

# Nal'ibali data analysis report: July 2019

Draft updated 7 August 2019

*This mid-year report looks at Nal'ibali's activities, reach, network profile and reading club trends for activities up to 30 June 2019. This is examined in historical context where possible.*

## Executive summary

### Knowledge and awareness

#### World Read Aloud Day:

- This year, Nal'ibali mobilised pledges to read aloud to a record **1,661,256 children** on WRAD (1 February). This is 28% higher than last year's 1 295 449, and 11% more than our target of 1.5 million.
- A stronger follow-up call drive helped us estimate that ~70% of pledges were fulfilled - or that **~1 162 879 children were read aloud to** on the day - approximately 1 in 17 South African children.
- R4 million in PR was mobilised, nearly double last year's R2.17 million.

#### Events and activations:

- ~82 567 people were reached face-to-face 980 unique Nal'ibali events and activations, already 83% of our 2018 full-year total.
- Though average event size was 84 people, a few very large events (including 14 with 1000 or more) skew this average; 37% of all events reached 20 people or fewer and three-quarters reached 60 people or fewer.

#### How people hear about Nal'ibali:

- 59% of FUNda Leaders heard about Nal'ibali via interaction with its face-to-face campaign. 26% heard about it via mass media, and 15% heard about it via personal networks or social media.
- The most popular responses were "from a Nal'ibali staff member" (25%), "from an organisation" (20%), "radio" (16%) and "a Nal'ibali training or info session" (14%).
- 12% heard about it from a personal contact: 6% from a friend or family member, and 6% from another FUNda Leader.

#### FUNda Leader connectedness, peer influence and support:

- 69% of FUNda Leaders know other people in the Nal'ibali network, and 59% of them communicate with other FUNda Leaders.
- Of those who communicate with others:

- half communicate with 1 or 2 FUNda Leaders;
- about a quarter communicate with six or more;
- two-thirds communicate once a week or more frequently;
- 50% have done projects with other FUNda Leaders;
- 74% have encouraged other people to join the FUNda Leader network.

#### **Mass media reach:**

- Between billboards that reached 28.1m people and radio advertising that reached 14.5m people, assuming 80% overlap, we estimate Nal'ibali achieved mass media reach of ~31.029m people during this period, approximately 53.8% of the South African population.
- Nal'ibali also distributed supplements and other content via print media publications with a total circulation of 694 880. This including 4 Tiso Blackstar publications, 4 corporate magazines and 6 community newspapers.

#### **PR and media coverage:**

- At mid-year, PR coverage had already hit 80% of our 2018 total.
- Nal'ibali-generated PR of R13.7 million by June had already exceeded last year's full-year total by 35%.

## Role models

#### **People trained:**

- Nal'ibali had trained 5 828 people by mid-year. This is the highest number of people Nal'ibali has ever trained in a six-month period - up 14% from the same period last year.
- This included 5 657 unique individuals who attended face-to-face training (97%), and 171 people who completed at least one module of online training (3%).
- Teachers are the most-trained group of people over the last 4.5 years. However, in the last 2 years, community members/volunteers are the most-trained group.

#### **Training: curriculum coverage, dosage and throughput**

- Curriculum coverage of Nal'ibali's 3-module training has improved significantly this year. Last year, only 27% of people trained attended more than 1 module and only 7% attended all 3. This year, 68% attended more than one module and 29% attended all 3.
- 90% of training participants have attended either a Reading Club or lintsana Namabali training, the most critical of the 3 modules in order to start a reading club or group.
- Although coverage has increased, dosage has not: the average number of days attended per person was 1.62 in 2018 and 1.67 in the first half of 2019. Improved curriculum coverage appears to be primarily due to more condensed training delivery (covering more modules in the

same amount of time). It may also be driven by larger trainings (the average size increased from 12.58 people in 2018 to 20.29 people in 2019) and improved data submission rates.

- Online training throughput was low: of 426 people who started the training, 171 (40%) completed module 1 and 27 (6%) completed module 3.

### **Conversion:**

- Only 30% of people trained face-to-face signed up as FUNda Leaders, far below the target of 75-80%. This is higher in the core campaign and special projects (50%), and low in the Story Powered Schools project (16%).
- Only 15% of people trained face-to-face have registered a reading club. This is higher in the core campaign and special projects (24%), and lower in the Story Powered Schools project (6%). Most of these people (91%) registered only one club, while 9% registered more than 1.
- Of 42 976 people in Nal'ibali's database, 19 348 (45%) are FUNda Leaders; 17 913 (42%) have attended a training; 6 845 (16%) have ever led a reading club; and 2 783 (6%) are the leader of a reading club active in 2019.

### **Adults volunteering at reading clubs:**

- 7 694 adults are currently volunteering at 3 598 active reading clubs, an average of 2.14 adults per club (up from 1.96 in 2018). 47% of clubs report at least 1 volunteer, up from 33% in 2018. Most (two-thirds) have 1 or 2 volunteers.
- Homes have fewer adults (1.9 per club), while preschools/ECDs, churches and libraries have more adults (2.4 per club).
- FUNda Leaders spent approximately 308 055 hours volunteering at reading clubs in 2018, worth an estimated R8.89 million.

## **Opportunities to read**

### **Reading club footprint and growth**

- At mid-year, 3 598 reading clubs were active. This is 74% of last year's total (although 3% less than the 3 706 clubs registered by the same time last year). It is 69% of the way to our 2019 target.
- The number of unsupported reading clubs increased by 63% in 2019 - from 1091 clubs last year to 1 783 clubs this year. This includes reading clubs that signed up via past partners, and independent clubs run by FUNda Leaders who were not trained or members of the general public. This may be the result of a stronger approach to keeping in touch with reading clubs via our contact centre.

### **Children in reading clubs**

- At mid-year, 115 114 children were registered in active reading clubs.
- This is 82% of last year's total achieved by mid-year.
- Age group is known for 92% of children (up from 84% last year), with a similar distribution to 2018. 34% are ages 0-6, 41% are ages 7-11, 15% are ages 12-15, 2% are ages 16+.
- Our shift in 2018 to partnering with ECD forums instead of individual ECD centres continues to pay off: the number of children ages 0-6 reached at mid-year is already 89% of 2018's year-end total. The trend of growth in the teen age group that we observed last year has also been sustained.
- The proportion of boys and girls participating in reading clubs has remained roughly the same over time, as shown in the graph below. At mid-year, 50% of reading club participants (57 810) were girls and 44% (50 386) were boys, with sex unknown for 6% of children (6 918).
- At a population level, we can estimate that approximately 1 in 170 children in South Africa, and approximately 1 in 146 children ages 0 to 11, are in a reading club.

### How children join reading clubs

- Although voluntary participation is a key tenet of the reading club model, only 29% of re-registering clubs report that children decide to join. 30% of clubs work with full classes, teachers decide who joins at 29% of clubs, and parents decide at 12% of clubs.
- Children are most likely to choose to participate at clubs registered via the contact centre or online (38%), the Story Powered Schools project (36%), or the core campaign (35%). Clubs in the Lesedi and Letsatsi projects are most likely to work with whole classes (47% of clubs).

### Reading club frequency and dosage

- 89% of reading clubs meet once a week or more often. These clubs have 86% of all children. Once a week is most common (42% of clubs). 18% of clubs meet five times a week or more - likely clubs that meet at educare centres or schools.
- Children spent an estimated **3 755 267 hours** attending reading clubs in 2018 - that's **156 469 days, 22 353 weeks**, or more than **428 years**.

### Reading club size and child-to-adult ratio

- Average reading club size is 32.0 children per reading club, up from 29.1 in 2018. However, the majority of clubs (58%) have between 11 and 30 children.
- Clubs in preschools and schools are largest (with 36 and 35 children per club, on average). Clubs in homes are smallest (with 18 children per club on average), followed by libraries (with 26 children per club, on average).
- Just over half of reading clubs (52%, or 1 859 clubs) meet the Nal'ibali 'gold standard' child-to-adult ratio of 15 or fewer children per adult. This is up from 48% last year, although the difference could be explained by improvements in data quality. 34% of children are in these clubs.

- Average number of children per adult is lowest in community centres (9 children per adult), homes (10 children) and libraries (11 children). It is highest in schools (18 children per adult) and preschools (15.1 children per adult), where the majority of reading clubs (73%) take place.
- Average number of children per adult is lowest in the Diaconia project (10 children per adult) and the core campaign (14 children per adult). It was higher in projects that work in schools - Lesedi and Letsatsi (16 children) and Story Powered Schools (17 children per adult), and highest in online and call centre clubs (22 children per adult).

### **Reading club support**

- 60% of returning clubs had not received a mentoring visit in the last year. 14% received one visit, 9% received 2 visits, 8 received 3-4 visits, and 9% received more than 4 visits.
- Across all clubs (including those who did not receive any visits), each reading club received an average of 1.1 visits.
- Reading clubs in projects with Story Sparkers and designated project schools were most likely to report mentoring visits, although 23% of Lesedi and Letsatsi reading clubs and 33% of Story Powered School reading clubs never received a mentoring visit.

### **Reading club sustainability: clubs still active from 2018**

- Nal'ibali reached 68% of the 5 491 reading clubs it tried to contact from previous years. Of these, 46% were still active and 54% were not.
- 1 725 reading clubs re-registered in 2019 as still active. Of these, 1 083 (63%) were new last year, and only 642 (37%) registered prior to last year.
- The 1 725 returning clubs are 36% of the total number of 2018 active clubs. This is two clubs fewer than we re-registered last year, even though we reached 21% more clubs this year.
- Only 23% of Story Powered Schools clubs from 2018 re-registered in 2019. 51% of online clubs returned.
- More clubs returned this year than in 2018 in Free State, Eastern Cape, Limpopo and Northern Cape. Fewer clubs returned this year in Gauteng, KwaZulu-Natal, Mpumalanga, North West and Western Cape. The rise was most dramatic in Free State. The decrease was largest in Gauteng.

### **Reading club longevity: number of years running**

- 82% of active reading clubs registered either this year or last year. 9.4% have been running since 2017. 8.4% have been running since 2016 or earlier.
- When comparing across years, a trend of a reading club 'half life' is emerging. The percentage of reading clubs still active falls sharply (by half to two-thirds) one year after registration, and continues to decline each year thereafter.
- 52% of reading clubs that stopped running did so due to 'normal' turnover: a reading club leader left or moved away, or the leader no longer had time. 13% stopped running because of a lack of support: they did not have enough reading material, did not feel supported by Nal'ibali, or no

longer had organisational support. 11% struggled with contextual factors, like venue and transport challenges or a lack of volunteers.

## Access to reading material

- Supplement targeting has continued to improve this year, with the proportion of supplements going directly to schools, reading clubs and partners has increased to 61% of all supplements distributed.
- The absolute number of supplements distributed per edition increased by 32%, from 269 969 at end 2018 to 357 332 in May 2019.
- Returning reading clubs reported higher rates of access to own books, library books and supplements when compared to 2018. In particular, 65% of clubs report access to library books, vs. 55% last year. 25% of reading clubs have access to all 3 types of materials, up from 14% last year.
- Only a quarter of reading clubs have more than 30 books, and 23% do not have any books.
- 43% of returning reading clubs use Nal'ibali online materials; this is more likely when reading clubs receive the supplement, use library books, or do not have their own books.

## Background

Nal'ibali's theory of change seeks to create the conditions that support children's literacy development and enable a culture of reading to flourish, by tackling four key outcome domains:

- **KNOWLEDGE & AWARENESS:** Adults and children understand and value reading for enjoyment, and know how to nurture it.
- **ROLE MODELS:** Adults share books and stories with children, and encourage others to do the same.
- **OPPORTUNITIES:** Reading opportunities exist in a variety of accessible spaces.
- **ACCESS:** Adults and children have access to a wide variety of relevant engaging reading material, in all South African languages.

In 2019, the campaign committed to three key strategies that we believed would help us to be more effective in working towards the above:

- **FUNda Stronger:** Strengthen network support, in order to improve reading club quality and support sustainability.
- **FUNda Wider:** Make it easier for people who are interested in Nal'ibali to join the network and access our resources, and reduce the barriers to doing so.
- **FUNda Forward:** Strengthen advocacy and collaboration, driving the agenda and conversation.

We also began placing a greater emphasis on **process indicators** (showing the degree to which we delivered an activity as planned, and how timeously) and **throughput indicators** (the degree to which FUNda Leaders are trained and run reading clubs; the degree to which attending a training leads people

to sign up reading clubs), in addition to the output and outcome indicators we have been tracking over time.

Findings from the first half of the year are examined below, aligned with our theory of change, key impact metrics and strategic goals.

# 1. Knowledge and awareness

## a. World Read Aloud Day

This year, our target was to secure pledges to read to **1.5 million children**. Nal'ibali exceeded this by 11% when it secured pledges from adults to read aloud to a record **1 661 256 children** on World Read Aloud Day (1 February), up 28% from 1 295 449 in 2018. This means South Africans pledged to read to approximately 1 in 35 South Africans and approximately 1 in 12 SA children in 2019 (up from 1 in 15 last year).<sup>1</sup>

This was achieved by developing a fully integrated marketing campaign that mobilised R4 million in PR value (nearly double last year's R2.17 million), an unprecedented and intensive call centre drive to mobilise past pledgers and partners, and an optimised social media and digital drive. The consistent call-to-action across all channels drove people to pledge/sign up online. If we consider the year-on-year growth that WRAD has yielded, it suggests that we are becoming "known" for the event and barriers to entry are low.

This year, for the first time, we were also able to extrapolate the actual number of children read to, based on a comprehensive round of follow-up calls from the contact centre to find out whether people had read aloud, and how many children they had actually read to on the day. The people reached had read aloud to 70% of the children they had pledged to. We extrapolated this figure to all pledges to estimate that **1 162 879 children were read aloud to** on the day.

The graph below shows growth over time in the number of children people have pledged to read to (the figure that we are able to compare year-on-year) in green. The dotted grey line extrapolates the actual number of children read to in past years, based on this year's 'actual' rate.

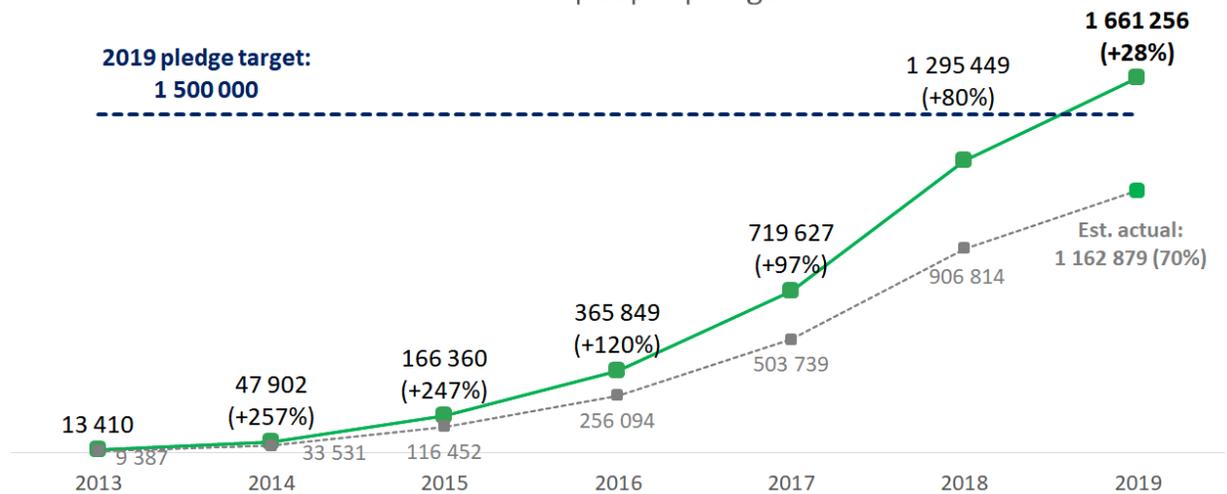
Perhaps most telling, however, was our Managing Director's experience on World Read Aloud Day in Johannesburg this year. When she stepped into an Uber, her driver (who did not know who she was) began telling her that she should make sure she reads to her kids today, because it's World Read Aloud Day, and Nal'ibali was on the radio, and it's really important!

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<sup>1</sup> The estimate of 1 in 15 South African children assumes that 95% of those participating in World Read Aloud Day were children ages 0 to 17. Population estimate based on Stats SA (2018): <http://www.statssa.gov.za/publications/P0302/P03022018.pdf> and Children Count (2017). <http://childrencount.uct.ac.za/indicator.php?domain=1&indicator=1#6/-28.692/24.698>

## World Read Aloud Day: pledge totals

Number of children people pledged to read to



### b. Other events

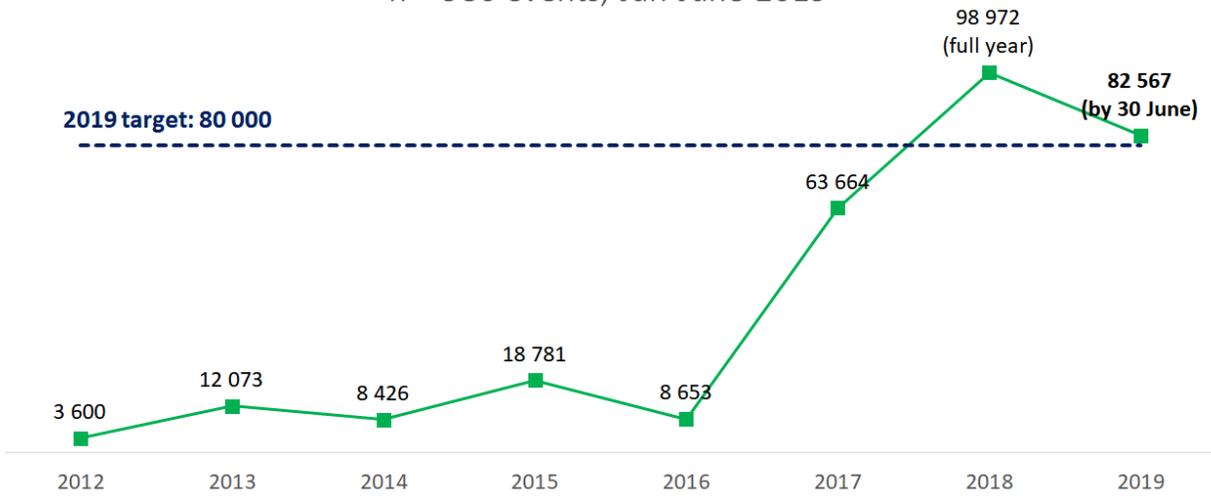
In addition to flagship events, Nal'ibali's field staff run regular Story Power Activations in their communities, and the Communications team runs campaign drives throughout the year linked to the literacy calendar. Staff members from different departments also present at conferences and workshops.

By 30 June 2019, the Nal'ibali team had reached 82 567 people<sup>2</sup> via 980 face-to-face events. We have thus already exceeded our target of reaching 80 000 people face-to-face via events by the end of the year, and reached 83.4% of last year's total. While the primary reason for this growth appears to be increased activity, it is also due in part to improved reporting.

