the ground up, and we believe World Read Aloud Day is a perfect example of scaling up.

# SCALING UP:

## Through Corporate Partnerships

### Yizani Sifunde Project

Collaborations work! Operating in East London and Queenstown in the Eastern Cape, Yizani Sifunde is a collaborative project between Nal'ibali, Book Dash and Wordworks. It is a parent, early childhood development (ECD), and community project designed to create book ownership, home libraries, promote reading, parental involvement, and quality teacher training for the early language and literacy development of children.



## Yizani Sifunde

This project has been made possible through the Liberty Community Trust



Books distributed	6 667
Adults reached through activations	4 057
Children reached through activations	1 957
Adult volunteers	243
Newspaper supplements distributed	33 213
ECD practitioners trained	46
Reading club leaders were trained	356
Children enrolled in reading clubs	1 169
Foundation phase learners taught	1 000
Media coverage publications	51

#### What have we learned?

This project has shown how effective and impactful a collaboration can be, when each stakeholder delivers what they do best, with the shared goal of establishing a strong foundation for early language and literacy development.

Book Dash creates and distributes high-quality books to children, preschools, and community reading clubs. Wordworks

provides ECD practitioners with tools to implement an effective pre-Grade R language and literacy curriculum. Nal'ibali, on the other hand, organises story time sessions, community reading clubs, and activations. The effective collaboration enabled the project extensive reach, training efforts, book distribution, community engagement, and positive impact on both children and practitioners involved in early language and literacy development.



# SCALING UP:

## Through Corporate Partnerships

### Lebalelo Water Association Project

The LWUA project is a literacy-driven intervention operating in the Sekhukhune East District in Limpopo, focusing on the ECD-School-Community approach. The primary goal of the project is to create sustainable conditions to support children's development as readers by providing regular, enjoyable opportunities to engage with books and stories.



The literacy intervention aims to create four key enabling conditions to support children's literacy development through:

1. Increasing access to and use of reading materials in the targeted communities.
2. Spreading awareness of the importance and benefits of reading for enjoyment through flagship events like World Read Aloud Day.
3. Training adults to facilitate reading activities for children by recruiting and training ECDs and schools.

4. Supporting adults in creating regular, enjoyable opportunities for children to engage with books through establishing reading clubs and providing easy access to Nal'ibali online literacy resources.

#### What have we learned?

Nal'ibali conducted an implementation evaluation of the Lebalelo Reading Campaign to assess the programme's delivery, acceptance in the targeted communities, and identify areas for further investment.

The findings highlighted the positive impact of Nal'ibali's reading for enjoyment programme on children's reading and writing skills, self-confidence, and parental



involvement, thanks in part to the active community radio partnership in the area. Acceptance in some of the targeted communities was also strengthened by approaching local traditional leaders for buy-in, prior to programme implementation. This valuable lesson reminded us of the importance of respect and consideration to local laws and customs.

People reached	9 953
Children benefited	3 701
Face to face literacy interactions	755
Supplements distributed	26 706
Primary schools supported	12
ECD centres supported	20
Parents trained	276

# SCALING UP:

## Through Corporate Partnerships

### Standard Bank Project

The Standard Bank South Africa (SBSA) project operates in Limpopo, Free State, Gauteng, and Northern Cape provinces, to provide SBSA employees with skills development and volunteering opportunities in virtual literacy campaigns, as well as increasing access to stories and reading materials in homes and community spaces to support children's literacy development.