<sup>2</sup> These are not necessarily unique individuals; some people may have attended more than one event.

## Events: number of people reached

n = 980 events, Jan-June 2019



Although the average event size was 84 people reached, 14 events reported to reach more than 1000 people dramatically skewed the averages. The vast majority of events (76%) reached 60 people or fewer, and 37% of all events reached 20 people or fewer.<sup>3</sup> Events were on the whole smallest in the Lesedi Letsatsi project, where an average of 21 people were reached per event.

### i. By province and project

Number of people reached via events per project and province is shown below.<sup>4</sup>

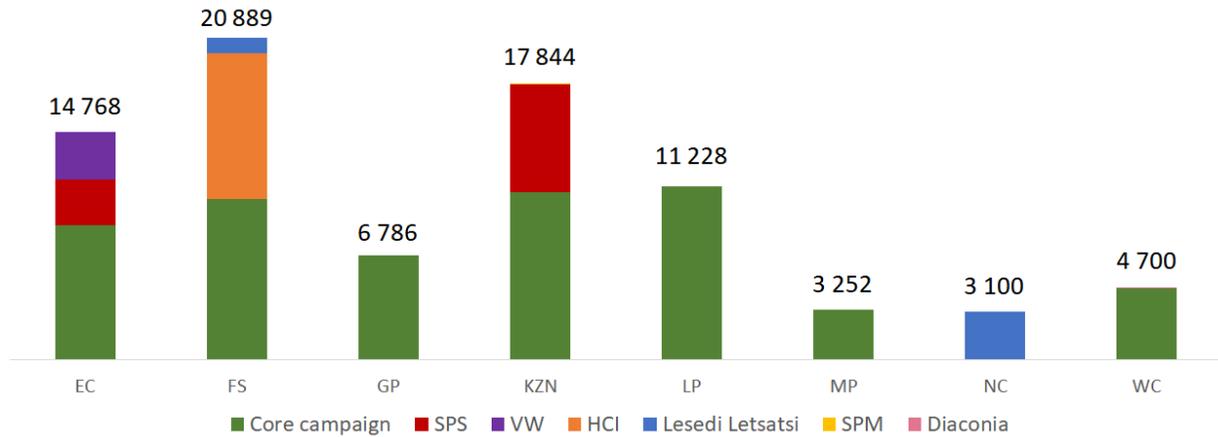
The first graph presents the information for external stakeholders, to see how the footprint breaks down across the country and which projects are driving our work in different locations. The Free State reached the most people, followed by KwaZulu-Natal and the Eastern Cape.

<sup>3</sup> <https://nalibali.lightning.force.com/lightning/r/Report/00O0N0000077qsOUAQ/view>

<sup>4</sup> <https://nalibali.lightning.force.com/lightning/r/Report/00O0N000007M0toUAC/view>

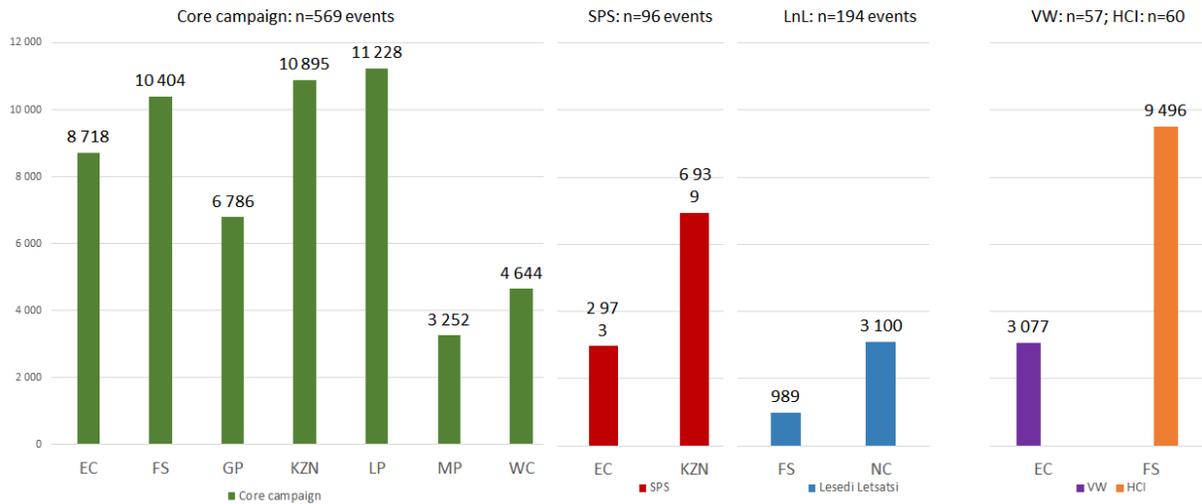
## # of people reached at events, by province/project

n = 980 events that reached 82 567 people, Jan-June 2019



The second graph presents the information for internal stakeholders, presented from a project management perspective.

## # of people reached at events, by project/province: Jan-June 2019

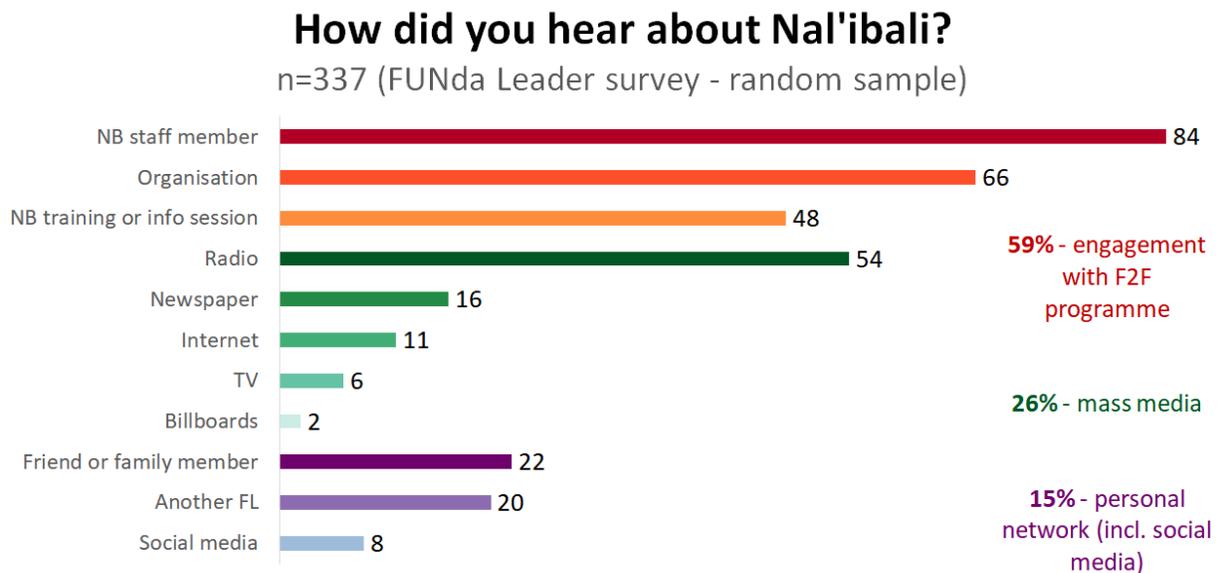


### c. How people heard about Nal'ibali

As a national behaviour change campaign, Nal'ibali seeks to achieve sufficient exposure and saturation, both face-to-face and via mass media platforms, to shift individual and community-level behaviour. By 2024, we seek to interact with 2 million people face-to-face and reach two-thirds of the population via mass media and public communications. We also seek to develop mechanisms whereby our influence can "snowball" into a social movement: where people get involved with the campaign on the recommendation of other people within their social networks.

Based on our late 2018 FUNda Leader survey,<sup>5</sup> interaction with Nal’ibali’s face-to-face campaign is the most common way FUNda Leaders report that they have heard about Nal’ibali (59%), followed by mass media (26%) and personal networks (15%).<sup>6</sup>

Breaking this down further, the most popular responses were “from a Nal’ibali staff member” (25%), “from an organisation” (20%), “radio” (16%) and “a Nal’ibali training or info session” (14%). A more detailed breakdown is provided below.<sup>7</sup>



This also visualised below as a pie chart, to show proportion.

This data suggests that Nal’ibali can do more to promote peer recommendation and social influence. It also shows that of mass media channels, radio has by far had the largest reach - unsurprising given its long-running footprint and broad audience.

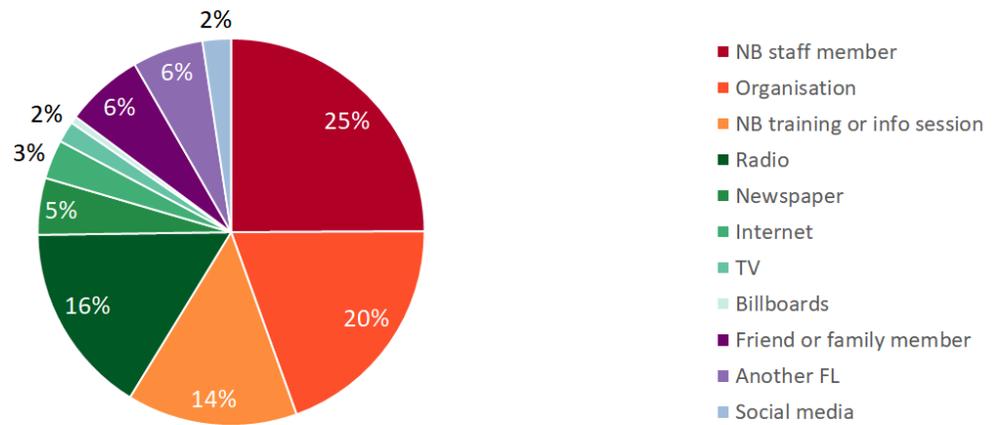
<sup>5</sup> Nal’ibali’s 2018 FUNda Leader Survey ran in November and December 2018. Findings were not included in the previous year-end 2018 report. In the survey, we reached 337 people out of a random sample of 1 500, drawn from a population of 14 582 FUNda Leaders signed up at the time of the survey. Although we are not able to describe the characteristics of the sampled FUNda Leaders we did not reach, the results should be broadly generalisable to our network (or as broadly generalisable as any telephonic research survey).

<sup>6</sup> These are broad classifications; some response options are difficult to put into one box. We are including ‘organisation’ in ‘engagement with F2F programme,’ as we believe the vast majority of these cases are people who heard about Nal’ibali because they work for, volunteer for or are otherwise involved with a Nal’ibali partner organisation, though a few of the respondents may have different circumstances. We are including ‘social media’ in ‘personal networks’, although it was difficult to classify; the nature of social media is that one can also come across Nal’ibali via more public platforms like Twitter.

<sup>7</sup> FL survey 2018: how hear about NB: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077tfcUAA/view>

## How did you hear about Nal'ibali?

n=337 (FUNda Leader survey - random sample)



### d. FUNda Leader connectedness (peer influence + support)

Nal'ibali's theory of change relies on the assumption that literacy activists in their communities are supported by, collaborating with and influencing people in their social networks.

In the FUNda Leader survey, we put a more significant focus this year on the degree to which FUNda Leaders are connected to one another. We found that:

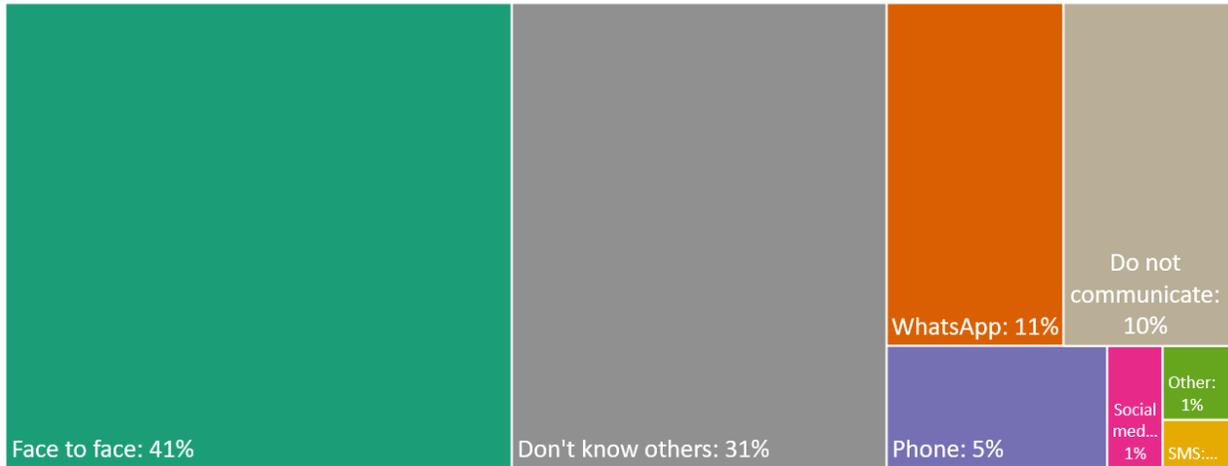
- 69% of FUNda Leaders (FLs) know other FUNda Leaders in the network.<sup>8</sup>
- 59% of all FUNda Leaders communicate with other FUNda Leaders, primarily face-to-face.<sup>9</sup>
- Only 11% of FUNda Leaders communicate with others via WhatsApp - possibly an opportunity for growth.

<sup>8</sup> <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077pS0UAI/view>

<sup>9</sup> Ibid.

## How do FUNda Leaders communicate?

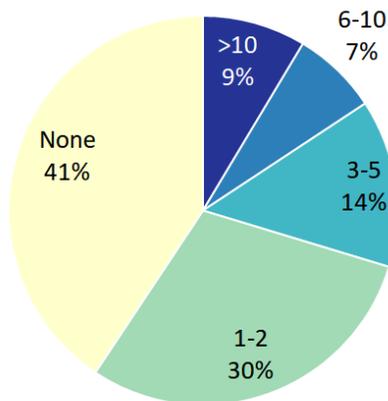
n=337 (2018 FUNda Leader survey - random sample)



- Of the 59% of FLs who communicate with other FLs, half communicate with just 1 or 2, while about a quarter communicate with 6 or more. Figures for the whole network (including those who do not communicate with others) are shown below.<sup>10</sup>

## How many other FLs do FLs communicate with?

n=337 (2018 FUNda Leader survey - random sample)



- Of the 59% of FLs who communicate with other FLs, two-thirds do so once a week or more frequently. Figures for the whole network (including those who do not communicate with others) are shown below.<sup>11</sup>

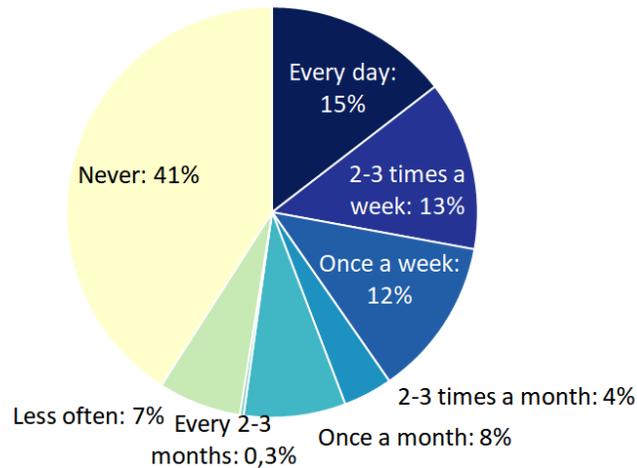
<sup>10</sup> Ibid.

<sup>11</sup> FL survey 2018: Connected to other FLs 2:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077pS5UAI/view>

## How often do FLs communicate with each other?

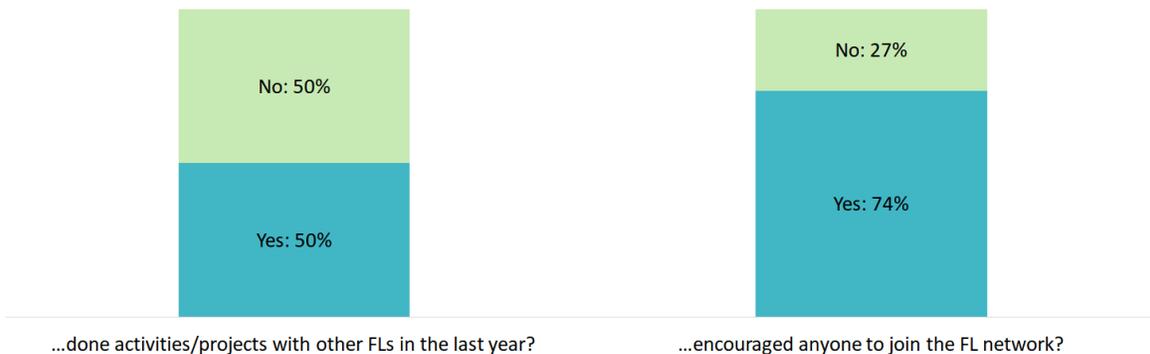
n=337 (2018 FUNda Leader survey - random sample)



- Of those asked (the 200 FUNda Leaders who communicate with others), 50% have done projects or activities together with others in the past year, and 74% have encouraged other people to join the network.<sup>12</sup>

## FL collaboration/peer influence: Have you...?

n=200 FUNda Leaders who were asked these questions



## e. Mass media reach

Key vectors for reaching the public include radio stories, radio advertising and billboards. Although a formal agreement with SABC Radio was not in effect during this reporting period:

- We reached 28 136 209 people via billboards (120% of 23.4m target).
- We reached 14 466 353 people via radio advertising (803% of 1.8m target).

<sup>12</sup> Ibid.

We estimate an 80% overlap between people who saw the billboards, and people who heard the radio advertising. As such, we estimate that mass media reach during this period was ~31 029 480 people - approximately **53.8% of the South African population**.<sup>13</sup>

Additionally, Nal'ibali supplements are distributed via Tiso Blackstar publications with a circulation of 134 100<sup>14</sup>, and Nal'ibali content is circulated at no cost in 10 print media platforms with a combined circulation of 560 780 - a **total print media circulation of 694 880**. This includes:

- 4 Tiso Blackstar newspapers in 8 provinces (Sunday Times Express - WC; The Herald - EC; Daily Dispatch - EC; Sowetan - KZN, GP, NW, LP, FS, NC)
- 4 corporate magazines (Jet Club magazine; Living & Loving; Pick n Pay Baby; Ackermans)<sup>15</sup>
- 6 community newspapers (City Vision, the South Coast Herald, Ugu Eyethu, Eyethu Uthukela, Iso News, Die Horn)<sup>16</sup>

## f. PR and media coverage

PR and media coverage in 2019 has been impressive thus far, in comparison to previous years. At mid-year:

- The total PR and media value mobilised has already hit 80% of last year's total.
- Nal'ibali-generated PR and media coverage has already exceeded last year's full-year total of R10.1 million by 35%, hitting R13.7 million.
- Tiso Blackstar-generated PR and media coverage is on track to equal last year's coverage, currently sitting at 51% of last year's R15.4 million.

Growth in PR/media coverage value over time is shown in the graph below. Notably, while PR and media coverage spiked last time we had a billboard campaign, in 2014-15, we are on track to exceed our previous record high of R36.9 million in 2015.

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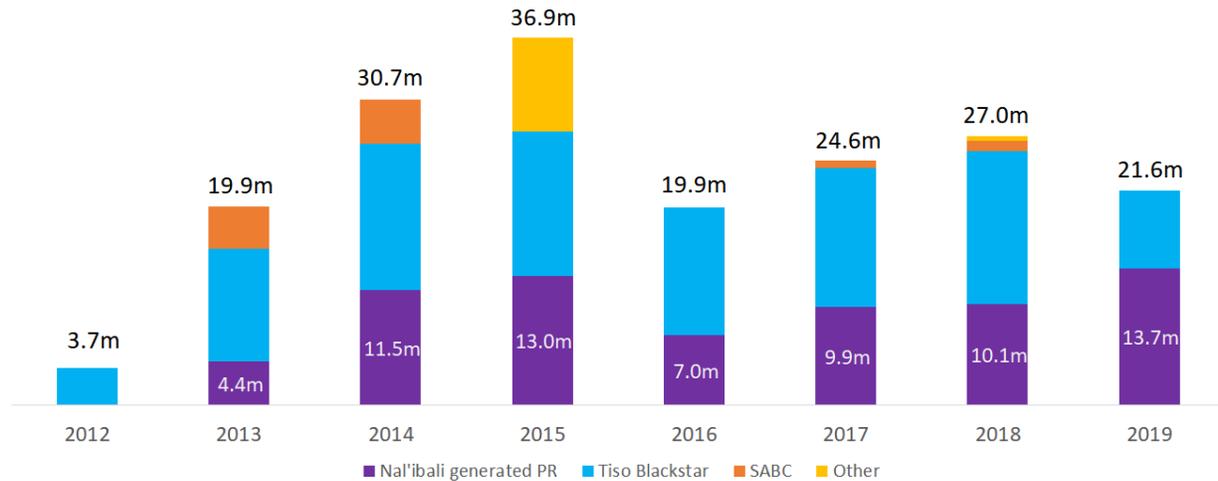
<sup>13</sup> Based on Stats SA population estimate of 57.730 million people for mid-2018; mid-2019 estimates not yet released at time of reporting. <http://www.statssa.gov.za/publications/P0302/P03022018.pdf>

<sup>14</sup> Tiso Blackstar circulation figure is as of 24 May 2019, when the final supplement edition for Q2 was distributed. This was higher in Q1 (140 900).

<sup>15</sup> Jet Club: 401 503; Living & Loving: 9 227; Pick n Pay Baby: 30 000; Ackermans data not provided.

<sup>16</sup> City Vision: 50 453; Die Horn: 3 000; Ugu Eyethu: 37 000; Iso News: 13 000; Eyethu Uthukela: 5 000; South Coast Herald: 11 597.

## PR/media value generated over time



## 2. Role models

### a. People trained

Nal'ibali trained 5 828 people between January and June 2019. This included 5 657 unique individuals (97%) who attended face-to-face training<sup>17</sup>, as well as 171 people (3%) who completed at least one module via Nal'ibali's new online training programme (hosted within the FUNda Sonke loyalty programme).<sup>18</sup>

This is the highest number of people Nal'ibali has ever trained in a six-month period - 14% higher than the 5 097 people we trained in Jan-June 2018. Number of people trained over time is shown in the graph below.

Since the campaign launched in 2012, it has trained ~28 284 people.<sup>19</sup>

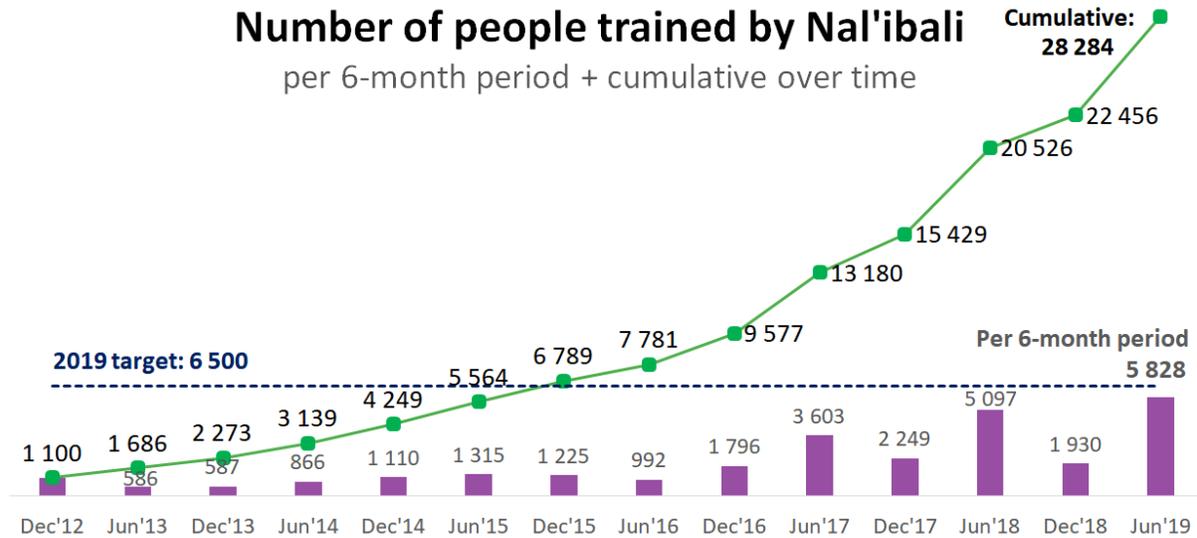
<sup>17</sup> Number of people trained: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j8iUAA/view>

<sup>18</sup> All of the people trained face-to-face are unique individuals. It is possible that some of the people who attended online training also attended face-to-face training during this period.

<sup>19</sup> In 2018, we can say with confidence that these are unique individuals, due to improvements in our data management system. Prior to 2018, we are not confident that every person trained was a unique individual, though the vast majority would be. A small amount of duplication exists across years - for example, a person trained in 2015 and 2017 may be counted twice.

## Number of people trained by Nal'ibali

per 6-month period + cumulative over time



Nal'ibali has already achieved 90% of its year target in the first half of the year. While we did expect to do the majority of our training in the first six months (largely thanks to the Story Powered Schools project community training, which accounts for 43% of all people trained thus far), the team has still exceeded expectations during this period. We are likely to well exceed our year target of 6 500 people.

### i. By trainee profile

Training participants indicate a “profile type”, and are allowed to choose more than one option (for example, they may be both a teacher and a parent).

The graph below shows who Nal'ibali has trained, by trainee profile, since 2015, when we first began collecting this data.<sup>20</sup> Because people can choose more than 1 profile, the total below does not sum to the total trained from 2015 to 2019.

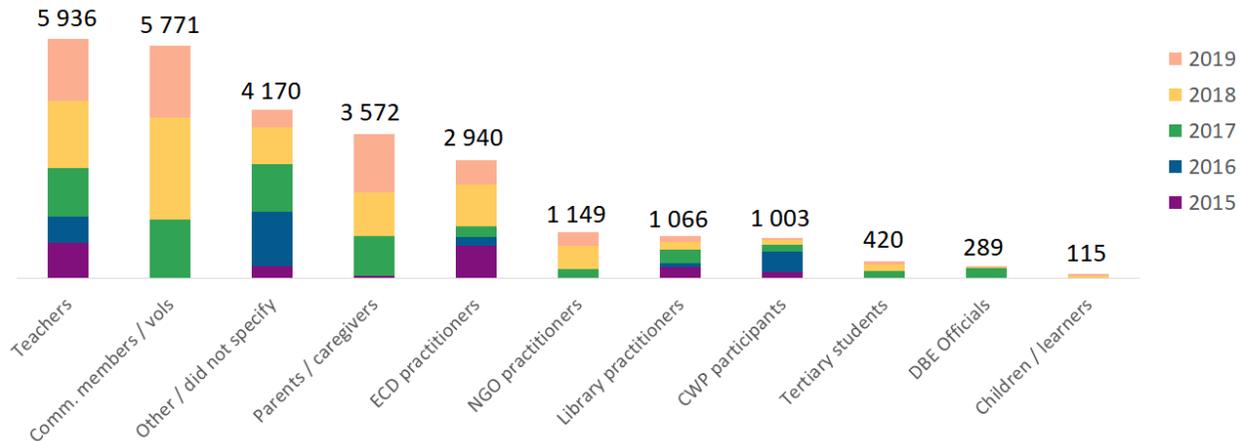
Teachers are the largest group trained over the last 4.5 years. However, in 2018 and 2019, community members / volunteers have made up a larger percentage of people trained.

<sup>20</sup> Data quality is not consistent over this time period. In 2015, we only have profile data for 87% of people trained. In 2016, we only have profile data for 52% of people trained. The rest are counted as ‘Other/Did not specify’ for these time frames, thus its prominence. From 2017, we began collecting profile information more systematically.

Additionally, from 2018, we modified the attendance register template and began training our field staff more explicitly that people could choose more than 1 profile. However, we still find that many parents and caregivers do not select this box, and only select the relevant ‘professional’ profile (like teacher or library practitioner).

## People trained, by profile: 2015-2019

NB: A person can choose >1 profile; does not sum to annual totals



The table below provides a more detailed breakdown of people trained by profile (excluding online training), in historical context (since 2017).<sup>21</sup> This includes a look at how the breakdown of trainees has changed as compared to 2018 full-year data.

Notably, ECD practitioners make up a slightly lower proportion of people trained to date when compared to last year (11%, down from 15%), as do community members/volunteers (31%, down from 36%), though “community member/volunteer” remains the most common profile of trainees. However, comparing participant profiles will be more meaningful at year-end when all training has been completed, but the mid-year breakdown is shown in the table below.

More people are selecting “Parent/caregiver” to describe themselves. However, the 25% who report they are parents is still far lower than what is suggested by our FUNda Leader survey, where 80% of people were parents or caregivers.<sup>22</sup> This may be due to M&E tool use, where participants often do not realise they are allowed to tick more than one profile.

<sup>21</sup> Numbers by profile retrieved from:

Number of people trained: parents: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9RUAQ/view>

Number of people trained: ECD practition: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9bUAA/view>

Number of people trained: Teachers: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9qUAA/view>

Number of people trained: Lib Practitione: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9vUAA/view>

Number of people trained: NGO Practition:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9wUAA/view>

Number of people trained: Comm. Memb: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9rUAA/view>

Number of people trained: CWP participan: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077jA5UAI/view>

Number of people trained: Tertiary Stude: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077jAAUAY/view>

Number of people trained: Children: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077jAPUAY/view>

Number of people trained: DBE Officials: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j9xUAA/view>

Number of people trained: other/unspecifi:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077jAUUAY/view>

<sup>22</sup> FL survey 2018: parent caregiver info: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077sEQUAY/view>

Noticeable change at mid-year is highlighted in the table below (green for an increased proportion, pink for a decreased proportion).

Profile	2017	2018	2019	% of people in 2018	% of people in 2019
Community members / volunteers	1474	2511	1786	36%	31% (-5%)
Teachers	1224	1659	1528	24%	26%
Parents/caregivers	999	1065	1441	15%	25% (+10%)
ECD practitioners	274	1019	618	15%	11% (-4%)
Other/did not specify	1178	907	432	13%	8%
NGO practitioners	227	580	342	8%	6%
Library practitioners	346	190	157	3%	3%
Tertiary students	197	148	75	2%	1%
CWP participants	168	114	42	2%	1%
School children/ learners	0	73	40	1%	1%
DBE Officials	254	23	12	0%	0%

## ii. By project and province

The number of people trained by project and province is shown in the graph on the next page. As expected, the Story Powered Schools (SPS) project makes up the bulk of training to date (57%).

Notably, five provinces in the core campaign have already trained 60% or more of the number they trained in all of 2018:

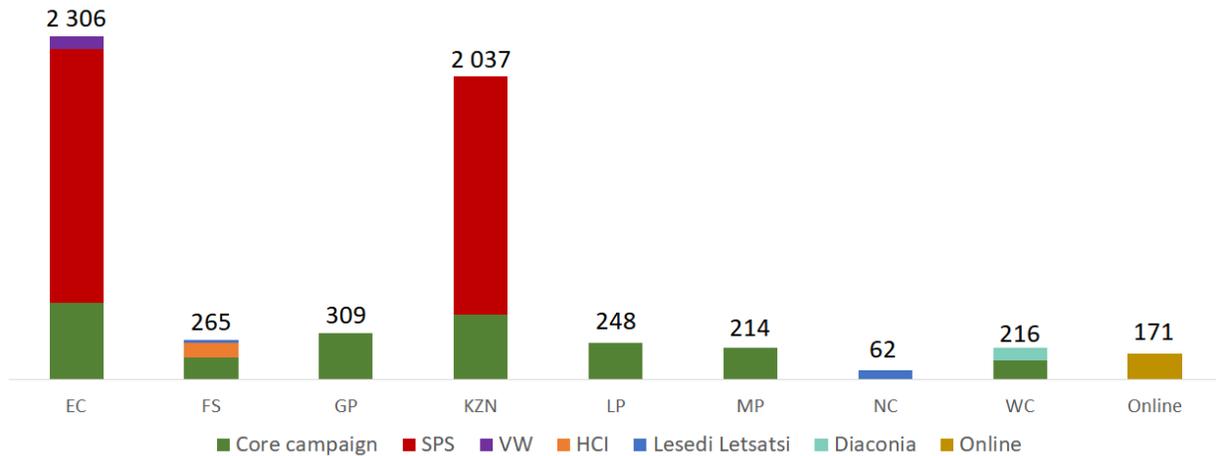
- Eastern Cape (62% of 2018 total trained by mid-year);
- Limpopo (66% of 2018 total trained);
- KwaZulu-Natal (71% of 2018 total trained);

- Mpumalanga (88% of 2018 total trained);
- Gauteng (113% of 2018 total already achieved).

The first graph presents the information for external stakeholders, to see how the footprint breaks down across the country and which projects are driving our training activity in different locations. The Eastern Cape and KwaZulu-Natal trained the most people, driven by the Story Powered Schools project. This was followed by Gauteng, Free State and Limpopo.

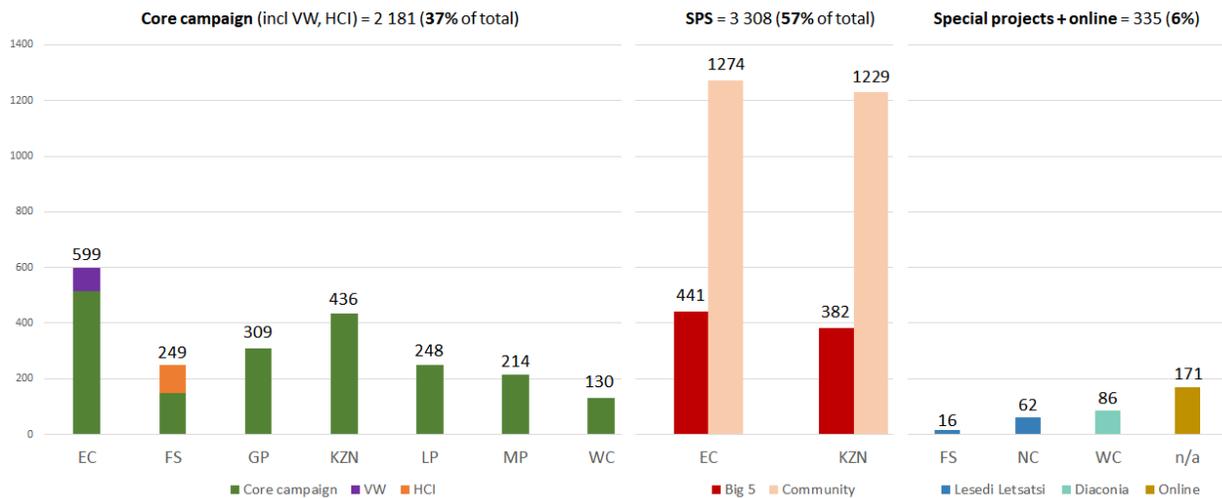
## 2019: people trained, by province/project

n = 5 828 people trained, Jan-June 2019



The second graph presents the information for internal stakeholders, presented from a project management perspective.

## 2019: people trained, by project and province (mid-year)



## b. Training: curriculum coverage, dosage and throughput

Nal'ibali's core campaign<sup>23</sup> seeks to deliver a three-module training curriculum to its partners. This is comprised of Level 1 - Intro to Nal'ibali; Level 2 - Reading Clubs<sup>24</sup>; and Level 3 - FUNda Leader. (Partners who work with preschool children usually attend the lintsana Namabali training in place of the Level 2 reading club training; for purposes of this analysis, they can be considered equivalent.)

Dosage can be considered from a few different angles, including number of modules covered, and number of training days.<sup>25</sup>

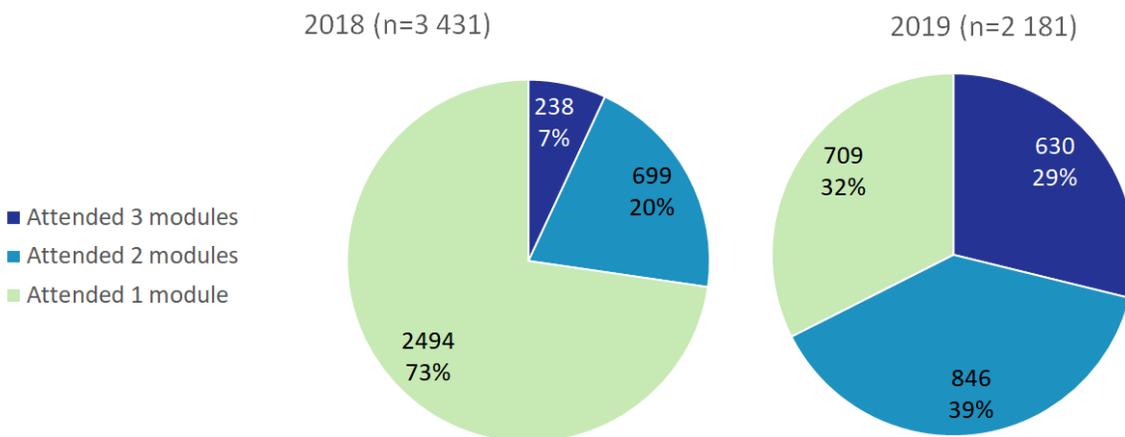
### i. Curriculum coverage (number of modules attended)

Although not all people trained attend all three modules, the number of modules attended has improved significantly since the modular curriculum was piloted in 2018. Last year, only 27% of people trained attended more than 1 module, and only 7% completed all 3. This year, 68% of people trained completed more than 1 module (a 147% improvement), and 29% have completed all 3 modules (a fourfold improvement).<sup>26</sup>

A comparison of number of modules attended in 2018 and 2019 is shown in the graph below.