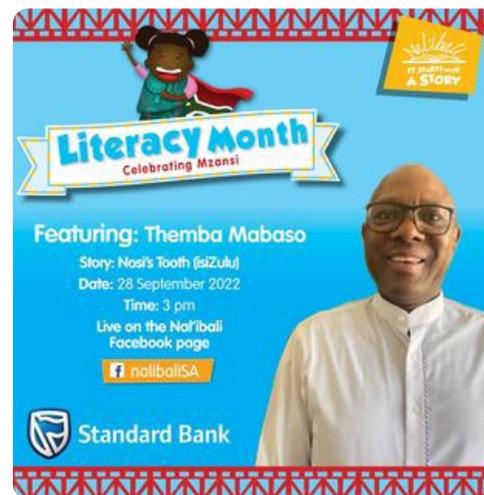
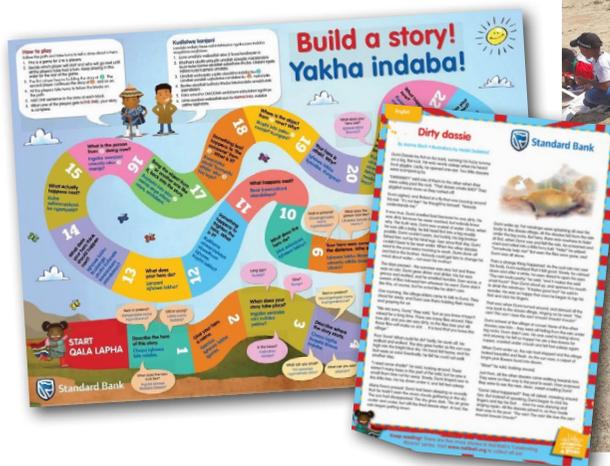
The project also funded Nal'ibali's literacy month campaign, including the commissioning of six new stories in different languages for public use. It also funded collaborations with 12 community radio stations, where children's audio stories were broadcast on a weekly basis throughout the

year. This included conducting introductory interviews to explain the Standard Bank-Nal'ibali partnership. The community radio partnership achieved a combined listenership of 497,448 and a PR value of R353,686.

#### What have we learned?

The SBSA project has shown us the power of employee engagement and volunteerism by a corporate entity.

This is a noticeable trend in the current donor environment where corporates are now extending their involvement in social development beyond cash donations. This too fosters a culture of literacy in targeted communities.



# SCALING UP:

## Through Corporate Partnerships

### Eneax Africa Project

Funding from Eneax enabled us to double the distribution of the Nal'ibali reading supplement and provide the Nal'ibali Read-Aloud Collection to trained community members and families in and around Postmasburg, in the Northern Cape. Eneax agrees that language and reading skills acquired during childhood serve as strong predictors of future academic success, employment opportunities, and income levels.

#### What have we learned?

There is huge value for children in a concentrated area receiving a regular supply of language-specific reading materials, supported by consistent literacy-based activations tied to specific calendar celebration themes. This combination administered by trained community members, not only impacts education but also drives economic growth and social cohesion.



# SCALING UP:

## Through Corporate Partnerships

### National Education Collaboration Trust (NECT) Reading Champions Project

The National Education Collaboration Trust (NECT) asked Nal'ibali to collaborate with them to expand on an initiative to promote literacy and improve reading skills, among primary school learners in South Africa.



The main objective of NECT Reading Champions is to recruit and train volunteers from local communities to serve as reading coaches or mentors for learners. These volunteers are selected and trained to provide one-on-one or small group reading support to learners struggling with their reading skills.

The programme focuses on learners in Grades 1 to 4, as these are critical years for developing strong foundational reading skills. The reading coaches work closely with the learners, helping them improve their reading fluency, comprehension, and overall literacy levels.

In addition to the direct support provided by the reading coaches, Reading Champions also aim to create a culture of reading within the school and community. They organize reading events, reading clubs, and other activities to encourage a love for reading and make it an enjoyable experience for the learners.

Our reading club training approach is being used nationally. Our immediate focus is only in Gauteng where we are a supporting partner for Gauteng Department of Education, in the last phase which is phase 3, the dedicated number for the province was 3500 but we had trained less of that number. In terms of the reading clubs established, 189 were established by reading champions around the province of Gauteng



and nationally it was indicated that 63% of reading champions nationally have established reading clubs in their respective schools across the country. A chatbot which is a tool being used to support reading champions across board bears readable stories, soft copy supplements, audio stories and online reading club training link and me supporting them through the WhatsApp channels on regular basis. All those is what Nal'ibali has contributed to and continues to within the programme.