### Curriculum coverage: # of modules attended per participant

People trained via core campaign (incl VW and HCI)



<sup>23</sup> This analysis includes the VW and HCI projects, which - although specially funded - follow the same model.

<sup>24</sup> In 2018, Nal'ibali offered FUNda Leader as Module 2 and Reading Clubs as Module 3. This was reversed in 2019 so as to support partners to launch reading clubs earlier in the partnership.

<sup>25</sup> Nal'ibali does not currently track training duration, but is considering this for 2020+.

<sup>26</sup> Repeat attendees: training participation:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N000007M0YbUAK/view>

Even where participants are not attending all modules, 90% have attended either a Reading Club or lintsana Namabali training. These are arguably the most critical of the three modules for partners to begin implementing the Nal'ibali model.

Notably, the Eastern Cape, Limpopo, Gauteng, Free State and Western Cape all more than doubled the percentage of people trained who attended more than one module in the first half of 2019, as compared to 2018, as shown in the table below. Limpopo had the highest percentage of people who completed all three modules (69%), followed by Mpumalanga and the Free State.

	<b>2019: % repeat (&gt;1 module)</b>	<i>2018: % repeat (&gt;1 module)</i>	<b>% change, 2018-19</b>	<b>2019: % 3 modules</b>	<i>2018: % 3 modules</i>	<b>% change, 2018-19</b>
EC	79%	8%	868%	20%	1%	3835%
FS	88%	39%	124%	43%	10%	327%
GP	61%	21%	191%	21%	0%	5791%
KZN	33%	47%	-30%	10%	7%	36%
LP	90%	22%	317%	69%	1%	8481%
MP	70%	45%	55%	45%	26%	69%
WC	59%	26%	127%	16%	15%	5%
<b>Total</b>	<b>68%</b>	<b>27%</b>	<b>147%</b>	<b>29%</b>	<b>7%</b>	<b>316%</b>

This improvement in curriculum coverage per participant represents a significant improvement in Nal'ibali's intention to strengthen support to its network. Some outstanding training for Intake 1 partners is scheduled to take place in the second half of the year, so we anticipate these figures will rise.

## ii. Training dosage (number of days attended)

Although module coverage has improved significantly, as noted above, the average training dosage (analysed as number of training days attended per unique participant) has not increased significantly in 2019. Each individual participant attended on average 1.62 days of training in 2018, and 1.67 days of training in 2019 by mid-year.<sup>27</sup>

<sup>27</sup> Training dosage (in days): <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rVpUAI/view>

As such, the increase in curriculum coverage described above appears to be **primarily** due to **condensing training delivery** (offering more than one module in the same day), rather than **increased dosage** (people attending more days of training).

Other drivers for this increase include:

- An increase in the average number of people per facilitator at a training (from 12,58 in 2018 to 20,29 in 2019).
- Improved data submission rates (this year we received attendance registers for 100% of trainings, up from 83% last year in the core campaign and 91% for the organisation as a whole).<sup>28</sup>

In the second half of 2019, Nal'ibali will trial delivering training content in one condensed two-day block, earlier in the partnership, to allow the field team to spend more time on mentoring. We are building in mechanisms to reflect on how this is going.

### iii. Online training throughput

While face-to-face training dosage is largely a function of Nal'ibali delivery, and to a lesser extent a function of attendance, online training throughput is entirely in the hands of training participants.

Thus far, modular throughput for online training does not show a high throughput rate. Of 426 people who began the online training programme (which has 3 sequential modules), 171 (40%) completed at least one module and 27 completed all three (6% of all who started, and 16% of those who completed module 1). Progression through the training programme is shown in the table below.

Module	# people started	# people finished
M1: An introduction to Nal'ibali	426	171
M2: Be a Funda Leader	123	60
M3: Run a reading club	52	27

The online training had only been running for 2 ½ months by 30 June 2019. Nal'ibali has sent SMSes out to remind people who began a module to complete it. We are reviewing the way in which training relates to the incentive structure to see if we can increase uptake of modules 2 and 3 in the second half of the year.

## c. Conversion: participation in further activities after training / joining network

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<sup>28</sup> Training Dosage (in days): <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007rVpUAl/view>

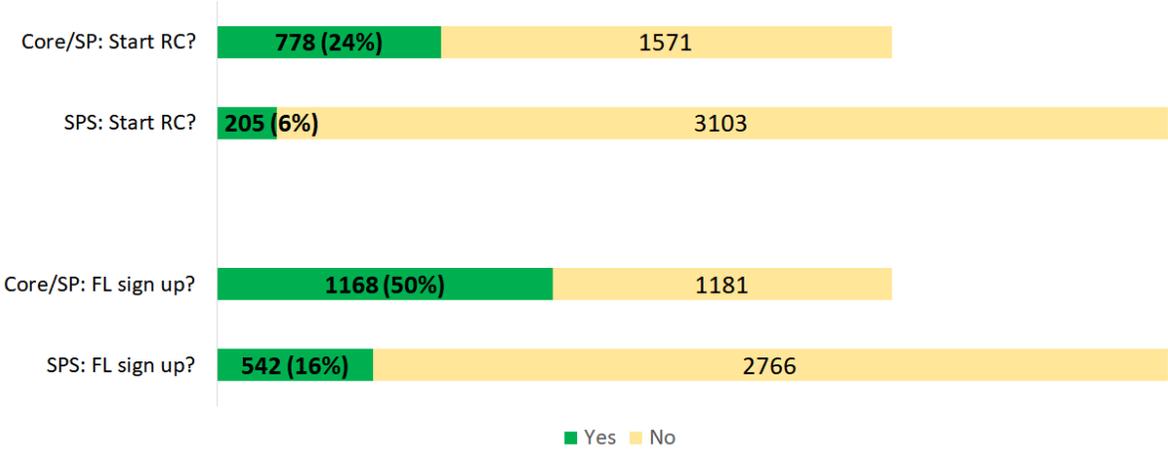
Nal’ibali is interested in the degree to which people we train become an active member of the Nal’ibali network. Do they sign up as FUNda Leaders - ‘folding’ themselves into the network of people who receive SMSes, emails, and invitations to events from us? And do they start reading clubs, putting what they have learned at training into action?

i. Training conversion: people trained this year

As shown in the graph below, the training conversion rate for starting a reading club and signing up as a FUNda Leader is higher in the core campaign and special projects, and lower in the Story Powered Schools project. This is discussed further below.

### Training conversion: SPS vs Core/Special Projects

n = 5 657 people trained face-to-face in the first half of 2019



- **FUNda Leader sign-up:** At the time of reporting, we were still capturing FUNda Leader sign-up forms from people who attended training in the first half of the year. To date, 1 704 of 5 657 people trained face-to-face (30%) have signed up as FUNda Leaders.<sup>29</sup> This is far below the target of 75-80% that we were aiming for this year.

FUNda Leader sign-up rate from training is much higher in the core campaign and special projects (50%) than in the Story Powered Schools project (where it is only 16%). In deep rural areas where the SPS project works, the team often encountered expectations that by “signing up to Nal’ibali”, training participants might get a job or be put on a database for employment. In response to this, the SPS team presented FUNda Leader sign-up as optional at trainings. More

<sup>29</sup> People trained CY by record type (FL vs contact): <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rEKUAY/view>  
 An additional 327 FUNda Leaders from SPS and 265 FUNda Leaders from other projects were awaiting capturing at time of report; this has been factored in.

support may be needed to communicate what it means to join the FUNda Leader network and what benefits are offered.

To improve FUNda Leader sign-up at training, the programmes and training teams have suggested that whenever wifi is available at a training venue, facilitators can ask people to sign up as FUNda Leaders via the website as training registers circulate for those who prefer this to a paper form, and building time for this into the training programme and checklist.

- **Reading clubs:** Of 5 657 people trained face-to-face, only 778 (14%) have registered a reading club.<sup>30</sup> The majority (709 people) have registered 1 reading club. 69 people (1.2% of all people trained, and 9% of those who have signed up RCs) have registered more than 1 reading club.

Again, the reading club registration rate is higher in the core campaign and special projects (24%) than it is in the SPS project (6%). This may be because many reading clubs at Story Powered Schools are run by Story Sparkers, and Nal'ibali does not expect all teachers or the majority of community members to sign up reading clubs.

## ii. Network conversion: all network members

“Full network” indicators can provide us with a sense of throughput: the degree to which people who come into contact with Nal'ibali become more actively involved, in particular by attending training or running a reading club.

Of 42 976 people in Nal'ibali's database (including all contacts, regardless of sign-up date or training status):

- **FUNda Leaders:** 19 348 (45%) are FUNda Leaders. The definition of a FUNda Leader is ‘an active member of the Nal'ibali network’. While the majority of these people deliberately signed up as FUNda Leaders, some were “converted” in 2018, when we did a mass conversion of all reading club leaders to FUNda Leaders, even if they signed up before the FUNda Leader network was launched or had not filled in a FUNda Leader form.<sup>31</sup>
- **Training:** 17 913 people in our database (42% of all contacts, 93% of FLs) have attended a face-to-face training at some point.<sup>32</sup>
- **Reading clubs - ever led:** 6 845 people in our database (16% of all contacts, 35% of FUNda Leaders) have signed up a reading club at any point.

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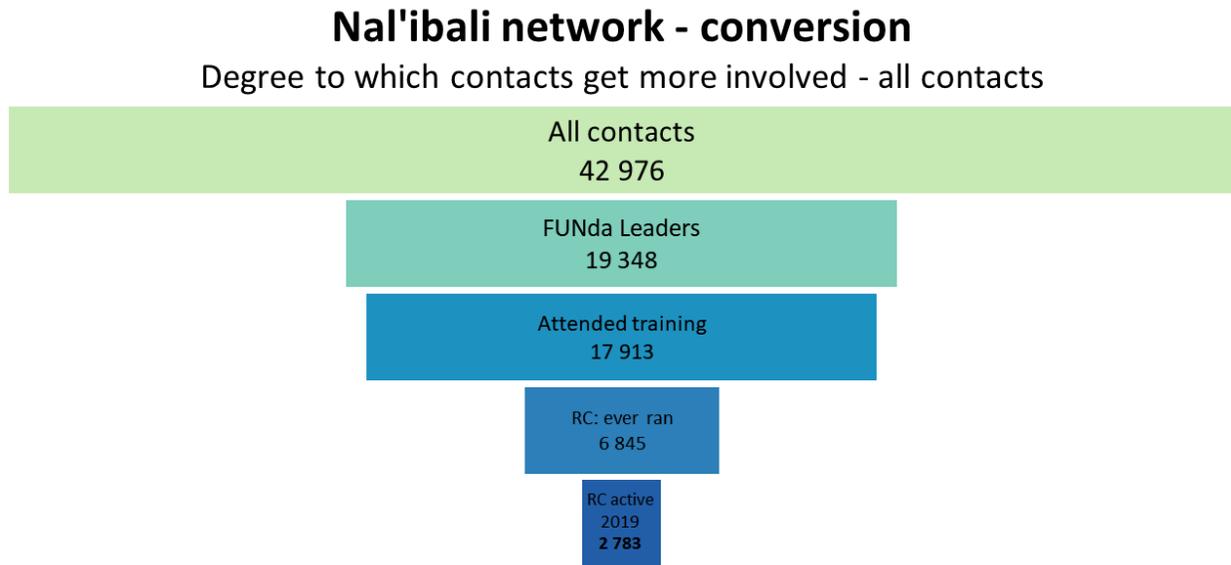
<sup>30</sup> People trained CY by # of RCs: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rEPUAY/view>

<sup>31</sup> Nal'ibali network growth over time: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000006nEzeUAE/view>

<sup>32</sup> This differs from the total number of people trained (cumulative) as reported, because (a) since 2018, we have reported on unique participants per year, but prior to 2018, people who attended >1 training may have been counted twice; (b) people who have attended training in more than 1 different calendar year are counted twice; (c) not all records were captured on our Salesforce database prior to 2015/16.

- **Reading clubs - currently active:** 2 783 people (6% of all contacts, 14% of FUNda Leaders) have a reading club active in the current year.

This is shown in the graph below.



These ratios can help us think strategically as a team about the degree to which recruiting more people at each “level” of this funnel converts to the desired outcome of active, sustainable reading clubs, and how to incentivise people to move from one level to the next. Nal’ibali needs to identify where it is worth focusing on “expanding market share” - recruiting more FUNda Leaders, or training more people - and where it is worth focusing more on “conversion rates” - deepening intensity of activity among those with whom we already have relationships.

#### d. # of adults volunteering in RCs (vs last year)

A total of 7 694 adults are either running or volunteering at the 3 598 Nal’ibali reading clubs active so far in 2019 - an average of 2.14 adults per club, up from 1.96 adults per club in 2018.<sup>33</sup> This is lowest at reading clubs in ‘not specified’ spaces (1.4 adults per club) and homes (1.9 adults per club), and highest at preschools/creches/ECDs, churches and libraries (2.4 adults per club) and ‘other’ spaces (2.5 adults per club).<sup>34</sup>

<sup>33</sup> # of adults running/supporting RCs: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007LzH5UAK/view>

<sup>34</sup> Figures re different types of spaces based on:

RCs by spaces: Preschool/ECD: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007izlUAA/view>

RCs by spaces: Schools: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007j0FUAQ/view>

RCs by spaces: Community centres: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007j0ZUAQ/view>

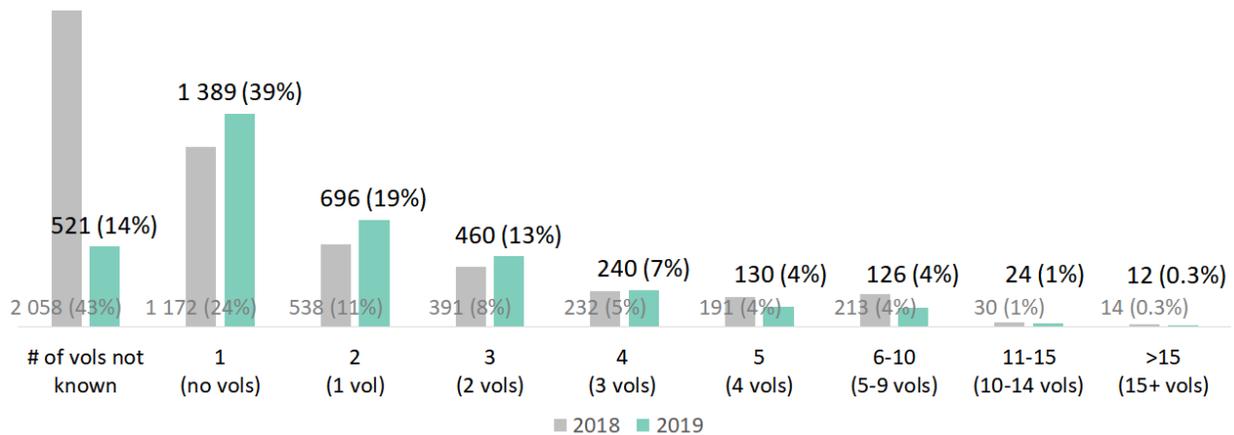
RCs by spaces: Churches: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007j0oUAA/view>

47% of clubs report at least 1 volunteer, up from 33% of clubs in 2018.

Though these look like improvements, these apparent shifts may just be due to better data. Last year, the number of volunteers was unknown for 43% of our active reading clubs. We have reduced this to 14% of RCs without volunteer data in 2019 via improved data collection processes.

## # of adults per reading club

(n=3 598 active clubs in June 2019, 4 839 active clubs in 2018)



As noted above, recruiting volunteers still appears to be a struggle for more than half of our active reading clubs. Of the 47% of clubs that report having volunteers, two-thirds only have 1 or 2 people helping out:

- 41% (696 clubs) report 1 volunteer
- 27% (460 clubs) report 2 volunteers
- 22% (370 clubs) report 3-4 volunteers
- 10% (162 clubs) report more than 4 volunteers

## e. Value of volunteers' contribution to reading clubs

It is possible to extrapolate an estimated aggregate number of hours that reading club leaders and volunteers contribute to running reading clubs, based on frequency data (discussed below) and the number of volunteers at reading clubs.

RCs by spaces: Other: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0yUAA/view>

RCs by spaces: Libraries: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0PUAQ/view>

RCs by spaces: Not specified: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j7VUAQ/view>

RCs by spaces: Homes: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077izRUAQ/view>

2018 full-year data was used for this exercise, in order to provide a more accurate estimate that takes into account the sign-up rate over the course of the year.<sup>35</sup> Assumptions about duration per session, number of sessions per week, weeks per year and volunteer attendance are noted in the footnotes.<sup>36</sup>

Based on the above, we estimate:

- **Time spent volunteering:** In the course of last year, the 4 849 reading club leaders<sup>3738</sup> and 7 206 volunteers involved at our active reading clubs spent **approximately 308 055 hours last year volunteering at reading clubs**. (This does not take into account any preparatory work outside of the reading club session.)
- **Value of volunteer contribution:** If we value these adults' time at a Story Sparker's salary,<sup>39</sup> these volunteer hours were worth approximately **R8 886 188** in the course of 2018. At the South African minimum wage of R20 per hour, they would be worth approximately **R6 161 090** in the course of a year.

### 3. Opportunities to read

The key metric Nal'ibali uses to track the degree to which it is creating opportunities for children to read, write, and engage with books and stories is the **number of reading clubs registered**.

We also use key characteristics of these reading clubs (like child enrolment, how children join reading clubs, frequency of meeting, reading club size, adult-to-child ratio, number of mentoring visits reported, whether reading clubs continue year-on-year, and how many years they run) to understand key outcome metrics related to dosage, quality and sustainability.

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<sup>35</sup> RCs Active 2018 by Freq. +Enrolment: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007sxkUAA/view>

<sup>36</sup> Assuming the following:

- **Duration per session:** Reading clubs that meet more than once a week usually meet for 30 minutes on average (as they are often part of an educare or school daily programme). Those that meet once a week or less often usually meet for 1 hour on average.
- **Frequency per week:** Assume the lowest within a category - for example, "2-3 times a week" is calculated as twice a week, "5 or more times a week" is calculated as 5 times a week.
  - Clubs that chose other: Assumed they meet every 2-3 months (infrequently).
  - Clubs missing frequency data: Assumed conservatively that they meet once a week, as 97% of clubs whose frequency is known meet once a week or more often.
- **Weeks per year:** Most reading clubs do not meet during school holidays. There are 42 school weeks a year. We estimated that clubs registered in January or earlier met for 40 weeks per year. We factored the join rate per month into the overall estimates (so clubs that registered in February or later are assumed to meet for fewer weeks, proportionate to their registration month).
- **Volunteer attendance:** Volunteers are in attendance 50% of the time that RCs meet. (This may be higher, but not enough is known yet about the nature/consistency of volunteer participation.)

<sup>37</sup> These 4 849 reading clubs are not all led by unique individuals, as some reading club leaders run more than one club. However, for purposes of this calculation, we are interested in counting their time separately at each reading club they run.

<sup>38</sup> We reported 4 839 active reading clubs at the end of 2018 (10 fewer than this figure). This slight difference is due to data cleaning and late submissions from 2018. We have not updated all analyses from past years, which would be a very time-consuming exercise, as this difference represents only 0.2% deviation.

<sup>39</sup> R5000 a month or R28,85 per hour.

Reading clubs are considered “active” in a given year if either (a) they newly registered that year (using either a paper or online form), or (b) they re-registered and confirmed that they are still active (via our contact centre re-registration drive, or in a few cases, by a member of our field team).

Enrolment, frequency of meeting and other data is self-reported by the reading club leaders.

## a. Reading club footprint

By 30 June 2019, we had **3 598 active reading clubs**.<sup>40</sup> This is 74% of last year’s total (although 3% less than the 3706 clubs we had registered by this time last year). It is 69% of the way to the target of 5 240 reading clubs active in 2019.

### i. Growth over time (by support level)

Nal’ibali classifies reading clubs as receiving 1 of 3 levels of support: directly supported, limited support, and unsupported.<sup>41</sup>

When we break down these clubs by the level of support they are receiving from Nal’ibali, we see:

- 27% of clubs (1 003) are **directly supported**. This includes special projects with weekly visits (SPS, LnL) and RCs run by a staff member.
- 23% of clubs (812) receive **limited support**. These are our 2019 core campaign partners’ reading clubs.
- 50% of clubs (1 783) are **unsupported**. This includes reading clubs that signed up via past partners, and independent clubs run by FUNda Leaders who were not trained or members of the general public.

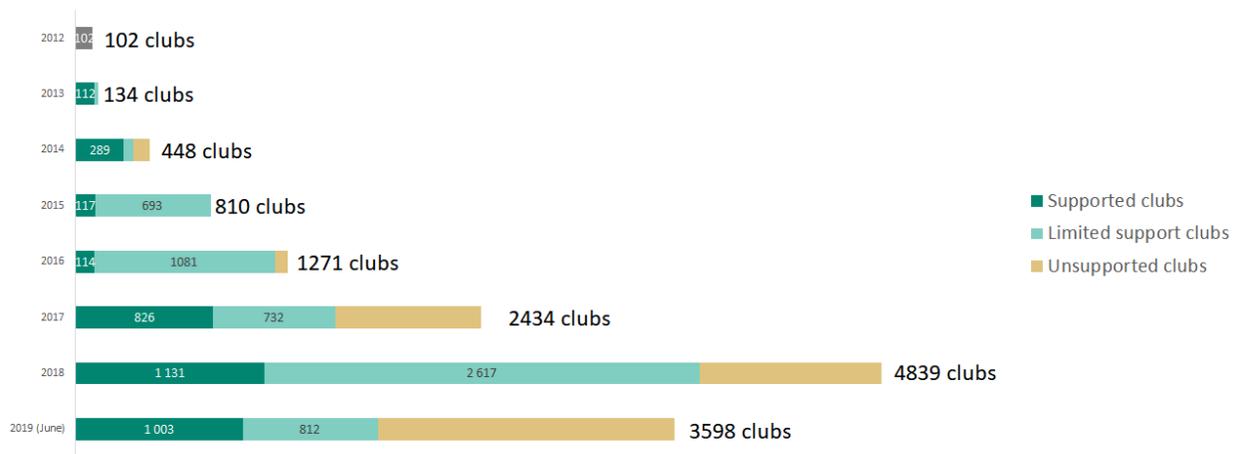
This breakdown and its evolution over time is shown in the two charts below.

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<sup>40</sup> Number of reading clubs registered: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077ixqUAA/view>

<sup>41</sup> These definitions have fluctuated slightly over the years, as our implementation strategies have evolved over time. However, the basic principle of the degree to which we have interacted with reading clubs can be used to understand broad trends.

## Reading clubs by level/degree of support in relation to RC network growth over time



Proportion of reading clubs by level/degree of support from Nal'ibali - 2013-2019



As we would hope over time, the number of unsupported clubs has grown by 63% in 2019: from 1 091 clubs last year to 1 783 clubs this year. (The proportion will decrease slightly as the year continues, as more limited support clubs are signed up via the second partner intake.) This may be the result of a stronger approach to keeping in touch with reading clubs via our contact centre. Welcome calls for all new FUNda Leaders who sign up online have also helped us to register some new reading clubs.

### ii. By province and project

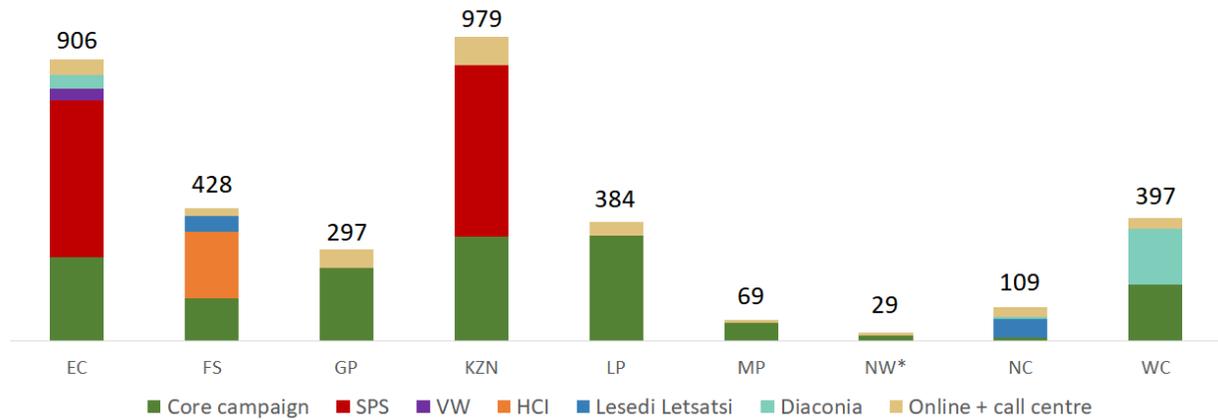
The graph below shows the breakdown of reading clubs active this year, by province and project.

The SPS project has already registered almost all of its reading clubs for the year, while the other projects will continue to register more reading clubs as the year goes on.

The first graph presents the information for external stakeholders, to see how the footprint breaks down across the country and which projects are driving our work in different locations. KwaZulu-Natal and the Eastern Cape had the biggest footprint, due to the Story Powered Schools project. Free State, Western Cape and Limpopo followed.

## 2019: active reading clubs, by province/project

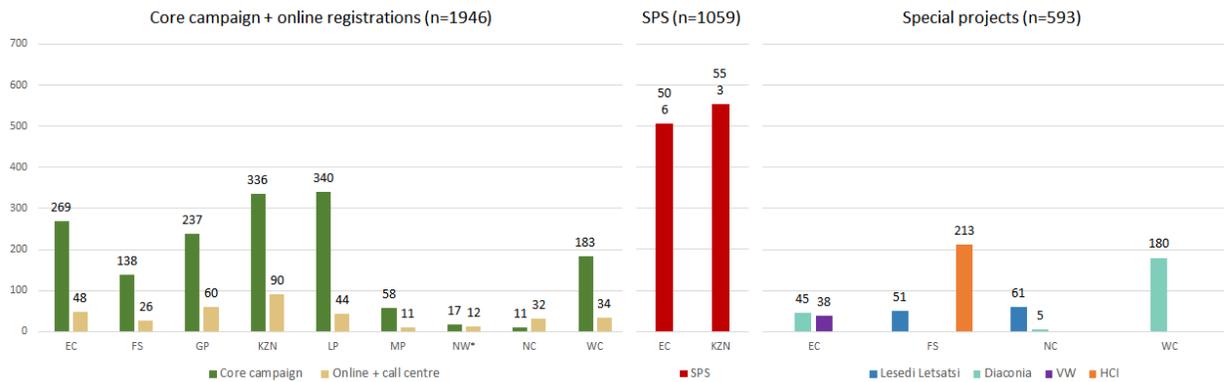
n = 3 598 reading clubs active, as of 30 June 2019



The second graph presents the data for internal stakeholders, presented from a project management perspective.

## Active reading clubs, by project and province

n = 3 598 active reading clubs at end June 2019



## b. Children in reading clubs

### i. Reading club membership by age

115 114 children were registered in active reading clubs as of mid-year.<sup>42</sup> This is 82% of our end-2018 total, already achieved by mid-year. Growth over time, by age group,<sup>43</sup> is shown in the chart below.

At a population level, we can estimate that **approximately 1 in 170 children in South Africa**, and **approximately 1 in 146 children ages 0 to 11**, are in a reading club.<sup>44</sup> Our goal is to reach 1 in 131 children, and 1 in 112 children ages 0 to 11, by the end of the year. Longer-term, we seek to increase this over the next five years, until 500 000 children (approximately 1 in 39 children, approximately 1 in 34 children ages 0 to 11) are in a reading club.<sup>45</sup>

**Age group** is known for 92% of children (up from 84% last year), with a similar distribution to 2018.

- 39 124 children (34%) are ages 0-6.
- 47 522 children (41%) are ages 7-11.
- 16 830 children (16%) are ages 12-15.
- 2 242 children (2%) are ages 16+.
- Age group is unknown for 9 396 children (8%) - down from 16% in 2018.

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<sup>42</sup> RCs active CY by prov., project, reg. year:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N000006n9qwUAA/view>

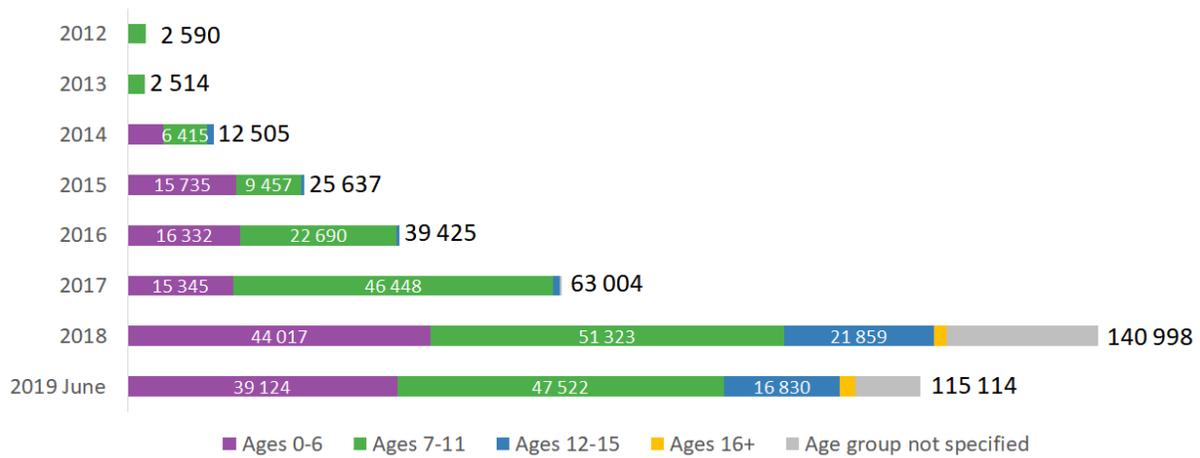
<sup>43</sup> Data from 2018 and 2019 has more granularity from data prior to 2018. From 2018, we ask for an age group break down for all reading clubs, many of which have children from multiple age groups. Before 2018, we counted all children in an “ECD club” as “ECD age.” Thus, the years are not perfectly comparable.

<sup>44</sup> This estimate is based on [Child Gauge “Children Count” statistics for 2017](#), when there were 19 579 000 children ages 0 to 17 and 13 793 000 children ages 0 to 11 in South Africa. With 115 114 children in reading clubs, an estimated 94 347 of whom are ages 0-11 (extrapolating the “age unknown” children proportionately according to known age data - so 82% of children are ages 0-11), this means approximately 0.59% of all children and 0.68% of children ages 0-11 are in reading clubs.

<sup>45</sup> Nal’ibali primarily targets children ages 3 and older; however, for purposes of this exercise, we do not have population available per age cohort.

## # of children in reading clubs, by age group

n = 115 114 children in 3 598 active clubs, mid-2019



Our shift in 2018 to partnering with ECD forums instead of individual ECD centres continues to pay off: the number of children ages 0-6 reached at mid-year is already 89% of 2018's year-end total.

The trend of growth in the teen age group that we observed last year seems to have been sustained.<sup>46</sup> Nal'ibali recently met with FunDza to explore closer collaboration as a result of this trend.

### ii. Reading club membership by sex

The proportion of boys and girls participating in reading clubs has remained roughly the same over time, as shown in the graph below. At mid-year, 50% of reading club participants (57 810) were girls and 44% (50 386) were boys, with sex unknown for 6% of children (6 918).<sup>47</sup>

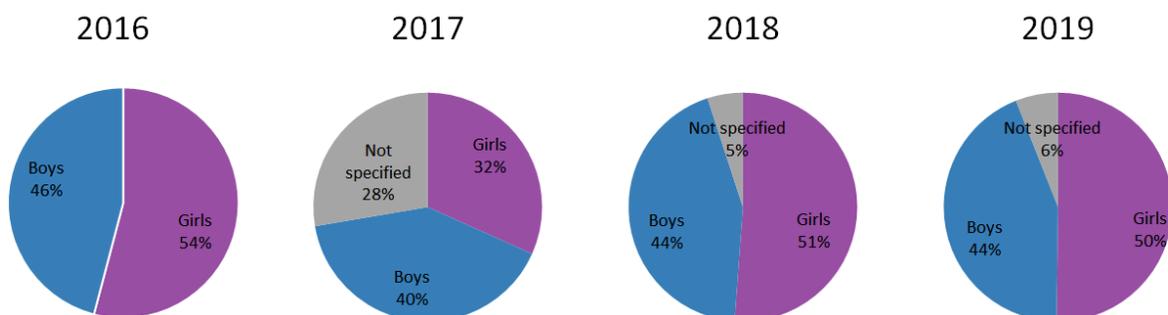
Participation of boys remains slightly lower than that of girls, though not significantly lower. This enrolment data suggests that on the whole, reading club spaces and activities appeal to children irrespective of sex. However, given the gap in learning outcomes between boys and girls - about a year's worth of learning, according to the most recent PIRLS 2016 assessments - Nal'ibali should continue ensuring it appeals to boys.

<sup>46</sup> This growth was likely due at least in part to more granularity in data collection. We would need to undertake more research to know whether children are "growing with Nal'ibali" and staying in reading clubs as they age - something that is being explored in the external evaluation of reading club quality and sustainability currently underway.

<sup>47</sup> RCs active CY by prov., project, reg. year:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N000006n9qwUAA/view>

## Sex of children in reading clubs: 2016-19



### c. Reading club activities and quality

#### i. How children join RCs

Voluntary participation is a key tenet of the reading club model. According to Nal'ibali's reading club training manual: "A reading club is a place where children go by choice to enjoy books and stories. Nobody is forced to go – it's something they choose to do."<sup>48</sup>

However, we knew anecdotally that this was not true of all reading clubs, especially those taking place in schools and educare centres. In 2019, we collected new data via the reading club re-registration drive to try and understand the extent to which the tenet of voluntary participation is upheld in reading clubs.

Joining a reading club is reported to be **voluntary** (e.g. children decide) at **29%** of re-registering clubs.

Adults decide at the other 71% of clubs. Of these:

- 30% of reading clubs work with a full class (at a school or preschool)
- 12% of reading clubs report that parents decide that their children should join a reading club
- 29% of clubs report that teachers decide who joins a reading club. Of these:
  - 12% of clubs noted that children are selected due to reading needs
  - 4% of clubs noted that children are selected due to reading talent
  - 13% did not specify how teachers decide

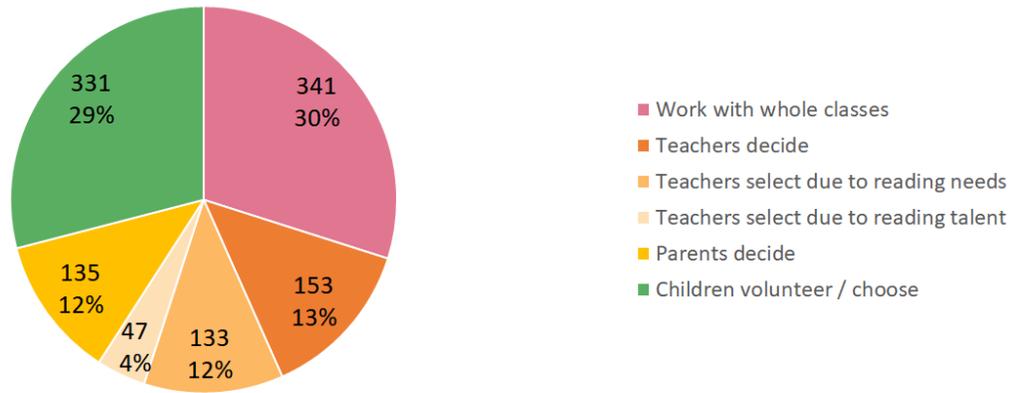
This is shown in the graph below.<sup>49</sup>

<sup>48</sup> Nal'ibali (2018). Training Course: Module 3: Run a reading club. Participants' notes. Page 9.

<sup>49</sup> RCs re-reg in 2019: how children join: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rUhUAI/view>

## How children join reading clubs

n=1 140 RCs that answered this question in 2019 re-reg. survey



When broken down by project:<sup>50</sup>

- Returning clubs that registered **online or via the call centre** are most likely to report that children choose to participate (38% report this).
- The **Story Powered Schools** project (36%) and the **core campaign** (35%) are also more likely to report that children choose to participate.
- The **Diaconia** and **Lesedi and Letsatsi** projects are least likely to report that children decide to participate (19% and 18% report this, respectively).<sup>51</sup> However, given the much smaller sample sizes for these two projects, it is difficult to know whether this is fully representative.

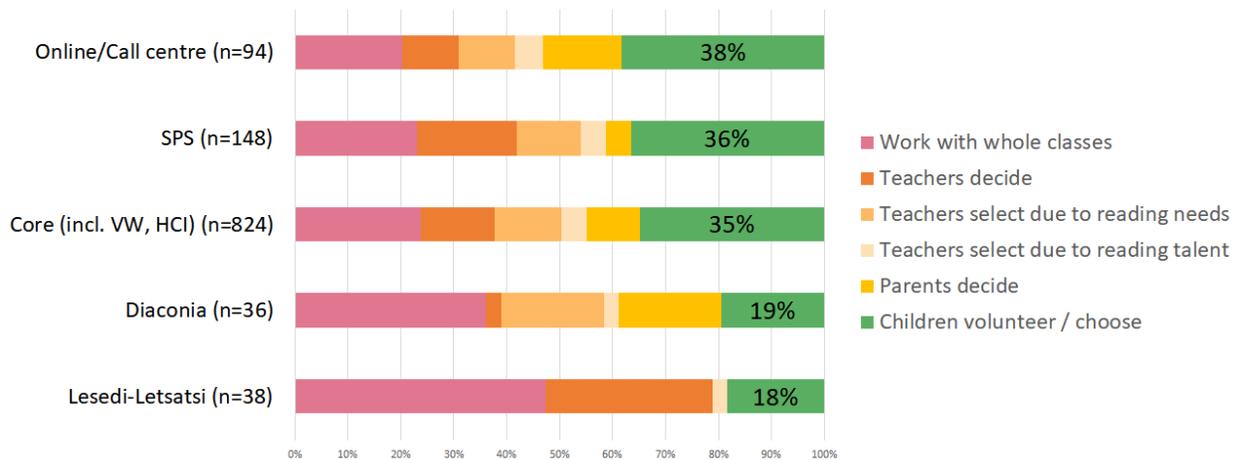
Reading clubs in the Lesedi and Letsatsi projects are most likely to work with **whole classes** (47% of reading clubs report this). This is not surprising given the project model of working with schools and educare centres - though it is interesting that this is only reported for 23% of returning Story Powered Schools clubs.