#### What have we learned?

The NECT's programme is set out in the Education Collaboration Framework (ECF) plan for education reform. The ECF aims to contribute to achieving education targets set out in the National Development Plan, and has the full support of the Department of Basic Education. That Nal'ibali was invited to collaborate, shows that our approach to literacy development is recognised at government and civil society level.

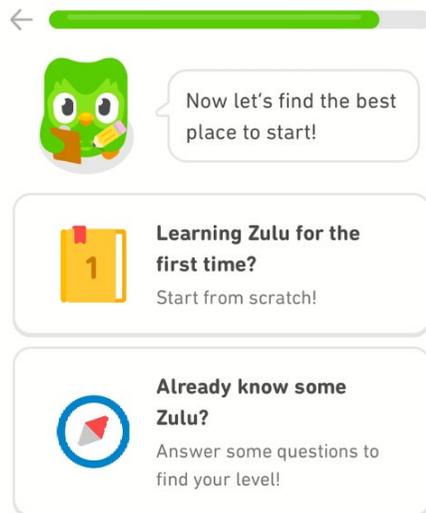


# SCALING UP:

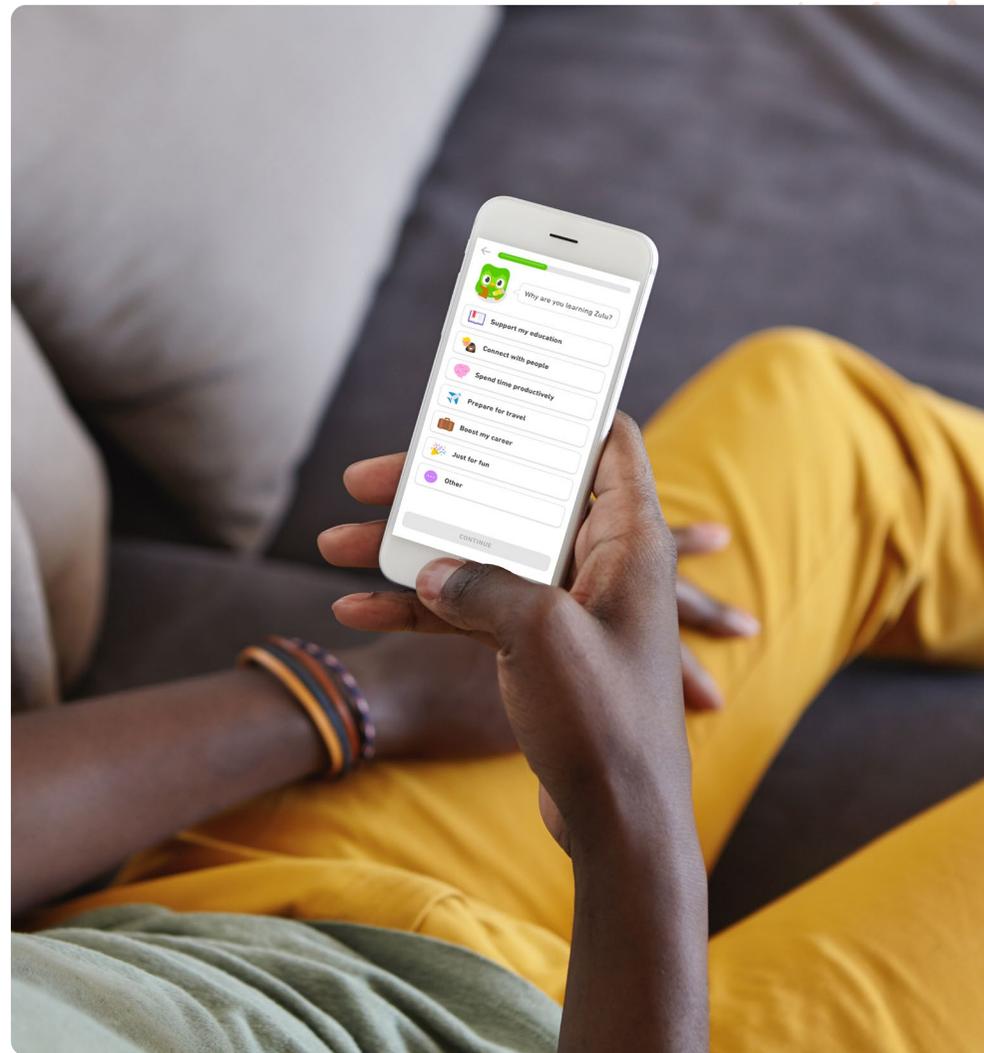
## Through Corporate Partnerships

### Duolingo

Partnership from 2021 – add isiZulu online course in their language learning APP (in a pool of 103 global language courses offered). Opportunity to offer people across the globe to learn isiZulu free of charge. Using Nal'ibali native speakers, home language content developers and Alpha Testers. Accessible through Duolingo APP compatible with android/iOS phones. Launched in August 2022. How it works is that it uses *Implicit*



*Learning* to develop foundational language learning – Duolingo allows users to discover language patterns on their own without needing to focus on language rules. A machine learning algorithm – generally predicting output values from given input data (listening and reading). Fun & engaging approach (synergies with Nal'ibali learning approach). Does it lead to language fluency? How do we define fluency? As the ability to comprehend and produce it perfectly able to hold a conversation know a language as well as your mother tongue. According to Duolingo – if you are able to express an idea and have another person understand you, then you are fluent.



# IMPACT OF SCALING

## And how we created Positive Reading Experiences

**A**s a social change initiative Nal'ibali aims to demonstrate the impact of its programmes.

While quantitative data to show marked improvement in children's literacy levels is useful, it is important to also gather and learn from qualitative data from the ground. The small child who brings her little sister to her reading club, the parent who asks how to join a public library or the Gogo who gives of her free time to tell stories to her grandchildren are all vital points. We share some of these stories below, which are all part of a much bigger story of how positive reading experiences are being created through our Scaling Deep, Scaling Out and Scaling Up efforts.

### The following impact stories were collected during 2022:

#### Children's reading skills improvement

"The kid who at first felt isolated when we first got in to the Ecd. She was unable and