<sup>50</sup> With VW and HCI counted as part of core campaign for this analysis.

<sup>51</sup> RCs re-reg in 2019: how children join: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rUhUAI/view>

## How children join reading clubs - by project

n = 1 140 RCs that answered this question in 2019 re-reg. survey



### ii. Frequency of meeting

The vast majority of reading clubs (89% of clubs, which have 86% of all children) report that they meet once a week or more frequently.<sup>52</sup>

Once a week is most common - 42% of clubs meet once a week, which serve 38% of children.

18% of clubs, with 20% of children, meet five times a week or more. These are likely clubs that meet at educare centres or schools as part of the ECD daily programme or classroom activities.

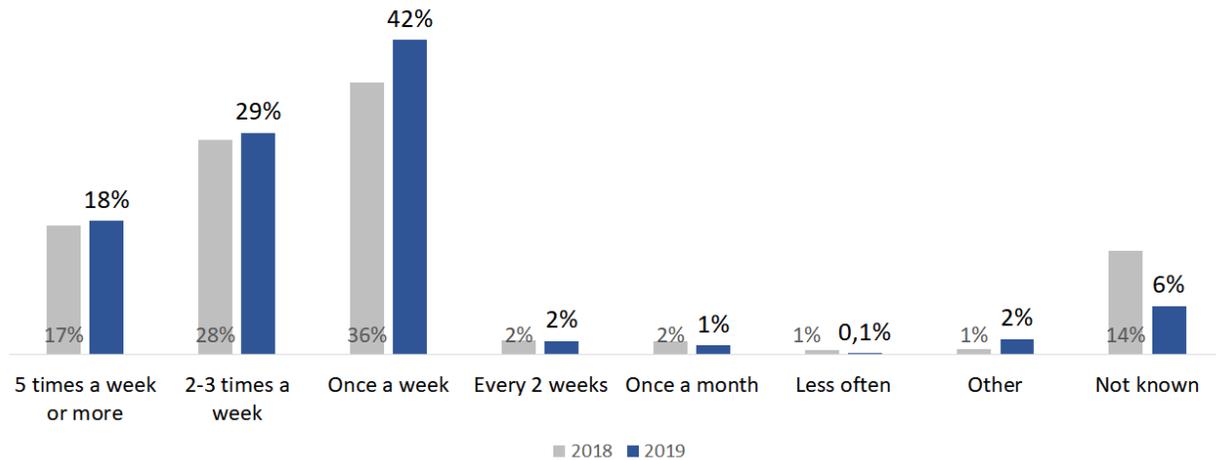
When compared to 2018 data, this trend does not seem to have changed notably. The percentage of clubs for whom we lack data has decreased from 14% to just 6%, and this newly-visible data appears to closely align with overall patterns, falling largely into clubs that meet once a week, and some that meet more often.

Frequency of meeting is shown in the graph below, in comparison to 2018.

<sup>52</sup> Reading clubs: frequency dosage: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007M0ORUA0/view>

## How often reading clubs meet

n = 3 598 RCs active mid-2019, 4 839 active 2018



### iii. Dosage - child attendance

It is possible to extrapolate an aggregate “dosage” for child participation in reading clubs, based on the frequency data above and the number of children in those reading clubs.

2018 full-year data was used for this exercise, in order to provide a more accurate estimate that takes into account the sign-up rate over the course of the year.<sup>53</sup> Assumptions about duration per session, number of sessions per week, weeks per year and volunteer attendance are noted in the footnotes.<sup>54</sup>

<sup>53</sup> Clubs Active 2018 by Freq. + Enrolment: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077sxxUAA/view>

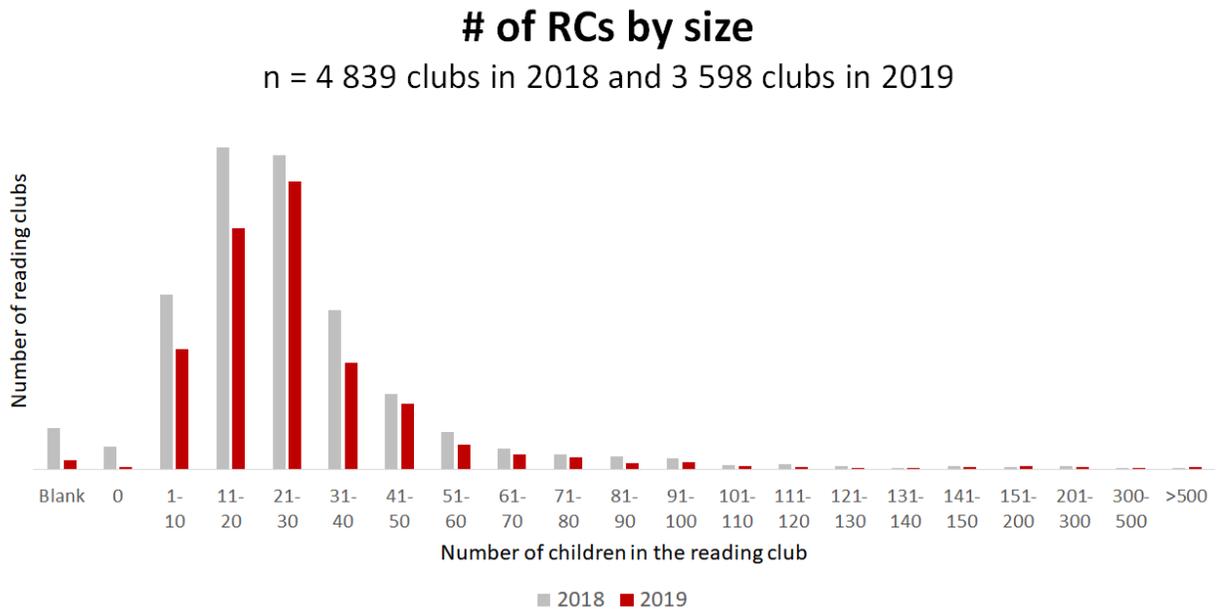
<sup>54</sup> Assuming the following:

- **Duration per session:** Reading clubs that meet more than once a week usually meet for 30 minutes on average (as they are often part of an educare or school daily programme). Those that meet once a week or less often usually meet for 1 hour on average.
- **Frequency per week:** Assume the lowest within a category - for example, “2-3 times a week” is calculated as twice a week, “5 or more times a week” is calculated as 5 times a week.
  - Clubs that chose other: Assumed they meet every 2-3 months (infrequently).
  - Clubs missing frequency data: Assumed conservatively that they meet once a week, as 97% of clubs whose frequency is known meet once a week or more often.
- **Weeks per year:** Most reading clubs do not meet during school holidays. There are 42 school weeks a year. We estimated that clubs registered in January or earlier met for 40 weeks per year. We factored the join rate per month into the overall estimates (so clubs that registered in February or later are assumed to meet for fewer weeks, proportionate to their registration month).
- **Attendance rates:** We estimated that child attendance rates are on average 70%. (This may be higher or lower, but not enough is known yet about the nature/consistency of child attendance.)

Based on the above, we can extrapolate that in the course of a year, the 143 912 children in last year’s 4 849<sup>55</sup> active reading clubs spent approximately **3 755 267 hours** attending reading clubs! That’s **156 469 days**, **22 353 weeks**, or more than **428 years**.

#### iv. Reading club size

In 2019 so far, the average reading club size is 32.0 children per reading club, up from 29.1 in 2018. However, the majority of reading clubs (58%) have between 11 and 30 children, as shown in the histogram below - thus the average is likely skewed by a small number of large reading clubs.



We have found that in a school environment, sometimes “reading clubs” are full classes; this may be the case for many of the 770 clubs (21%) with 31 to 60 children.

Trends regarding number of children per reading club are very similar between 2018 and 2019.

- 71% of reading clubs report that they have 30 children or fewer, up from 66% in 2018. This could be explained largely via improved data quality (where fewer clubs have missing data).<sup>56</sup>
- 44% of children are in clubs with 30 children or fewer, compared to 42% last year. As above, this likely represents improved data quality and not a significant shift.<sup>57</sup>

<sup>55</sup> As noted above, we reported 4 839 active reading clubs at the end of 2018 (10 fewer than this figure). This slight difference is due to data cleaning and late submissions from 2018. We have not updated all analyses from past years, which would be a very time-consuming exercise, as this difference represents only 0.2% deviation.

<sup>56</sup> The number of clubs for which we lack data about the number of children has gone down from 5.1% to just 1.2%, thanks to improved data quality assurance processes.

<sup>57</sup> Reading clubs children per club: <https://nalibali.lightning.force.com/lightning/r/Report/0000N000007M0lxUAK/view>

The number of clubs reporting more than 200 children has gone up slightly, from 23 to 26 clubs. 13% of all children reported are in just 1% of clubs that report more than 150 children.

It is possible for a reading club to have more than 150 children; however, we suspect that some of these reading clubs are either (a) entire schools or educare centres, or (b) school libraries or other spaces that work with multiple groups or children at different times, but have registered as only one reading club. In 2019, we trained our contact centre agents to probe further when reading clubs reported enrolment of more than 100, and to register a group as more than one club if more appropriate.<sup>58</sup> However, we suspect that some of these large clubs may still represent data quality issues, or may need to be re-registered as separate clubs.

The child to adult ratio per club is arguably a more important quality indicator, and is explored further below.

### 1. Reading club size, by spaces

When we look at the average number of children per club in different types of spaces, we see that club size varies by where reading clubs take place.

- Clubs in preschools and schools are largest (with 36 and 35 children per club, on average).
- Clubs in homes are smallest (with 18 children per club on average), followed by libraries (with 26 children per club, on average).

When we set aside the 'Other' and 'Not specified' as types of spaces where reading clubs meet, trends look largely similar between 2018 and 2019. On average, reading clubs appear slightly larger than last year in libraries and schools, and slightly smaller than last year in churches.<sup>59</sup>

The graph below shows average reading club size per space, ordered from smallest to largest on average. It compares 2019 data (red bars) to 2018 data (grey bars).

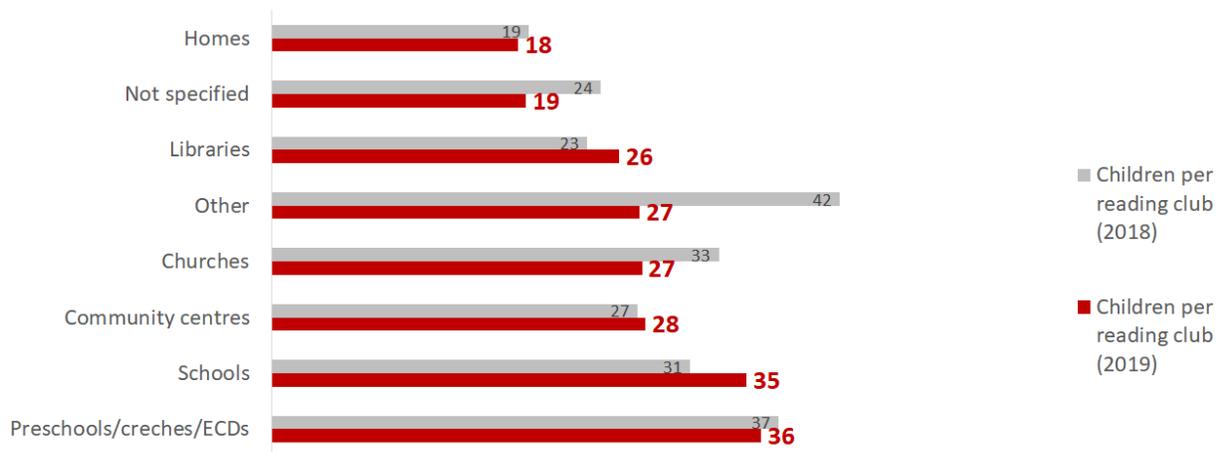
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<sup>58</sup> For example, sometimes entire ECD centres or schools are registered as one club when they actually represent multiple classrooms and groups of children.

<sup>59</sup> Differences have not been tested for statistical significance; we can do this at year-end.

## Average reading club size, by site type

n = 4 839 clubs active at end 2018, 3 598 clubs active at mid-2019



### v. Child-adult ratio

Although reading club size and number of volunteers are important indicators of quality, a more important indicator is the child-to-adult ratio. Small clubs can be wonderful spaces from a pedagogical perspective, especially for very young children, where a 1 to 10 ratio or lower is ideal. However, there are also benefits to the social and cultural sense of belonging that comes from being part of a larger reading club, and large reading clubs can also be well-run - even those with 60 children or more - if there are enough adults.

While ratios of children-per-adult are not a perfect proxy for quality care, they are a useful indicator. In training, Nal'ibali promotes that reading clubs should not exceed a 15-to-1 child-to-adult ratio.

Of our 2019 active clubs:<sup>60</sup>

- **52% of reading clubs** (1 859 clubs) **meet the Nal'ibali 'gold standard'**, with **15 or fewer children per adult**. This is up from 48% last year, although the difference could be explained by improvements in data quality. **34% of children** are in these clubs (up from 32% last year).
- Another 20% of reading clubs (719 clubs) have between 15 and 25 children per adult. 19% of children are in these clubs. This means 72% of clubs (up from 67% last year) and 53% of children (up from 49% last year) have a child-to-adult ratio of 25 or fewer.
- 7% of reading clubs (295 clubs) have a ratio of more than 40 children to one adult. 26% of children are in these clubs (up from 30% last year).<sup>61</sup> We suspect that these do not look like what we would consider 'typical' or 'ideal' reading clubs, and may be taking place in places such as crowded school classrooms.

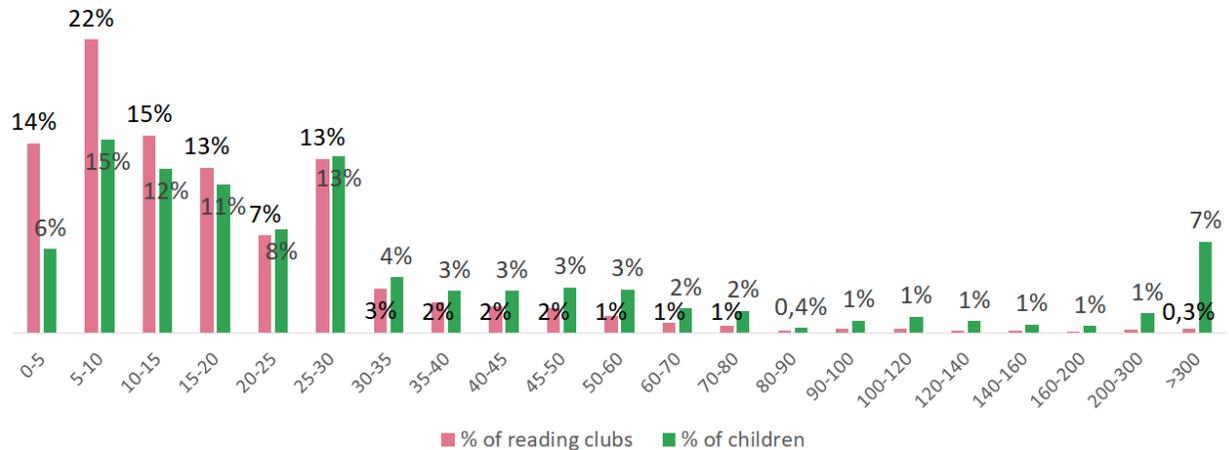
<sup>60</sup> For the 14% of clubs where the number of volunteers is not known, we estimate 1 adult per club - as every club has at least one leader.

<sup>61</sup> Data cleaning for particularly large clubs may help bring this down by up to 7-8%.

This is illustrated in the graph below.

## Child-to-adult ratio: % of RCs vs. % of children

n = 3 554 clubs active at mid-2019 where child #s are known



### 1. Child-adult ratio, by spaces

When we break this down by the type of site where the reading clubs take place, and look at the averages (rather than the distribution), the data looks more promising: the **average** child-to-adult ratio per type of site ranges from 9 children (at community centres) to 18 children (at schools).

The average child-to-adult ratio exceeds the “gold standard” threshold of 15 to 1 at schools (18 children per adult) and preschools/ECDs (15.1 children per adult). In all other spaces, this ratio is 13.5 or lower. However, the vast majority of reading clubs (73%) and children (81%) are at reading clubs in these types of spaces.

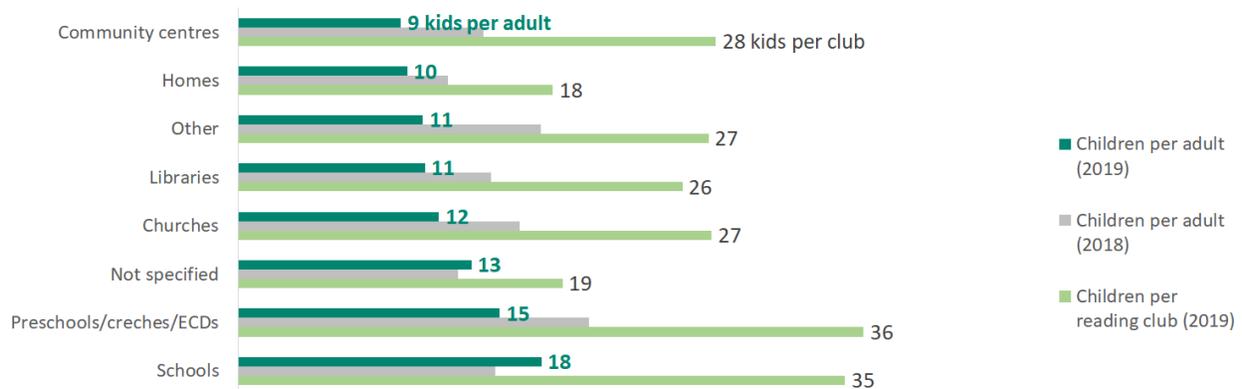
Overall, the average child-to-adult ratio appears to have dropped at all types of site since end 2018, with the exception of schools (which rose from 15 to 18) and unspecified spaces (which rose from 12.7 to 13.5). This may be largely due to better data quality: the percentage of clubs for which we have information about the number of volunteers rose.