refusing to do other activities like her peers will do at Monang Day care centre. I believe she needed her space and chance but did not get that chance. When we engage her with songs, games, and drawing, she was able to be free and started to join in. As we speak, she is able to write her name and identify different drawings from the books and confidently she is now able to read aloud in front of other children. I believe we have impacted her in a good way such that when she sees us even on the streets, you can see the smile on her face that she is excited. I am proud of the impact we are making in our area as we make reading fashionable in our communities. Nal'ibali is making moves in rural communities."

– **Pebetse Mogano, December 2022, SEF project.**

**It shows that Nal'ibali has done wonders.**

#### Child showing interest in a story

"A something unexpected. A five-year-old child get motivated, draw a beautiful word picture book, and explain what is happening in the story himself. The child motivated us also and the other children because he even



takes the chair and read for us. There is a skill in that young child."

– **Nomfundo, October 2022, SEF project.**

#### Developing Child Authors

"Likamva Sozwe is our youngest author. When I was at the Makhanda festival in June, I met Amaza and Oyama from Umhlobo Wenene FM, and I gave them Nal'ibali supplements, T-shirts, book bags and our book "Nganeno ko Mlambo I Qhagqiwa". They were so surprised to find that Nal'ibali managed to launch a book written by learners from our own VW project. In July Likamva Sozwe, one of the learners who contributed to the book, was interviewed on Umhlobo Wenene. It shows that Nal'ibali has done wonders in Uitenhage by giving learners an opportunity to voice out their thoughts and experiences through writing."

– **Nandipha, September 2022, VW project.**

#### Children demanding to read

"We went on a site visit in August to some project ECDs in East London. During the conversations with practitioners, children were choosing books from the hanging libraries provided by the project and teachers were not restricting them. One child read five books for us, and even though he wasn't coding the text he knew the stories and was able to retell them in his own way. Another child asked me which book I wanted him to read for me. Often, we see ECD practitioners and teachers reluctant to let children handle books in class, send them home with children and keep them out of the children's reach for fear of them being damaged. The shift in this behaviour is evident by the way children are able to pick and choose their favourite books and shows progress!"