The dark green bars on the graph below show the average child-to-adult ratio per type of reading club venue, sorted in order of least to greatest. This is shown in comparison to 2018 averages (in grey) and average number of children per club (in light green).<sup>62</sup>

<sup>62</sup> Homes: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077izRUAQ/view>  
 Preschools/ECDs: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077izIUAA/view>  
 Schools: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0FUAQ/view>  
 Libraries: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0PUAQ/view>  
 Community centres: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0ZUAQ/view>  
 Churches: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0oUAA/view>

## Average RC size and child-adult ratio, by site type

n = 3 598 reading clubs active at mid-2019



### 2. Child-adult ratio, by project

In 2019, we also looked at the child-to-adult ratio by project.<sup>63</sup> Unsurprisingly, the ratio was higher in projects that primarily work in schools - the Story Powered Schools project (17 children per adult) and Lesedi-Letsatsi projects (16 children per adult). However, reading clubs registered online or via the call centre had the highest child-to-adult ratio, at 22 children per adult on average. In all three of these projects, the average is too high to meet the 'gold standard' ratio of 15 to 1.

Core campaign and Diaconia reading clubs<sup>64</sup> fell below the 15 to 1 ratio. While core campaign reading clubs are relatively large on average (35 children per club), they seem to have more volunteers, with an average of 14 children per adult.<sup>65</sup>

Other: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j0yUAA/view>

Not specified: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077j7VUAAQ/view>

<sup>63</sup> HCI and VW are analysed as part of Core Campaign for this analysis.

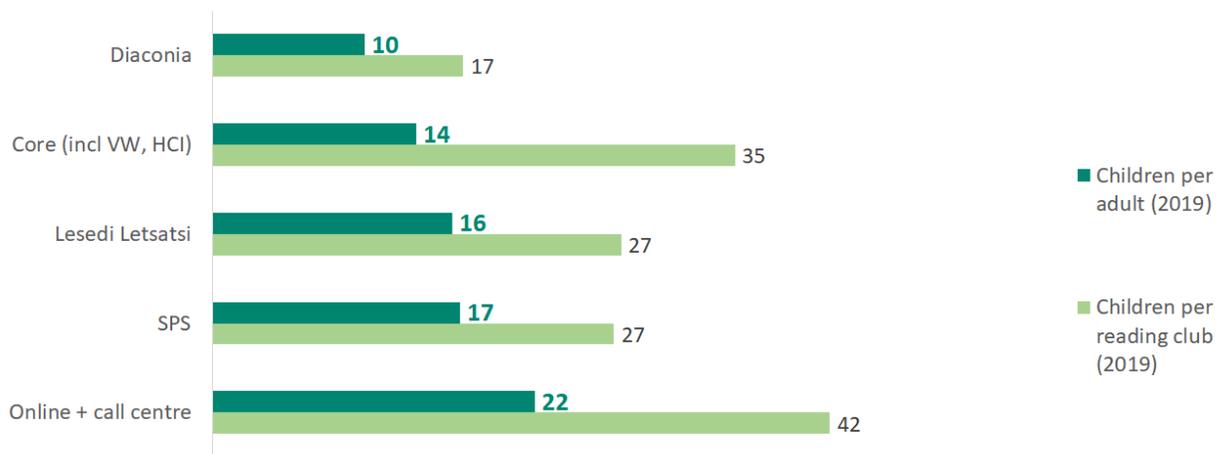
<sup>64</sup> At mid-year, child numbers for some Diaconia clubs were still placeholder estimates. This data may not be as accurate as it is in other projects.

<sup>65</sup> RCs active CY by Prov, Project, Reg Year:

<https://nalibali.lightning.force.com/lightning/r/Report/0000N000006n9qwUAA/view>

## Average RC size and child-adult ratio, by project

n = 3 598 reading clubs active at mid-2019

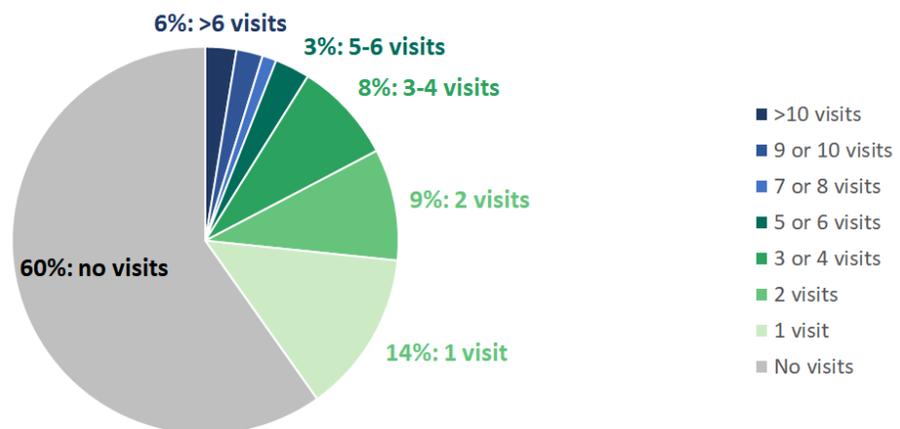


### vi. Mentoring visits from Nal'ibali

This year for the first time, we asked re-registering reading clubs whether they had received a mentoring visit from Nal'ibali in the past year. We know that mentoring is part of the Nal'ibali partnership model, but that Literacy Mentors and other field staff do not have time to visit every reading club they register, and we did not have much information about how consistently these visits were conducted or what percentage of reading clubs we were managing to visit face-to-face. We are working in the second half of 2019 to increase the amount of mentoring we provide to reading clubs, and create clear guidelines, expectations and monitoring tools for these visits. To this end, some baseline data is useful.

### # of mentoring visits received in the last year

n=1 269 returning reading clubs that answered this question



As shown above, of 1 269 clubs that answered this question in the re-registration drive, we found that:

- 60% had not received a mentoring visit in the last year
- 14% had received one visit

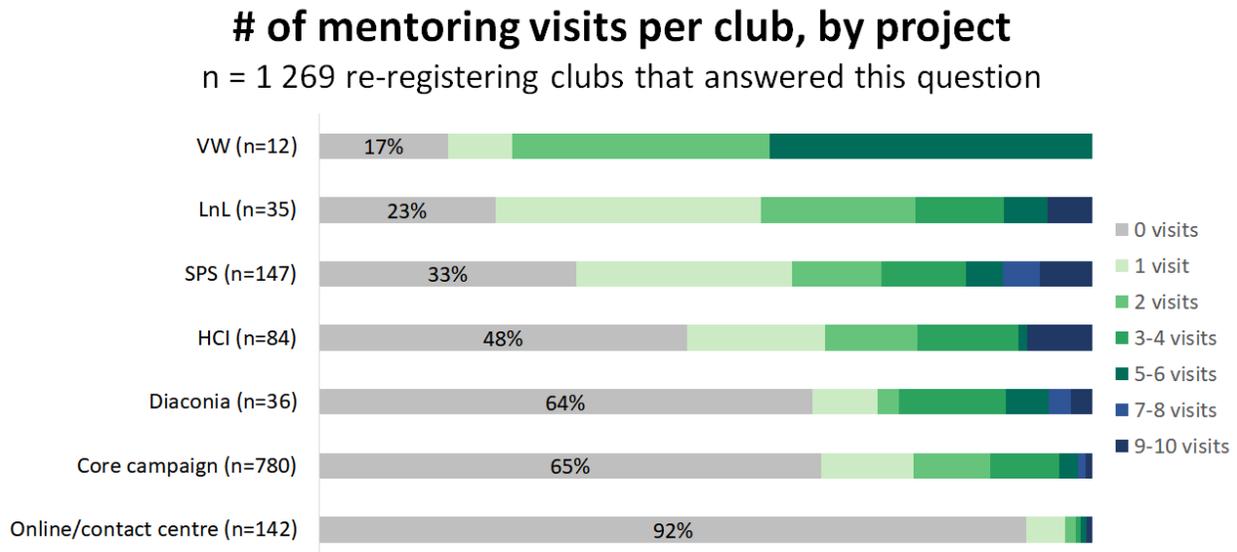
- 9% had received 2 visits
- 8% had received 3-4 visits
- 3% had received 5-6 visits
- 6% reported >6 visits:
  - 1.2% (15 clubs) reported 7 or 8 visits
  - 2.2% (28 clubs) reported 9 or 10 visits
  - 2.6% (33 clubs) reported more than 10 visits

The 2.6% of clubs that report more than 10 mentoring visits may not have understood the question; a few provided answers of more than 50 visits in a year - though a few of these may be SPS clubs that received weekly Story Sparker visits and/or Literacy Mentors' own clubs.

If we exclude the clubs that reported more than 10 visits, we can estimate that these 1 236 clubs experienced 1 357 visits, or an average of 1.1 visits per reading club. This suggests that it might be possible within our existing capacity to provide more mentoring to reading clubs, if we plan more deliberately to spread visits more evenly across clubs.

However, this variation may be due to differences between the different project models. In Story Powered Schools and Lesedi Letsatsi projects, partner schools and educares receive weekly visits from Story Sparkers, while projects without Story Sparkers - notably the Core Campaign - are not able to offer this intensity or frequency of on-site support.

When we look at the percentage of clubs that report receiving a mentoring visit in the last year, and how many they receive<sup>66</sup>, we see the following.



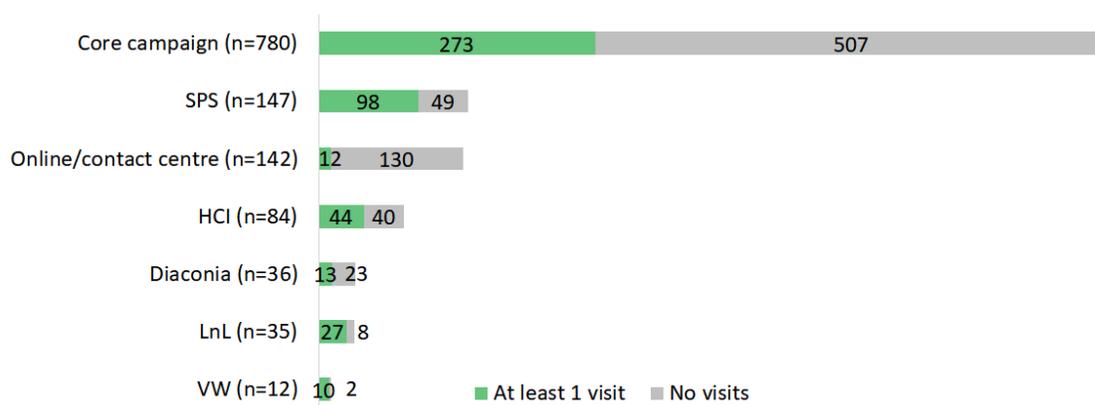
<sup>66</sup> This analysis is limited to clubs that reported 10 or fewer visits per year due to concerns about whether the question was interpreted correctly.

Unsurprisingly, contact centre-registered and online-registered clubs are the least likely to receive mentoring visits, and special projects with dedicated personnel for specific schools, including Story Powered Schools, Lesedi-Letsatsi and VW are most likely (proportionately) to report at least 1 mentoring visit. Returning HCI clubs also report a high mentoring rate: more than half have received one visit. This is particularly impressive, as this cluster is serviced by only one Literacy Mentor.

However, as shown below, the largest number of clubs that report mentoring visits are still linked to the core campaign: 273 clubs. It is surprising that only 93 of 142 SPS reading clubs (two-thirds) report mentoring visits, since Story Sparkers were tasked with visiting schools every week.

## # of clubs that 1+ mentoring visit in the last year

n = 1 269 re-registering clubs that answered this question



### d. Reading club sustainability

#### i. Rate of return, compared to all clubs contacted

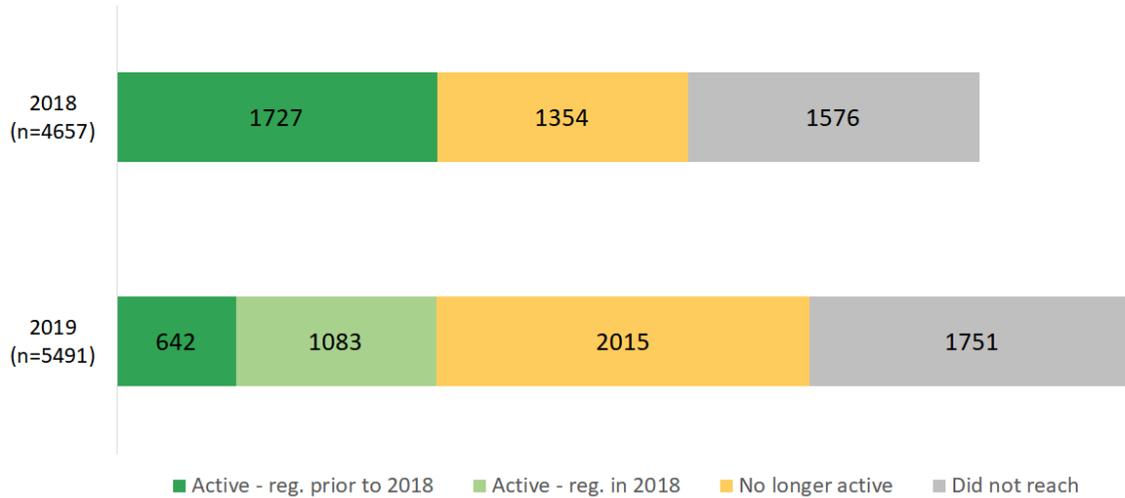
Each year, Nal’ibali tracks the percentage of last year’s active reading clubs that are still running in the current year. The rate of return is a function of “**reach rate**” (% of last year’s reading clubs the contact centre was able to speak to after 3 calls to each club) times “**return rate**” (% of past RCs that are still active).

This year, we attempted to contact 5 491 reading clubs from previous years to find out whether they were active.<sup>67</sup>

<sup>67</sup> This included 4 839 reading clubs active last year, as well as: (1) Reading clubs active prior to 2018 that we could not reach last year because we did not have a valid phone number, but for whom we now had contact details. (2) We also called partner organisations, and asked them about any associated reading clubs, whether or not we reached and counted those reading clubs in 2018. (3) We also SMSed all clubs that had not yet confirmed, including those who we had not managed to speak to last year. Those that responded are counted in these figures. (4) Some clubs that registered in 2018, but did not submit their data until this year (including ~30 from Catholic Institute of Education [CIE] and ~20 that signed up via the website). (5) Some clubs that

The graph below compares the number of contacted, reached and returning clubs in 2018 and 2019.

### Proportion of RCs reached + active: 2018 vs 2019



Of the 1 725 reading clubs that re-registered in 2019:

- 1 083 (63%) registered in 2018
- 642 (37%) registered prior to 2018

This means that only 642 (37%) of last year’s 1 727 returning clubs returned again in 2018.

The table below compares our actual “reach rate” and “return rate” to our 2019 target and what we achieved in 2018. As shown below:

- We were able to confirm the ‘active’ status of 68% of the clubs we tried to contact. The majority were reached via the contact centre, though some clubs were re-confirmed as active by members of our field team.
- Of those we reached, 46% were still active, and 54% were not.
- Notably, while our “reach rate” was higher than targeted, and up 3% from last year, our return rate was lower than targeted, at only 46% of clubs we reached. This suggests that the clubs we did not reach last year are indeed not likely to be active.

	2018	2019	2019	% to target,	% change,
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were newly registered in 2019, but report they were running prior to 2018. When the contact centre speaks to a club that reports it has more than 100 children, they probe to find out if this includes more than one class/group of children - as in the past, some schools and educare centres have registered as “one reading club” even if they run multiple groups. Where this is the case, the contact centre registers each group as a separate reading club. Sometimes these ‘new’ clubs were actually active in a prior year.

	achieved	target	achieved	2019	2018-2019
Total clubs called	4657	4839	5491	113%	18%
Reach rate (of all clubs called)	66%	50%	68%	136%	3%
Return rate (of those reached)	56%	70%	46%	66%	-18%
Return rate (of all clubs)	37%	35%	31%	90%	-15%
Total clubs active	1727	1694	1725	102%	0%

ii. Rate of return, compared to 2018 active clubs

In 2019, as shown below, 36% of the number of 2018 active clubs have re-registered.<sup>68</sup>

In 2018, we saw 71% of the number of 2017 active clubs return. However, we called a much larger pool of 4 657 clubs (all clubs ever registered) as a once-off larger drive, as it was the first year we ran the re-registration drive with this level of rigour. We intended to, and succeeded in, tracking down existing reading clubs that were running but not registered.

This year’s rate of return more closely matches the 35% rate of return we saw in 2017.

The *absolute number* of returning clubs is almost identical to our 2018 number - just two clubs fewer. This is despite the fact that we reached 21% more clubs this year.

**% of previous year clubs that return**

n = 3 598 clubs active in 2019



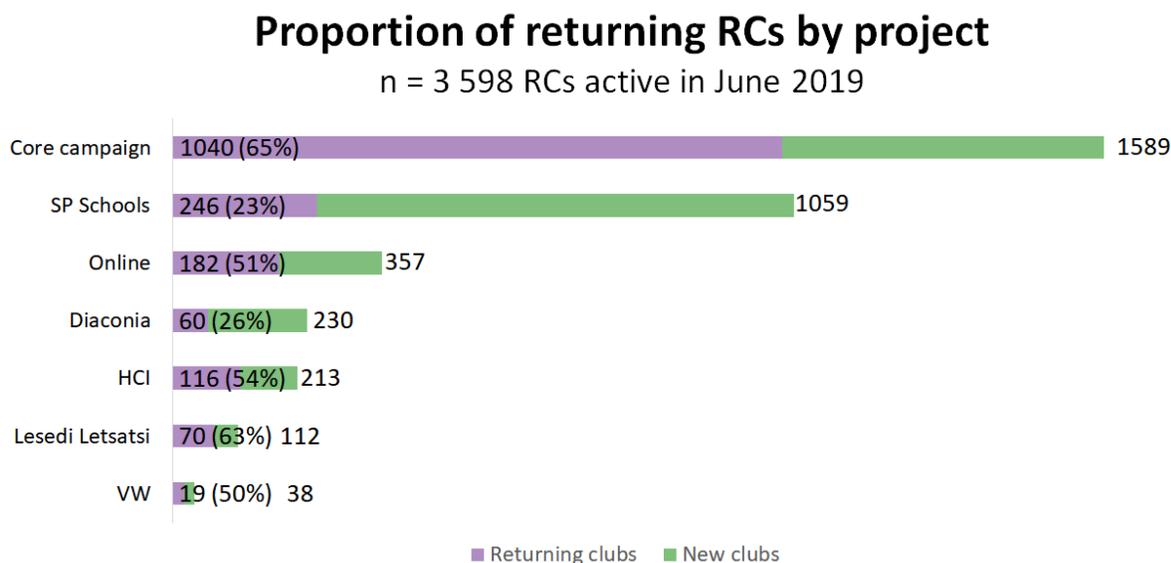
<sup>68</sup> RCs Active CY by Prov, Project, Reg Year:  
<https://nalibali.lightning.force.com/lightning/r/Report/0000N000006n9qwUAA/view>

This raises questions including:

- Is there a ceiling for reading club sustainability that Nal'ibali has reached - at least with its current model, scope and resources?
- Were all 4 839 reading clubs registered last year legitimate reading clubs? An analysis of why reading clubs stop running (below) suggests that at least 2% of last year's reading clubs registered but never started. This sometimes happens when Nal'ibali field staff encourage people to sign up reading clubs at training, before the reading club has started. People may feel motivated in the moment but their motivation may decline later, or they may feel peer pressure/expectations to register a club. This process should be reviewed with the programmes and training teams.