– **Lindelwa, September 2022, Yisani Sifunde project.**

# IMPACT OF SCALING

## And how we created Positive Reading Experiences

### Improved behaviour change

"I went to Mthonjeni primary school, the day of Khazimla Storytelling Festival September the 8th 2022. I went straight to the office to see the acting principal Mr Chitheko to ask for permission for few of their students who are members of my reading club, Smart Ants Academy to come to Khazimla Storytelling at VW Pavilion where I was also a presenter that day.

### The child has improved his literacy skills, especially in Xhosa.

"The principal was fascinated by this, he asked who I was and what do I do in my reading club, I told him I'm a SEF team leader at Nal'ibali and elaborate our activities at the reading club. He then asked for the list of students that I was requesting, looking at the list he smiled then told me "These are troublesome boys, are you sure they can read and show case other skills?" I answered with a big "YES". He then introduced me to two class teachers and released the learners. Thank you This happened at the beginning of the month, the principal gave me his personal contact number asking for Nal'ibali to please be a part of Mthonjeni primary

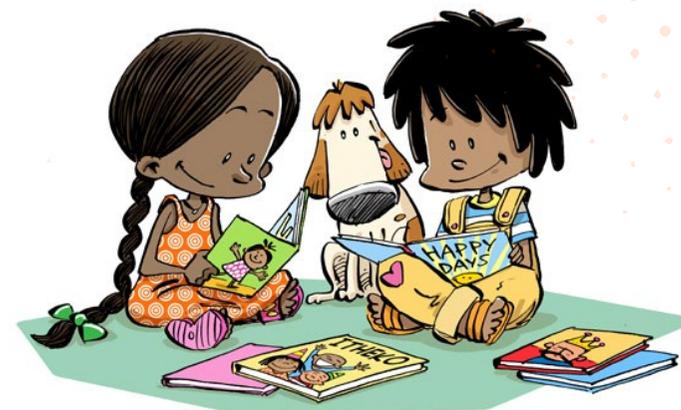
school so they can also enjoy storytelling like other schools.

"The significance is that, even the teachers were in disbelief of the names in that list I gave them. One teacher asked if she could swipe names and give me learners that she knows can read very well. It still worries me how "troublesome" teens are not given a chance or opportunity even a second chance in life. I would like for Nal'ibali to look very hard in situations like these where learners can do other staff like (acting in a play) of the story from Nal'ibali instead of reading the story because not all learners are "A" students in academics. Those "troublesome" boys went to VW Pavilion and sang a song about Nal'ibali, *incwadi nemfundo* along the lines, and you know what? they enjoyed it!! And they are excited to go to VW for factory tour on the 7th of current month."

– **Asanda, September 2022, SEF project.**

### Nal'ibali resources making a difference

"Sinazo Maneli is one of the Literacy Facilitators that are in Mdantsane. She says before she became a LF she was getting calls from a primary school that her son goes to. The principal of the school has been telling her that her son is struggling with schoolwork like he is a slow learner...Sinazo says that she told the principal that she does not believe that her son is a slow learner and



told the principal that teachers need to do their work.

"So ever since that meeting with the principal she decided to take matters into her own hands. With the help of Nal'ibali material like books she decided that everyday her kid reads the books...So the child has improved his literacy skills, especially in Xhosa. He now able to read out loud in his classroom."

– **Sinazo, October 2022, SEF project.**

### Impact of Radio Stories

"An elderly man in Keti Village, Dutywa said something very heart-warming during a recent community literacy drive. "*le nto yeli Bali ndiyiva eEfeminini, ndiyavuya ukuba ide ifike nalapha kwezi ndawo zethu, iza kudinceda kakhulu.*" "I heard your stories and I'm glad they reach my area it will help a lot". This reminded me that elderly people also enjoy Nal'ibali's radio stories, and that radio is powerful as it reaches so many people. Hearing stories like this gives me hope that

Nal'ibali will make a huge difference in homes and communities in deep rural areas of the Eastern Cape."

– **Nompucuko, July 2022, SEF project.**

### Family's Appreciating of Child's involvement in literacy programme

"In August 2022 I was assisting an ECD practitioner in a parent workshop at the Masikhanye Day Care Centre. When I introduced myself, the practitioner smiled and said "oh so you the uncle my child keeps talking about, who reads them stories and give them books!" She continued to say how pleased she was that there was someone introducing stories to the children, as it was something new to them. That a parent showed excitement and acceptance of Nal'ibali plus the willingness to engage with children at home with stories, is a positive impact story."

– **Siyamthanda, September 2022, Yizani Sifunde project.**

# IMPACT OF SCALING

## And how we created Positive Reading Experiences

### Community members start reading clubs

"Right after the Yizani Sifunde community training, the Funda leaders started to open their reading clubs. I open mine as well, the community as a whole got interested as they see the progress very young children having a good relationship with books. There is a bond between parent/caregiver and their children, at the ecds (practitioner and parent).

"At the churches now it became more exciting for children to attend regularly because now they know they will be a story time, there are games, rhymes, and songs. Even my own children now are becoming more fluent in reading, it is helping them at school as well."

– **Olwethu M, September 2022, Yizani Sifunde project.**

### Community appreciates the program

"The excitement and welcoming from the sister in charge at Site C clinic. The attitude from the parents towards what Nal'ibali is doing in the community helping and building relationships by storytelling. They all ask for Supplements after we explained why we are doing this.

"In conclusion They were all happy and motivated to read for their children at home."

– **Nomfundo, October 2022, SEF project.**

### Community Skills Development

"We trained a Mlungiseleli Ncapayi to be a literacy volunteer (FUNda Leader) and at first he was very shy and not confident to engage with people face to face, as he was a radio presenter. Mlu Ncapayi's perseverance and resilience paid off. He is now the Centre Manager for the Noninzi Luzipho Literacy Centre under the VW Community Trust. He told me about a child who was unable to read. Every time the child tried to read she saw some sort of black mark blocking the words on a page, which made her sob and run away. With Mlu's help today that child can read with confidence, and is the first to grab a book and read a story."

– **Madoda, September 2022, VW project.**

### Community Volunteer started a Reading Club

"I realised the importance of reading when I found so many kids in my community struggle to read and write. There are grade 7 kids who cannot read simple words like "can't", "known" and "sometimes". So I decided to coach the willing kids on my days off. We also noticed some kids at reading clubs had torn clothes, so we donated clothes to selected kids at our reading clubs. Putting a smile on their faces meant so much, and they never miss reading club sessions! Even though the teams have



limited resources, they used their creativity. Some drew up their own activity sheets so that the children could have items to take home with them. Some even made activity books for the kids to use at home. Nal'ibali has given me the opportunity to work with children and share my love, knowledge and skills. I've learned that children love having fun and being heard. Now children are enjoying books and writing."

– **Jodeen, October 2022, SEF project.**

### Nal'ibali Story Newspaper

"It was a Sunday in June 2022 and I was parked near a Nal'ibali branded bakkie, at an East London beach. I saw a man approaching me with a trolley, from which he was selling ice-cream. He asked me "Ninalo iphepha?" "Do you guys have a paper?". I was confused because I could not understand which paper he is talking about. The man continued to say, "I like reading this paper because it is written in two languages, and it has great stories". I then understood that he was referring to the bilingual Nal'ibali newspaper supplement.

I gave him a few copies of the supplement that I had with me. The significance of this story is that I always thought that it was difficult for ordinary people to access the Nal'ibali supplement unless they ran registered reading clubs. I am so pleased that this isn't the case."

– **Rodney, June 2022, Yizani Sifunde project.**

### Reading Club Library Full Membership

"Through regular and ongoing exposure to books from the community library, all reading club children have now become full library members. Children visit the library weekly to check out new books which they bring and share through storytelling with the rest of the group.

"Although the language of teaching and instruction in the school, Setswana, is not the mother tongue of most children, we are already noticing an overall language improvement through the continuous bi/multilingual framework we follow within the reading club setting."

– **Righardt, October 2022, Nal'ibali core project.**

# WHAT WE'VE LEARNED THROUGH OUR EXPERIENCES IN 2022

**W**e learned that the aftermath of COVID-19 on the South African education landscape is still impacting children from disadvantaged backgrounds, low-income families, underserved and remote areas, further exacerbating educational inequalities. Disruptions in regular classroom instruction, limited access to resources, and reduced interaction between teachers and learners have resulted in significant learning losses. Early literacy was particularly affected, leading to noticeable gaps in children's educational progress.

Nal'ibali implemented targeted literacy interventions, additional reading resources, and caregiver and child mentorship programmes, all aimed at bridging some of the learning gaps that have remained. These interventions came to life through forming strong networks, establishing new partnerships, and fostering collaborations to expand our reach and enhance our impact, while deepening our understanding of the communities we serve.

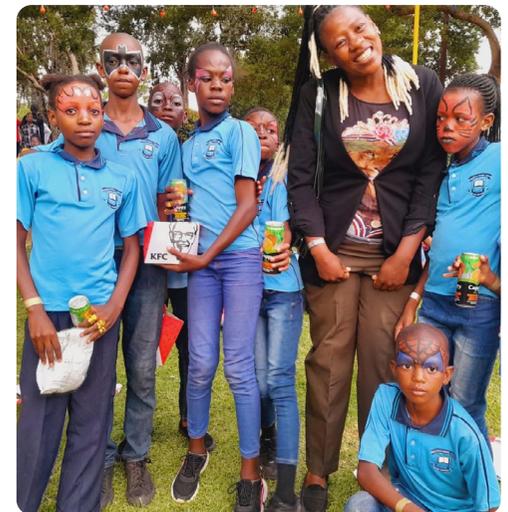
## What have we learned?

To address long-term literacy, Nal'ibali has focused on strengthening the family unit through strategy, systems, capacity building, and delivery of tailored literacy interventions. Family is where literacy starts, not at school, and all family members have a role to play in a child's literacy development.

Poor circulation and use of books borrowed by children from school and public libraries was caused by discomfort from parents and teachers in allowing children to handle books, in fear they will be damaged. This was resolved in training sessions and community activations.

**These interventions came to life through forming strong networks, establishing new partnerships, and fostering collaborations.**

Our strategy is, therefore, to drive this objective through systems, capacity building, and delivery of tailored literacy interventions. These are the fruitful outcomes of our 2022.



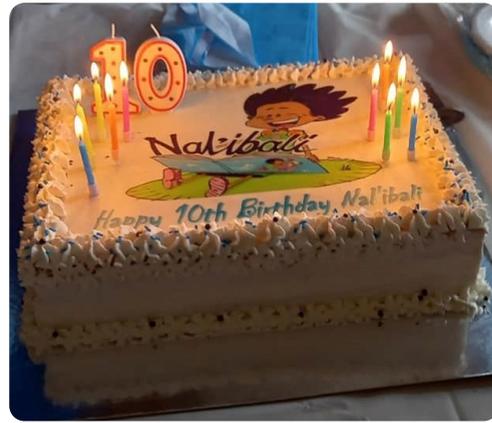
# THE BIRTHDAY CELEBRATIONS

A special logo was designed that accompanied all creative collateral in 2022, with the hashtag **#NalibaliTurns10**, with celebratory themes underpinning all communications, events and content developed.

A variety of celebrations were held throughout the year which included digital and face-to-face storytelling competitions, hosting children's birthday book parties, reading resources giveaways and bumper editions of the Nal'ibali supplement. We developed and ran a series of short videos with messages from stakeholders who have contributed to and supported Nal'ibali over the last 10 years.

All events carried a "birthday theme" which supported the notion, that if all South African children are to learn love reading for enjoyment, that a community-wide approach extending beyond school is needed. The events also allowed community residents to experience the joy that reading brings first-hand, and to learn where to access free children's stories in their home languages.

These included famed author Sindiwe Magona, celebrated illustrator Rico (of Madam & Eve fame), storyteller, author, and developer of bilingual teacher materials Xolisa Guzula, and rapper, radio and television personality ProVerb.



# AUDITED FINANCIAL STATEMENTS AND NARRATIVE



al'ibali obtained another unqualified audit opinion from out external auditors, BDO South Africa, for the year ended 31 Dec 2022.

Our audit was completed without any material audit findings. Revenue, from 16 sources, was R51m, compared to the previous year (11 sources providing R50m).

Other income and interest were R1.6m, compared with R0.9m of the year prior.

The total operational expenses for the year were R48.6m – an increase of 42% over the prior year (R34.2m). The significant increase brings the expenditure for 2022 in line with the income for the year.

The net surplus for the year of R3.9m in 2022, over the previous year surplus of R16.7m which was largely due to deferred project expenditures.

The two major projects in 2022 are SEF project (R17,8mil grant at the time, which involved employing 1065 people), as well as the start of the NRB project. Both are reflected in the income.



## The Nal'ibali Trust

(Registration number: IT547/2016)

Financial Statements for the year ended 31 December 2022

### Statement of Financial Position as at 31 December 2022

Figures in Rand	Notes	2022	2021
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	515 226	444 226
<b>Current Assets</b>			
Trade and other receivables	3	19 811 309	474 237
Project receivable	4	-	48 484
Prepayments	5	369 299	1 401 159
Cash and cash equivalents	6	34 822 676	30 597 071
		<b>55 003 284</b>	<b>32 520 951</b>
<b>Total Assets</b>		<b>55 518 510</b>	<b>32 965 177</b>
<b>Equity and Liabilities</b>			
<b>Equity</b>			
Trust capital	7	1 000	1 000
Accumulated surplus		29 871 914	25 984 607
		<b>29 872 914</b>	<b>25 985 607</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Deferred revenue	4	24 014 336	5 959 255
Trade and other payables	8	1 631 260	1 020 315
		<b>25 645 596</b>	<b>6 979 570</b>
<b>Total Equity and Liabilities</b>		<b>55 518 510</b>	<b>32 965 177</b>

# AUDITED FINANCIAL STATEMENTS AND NARRATIVE

## The Nal'ibali Trust

(Registration number: IT547/2016)

Financial Statements for the year ended 31 December 2022

### Statement of Comprehensive Income

Figures in Rand	Notes	2022	2021
Revenue	9	50 848 506	49 974 860
Other income		421 227	206 984
Operating expenses	10	(48 633 855)	(34 153 715)
<b>Operating surplus</b>		<b>2 635 878</b>	<b>16 028 129</b>
Investment revenue	11	1 251 429	716 153
<b>Surplus for the year</b>		<b>3 887 307</b>	<b>16 744 282</b>
Other comprehensive income		-	-
<b>Total comprehensive income for the year</b>		<b>3 887 307</b>	<b>16 744 282</b>

## The Nal'ibali Trust

(Registration number: IT547/2016)

Financial Statements for the year ended 31 December 2022

### Notes to the Financial Statements

Figures in Rand	2022	2021
<b>9. Revenue</b>		
First Rand Empowerment Foundation	-	15 000 000
The D.G. Murray Trust	26 744 040	25 139 760
Volkswagen South Africa project	1 074 107	991 821
Liberty - Yzani Sifunde	3 095 866	1 918 893
Lebalelo Water Users Associaton	849 997	557 575
Standard Bank of South Africa	522 858	2 852 363
Sales of goods and services	1 789 036	2 704 796
National Education Collaboration Trust	155 107	391 444
Lesedi Solar Park Trust	1 727 516	-
Letsatsi Solar Park Trust	1 966 598	-
The Trevor Noah Foundation	846 392	-
National Reading Barometer project	1 905 373	-
National Lotteries Commission	900 000	-
Biblionef South Africa	66 600	-
Social Employment Fund - IDC	9 114 279	-
ENEAX	81 534	271 667
HCI Foundation	-	86 541
Ilifa Labantwana Foundation	-	60 000
Donations in kind	9 203	-
	<b>50 848 506</b>	<b>49 974 860</b>

# OUR FUNDERS





# THANK YOU!

[nalibali.org](http://nalibali.org)

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