### iii. New vs returning per project

Rate of new vs returning RCs by project is shown below.



Because it is mid-year, the rate of returning clubs in most projects will drop as the year goes on and more new clubs sign up. A year-on-year comparison will be more meaningful at year-end.

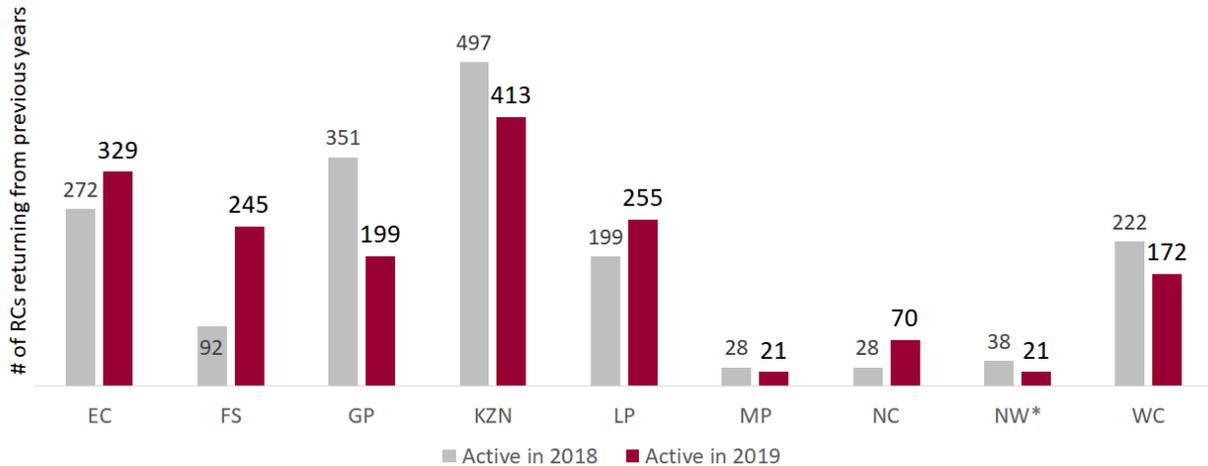
The exceptions to this are the Story Powered Schools project, where the vast majority of new reading clubs have been signed up in the first half of the year already, and the Lesedi and Letsatsi projects, where we are not expecting as many new reading clubs because we are working in the same schools and educares for three years.

#### iv. Returning reading clubs, by province: 2018 vs 2019

The graph below shows the **number of returning reading clubs**, broken down **per province**, in 2018 and 2019.

### # of RCs returning, by province: 2018 and 2019

n = 1 727 returning clubs in 2018, 1 725 returning clubs in 2019



As evident in the graph, although the total number of clubs returning was almost identical, this varied by province.

- More clubs returned this year than in 2018 in FS, EC, LP and NC. Free State saw the most dramatic increase in the number of returning clubs - a 166%, 153-club increase. This is driven by high achievement in the HCI cluster, and entering Year 2 of the Letsatsi project - there are far more clubs that can return. An increase in the Northern Cape is also driven by entering Year 2 of the Lesedi project. Other increases were modest.
- Fewer clubs returned this year than in 2018 in GP, KZN, MP, NW and WC. This drop was most dramatic in Gauteng.

#### v. Longevity

##### 1. Number of years running

The table below shows the number of years that 2019 active clubs have been running.<sup>69</sup> Of these clubs:

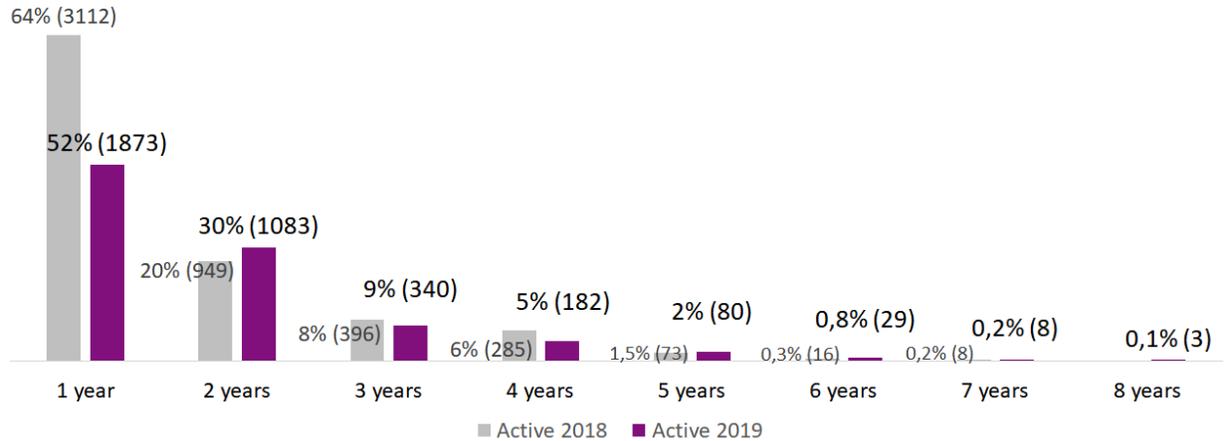
- 52% of clubs active so far this year have been running for 1 year.
- 30% have been running for 2 years.

<sup>69</sup> These numbers are rounded up: 1 year = registered this year; 2 years = registered last year, etc.

- 18% have been running for more than 2 years: 9.4% for 3 years, and 8.4% for 4 years or more.

## Number of years running - active reading clubs

n = 4 839 reading active in 2018, 3 598 clubs active at mid-2019



A comparison to 2018 data will be more useful at year end, as more new registrations will be coming in this year.

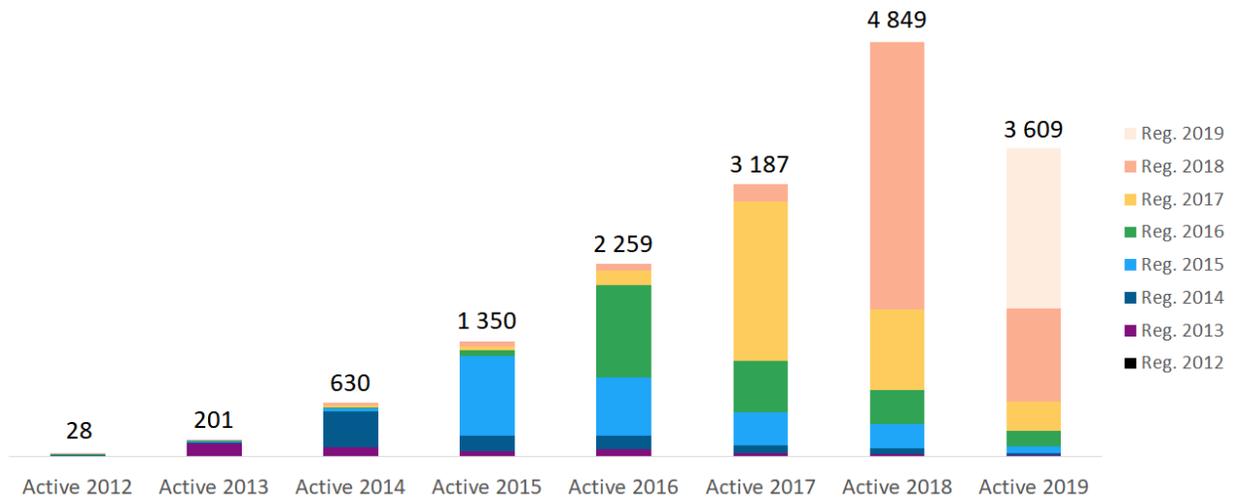
## 2. Clubs active, by registration year and active year

The table below shows the number of reading clubs active per year, based on year of registration.<sup>70</sup>

When we track each colour bar across time, we see that the number of reading clubs returning from a given year decreases each year.

<sup>70</sup> Reading Clubs Active All Time by Reg Yr: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077tsIUAA/view>. The total number of reading clubs active per year differs in most cases from the numbers reported above. This is because sometimes a reading club registers with Nal'ibali, but reports it was already running in previous years. We had 816 instances of this between our 2018 and 2019 re-registration drives. We also continue to carry out ongoing data cleaning and de-duping, which can change numbers slightly.

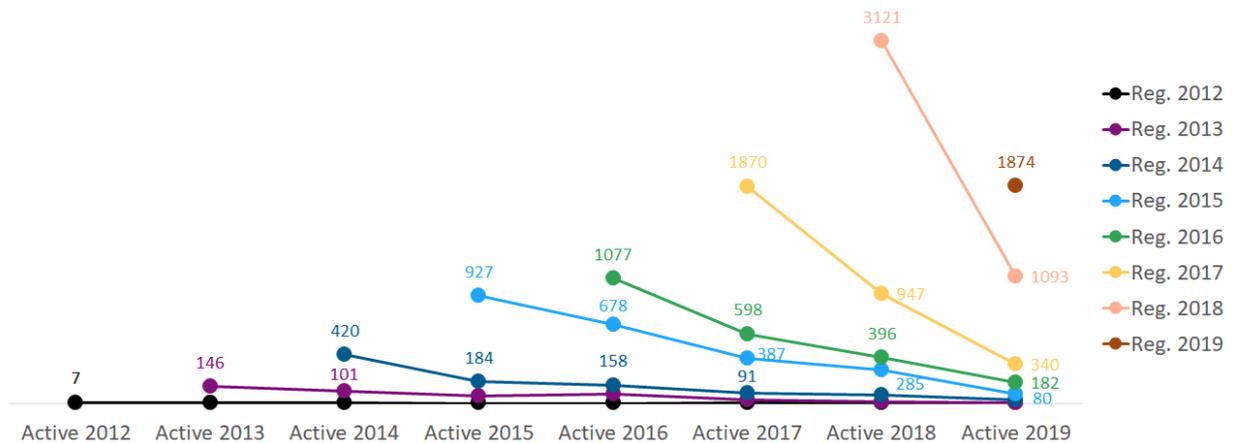
## Reading clubs active per year, by registration year



Presented another way, the number of reading clubs active per year, starting from the year of registration and in subsequent years, is presented as a line graph below.

## Reading clubs active per year, by registration year

excluding activity reported prior to reg. year



As shown above, the trend emerging appears to be one of a reading club 'half-life', where the number of active reading clubs drops off most precipitously the year after they register, and continues to drop each year after that at a slightly lower rate.

- Rate of return, by number of years elapsed since registration year

Another way to look at longevity is to analyse the number of reading clubs **still active**, by the **number of years that have elapsed** since the reading club’s original year of registration.

When we visualise data from our 2018 and 2019 re-registration drives, we see further evidence of a reading club half-life.

As shown below, the percentage of reading clubs still active the year after their registration falls sharply (by half to two-thirds) after one year. It falls again by another one-third to one-half in the second year; holds almost steady in the third year after registration; declines by approximately half again in the fourth year; and declines more gradually thereafter.

### % of clubs active by time lapsed since reg. year



This initial comparative data lends further credence to the hypothesis of a reading club “half life” noted above. Additional years of comparative data will help to clarify this trend.

As we implement additional measures to try and improve sustainability of reading clubs, additional years of comparative data will also help show whether we are able to improve reading club sustainability over time. We can further disaggregate this by the degree of support received (for example, supplements, a reading club welcome pack, mentoring visit/s).

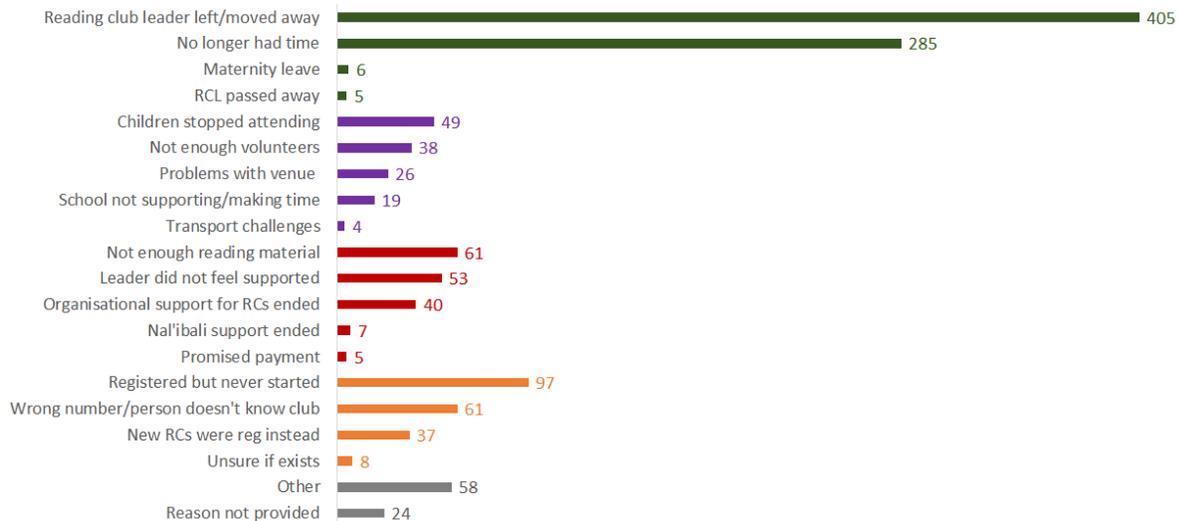
#### vi. Why RCs stop running

The graph below shows why reading clubs stop running, for 1 252 reading clubs that answered this question in the 2019 reading club re-registration survey.<sup>71</sup>

<sup>71</sup> Why RCs are No Longer Running: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077inLUAQ/view>

## Why reading clubs stop running

n = 1 252 reading clubs reached in 2019 that were no longer active

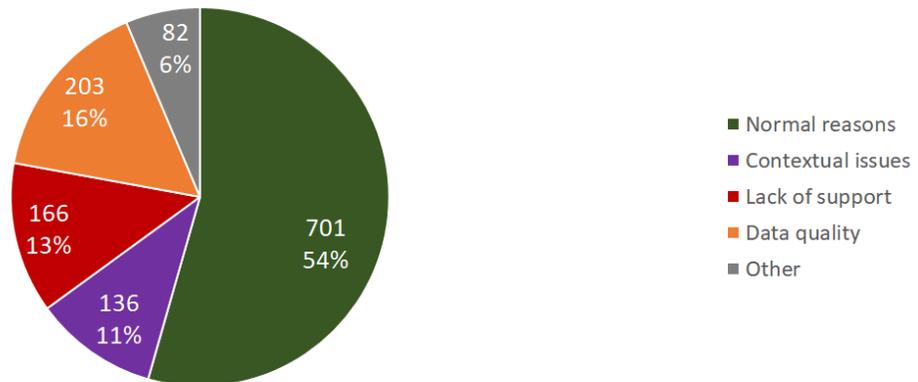


The second graph below groups these reasons into five larger categories:

- **'Normal' turnover:** In community-based activities and clubs, some degree of turnover is normal. Reading club leaders may get new jobs, move to a new neighbourhood or province, or leave their job at the school or educare centre where they used to run the reading club. This accounts for the majority of turnover (54%).
- **Contextual issues:** This includes reasons that Nal'ibali should take into account when thinking about its model, but which are largely out of its control, like challenges with the venue, lack of volunteers, or transport challenges. These account for 11% of reading club closures.
- **Support issues:** These are the challenges Nal'ibali is most concerned about. These reading clubs report that a lack of sufficient support is what caused them to shut down - in the form of lack of reading material, a reading club leader who did not feel supported, or Nal'ibali's withdrawal from a school or partner organisation when that school or partner ostensibly 'graduated' into the Nal'ibali network. These account for 13% of reading club closures.
- **Data quality issues:** These are issues that point to a need for data quality improvement. This has vastly improved since 2018, but we still had 16% of inactive reading clubs this year report that though the club registered, it never started; that the person reached does not know the club or we have the wrong number; or that new reading clubs were registered instead (though we want the same reading clubs to register year after year to understand sustainability).
- **Other reasons:** Recurring reasons in this category included 'reading club leader is on maternity leave' and 'reading club leader passed away', as well as less common reasons. These account for 6% of all closures.

## Why reading clubs stop running: types of causes

n = 1 252 RCs no longer active in 2019 who provided 1 288 reasons



Nal'ibali will never see a situation in which all reading clubs run forever; some degree of turnover is inevitable and normal in reading clubs or any similar community-based group that children join and attend.

To improve sustainability of reading clubs, Nal'ibali needs to focus on the reasons for closure that are within its control. It should also ensure that targets set are realistic. According to this data:

- If Nal'ibali sought to help 50% of reading clubs to continue that currently shut down due to lack of support, it could expect to increase the number of reading clubs that are able to keep running by 83 reading clubs.
- If Nal'ibali sought to help 50% of reading clubs that shut down due to lack of support OR contextual issues, the number of reading clubs still running could increase by 151.
- If Nal'ibali could help two-thirds of these reading clubs, we could increase the number still running by 200.

## 4. Access to reading material

### a. Distribution

#### i. Supplement targeting

Supplement targeting has continued to improve this year, with the proportion of supplements going directly to schools, reading clubs and partners has increased to 61% of all supplements distributed. This change over time is shown below.

## Supplement distribution & targeting over time

# and proportion: distr. via newspapers vs. directly to reading clubs



Improved targeting is largely due to the addition of a third cohort of Story Powered Schools, which has dedicated funding for supplements. The number of supplements delivered to Story Powered Schools per edition has increased from 99 840 per edition at the end of 2018, to 153 366 in May 2019.

The absolute number of supplements distributed per edition increased by 32%, from 269 969 at end 2018 to 357 332 in May 2019.

### b. Access for RCs (and vs last year)

#### i. Supplements

51% of returning<sup>72</sup> reading clubs report access to the Nal'ibali supplement,<sup>73</sup> up from 47% of those who answered this question last year.<sup>74,75</sup>

This includes people who access the supplement in a variety of ways, not just those who receive it directly from Nal'ibali, but also those who access it at a library, in a newspaper, or from a family member, friend or colleague.

<sup>72</sup> Except where noted otherwise, reading materials data is reported based on the re-registration survey. Thus, it includes reading clubs that registered prior to 2019 and confirmed that they are still active this year. It does not include reading clubs that newly registered in 2019.

<sup>73</sup> RCs re-reg in 2019: access to supps: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rQBWAY/view>

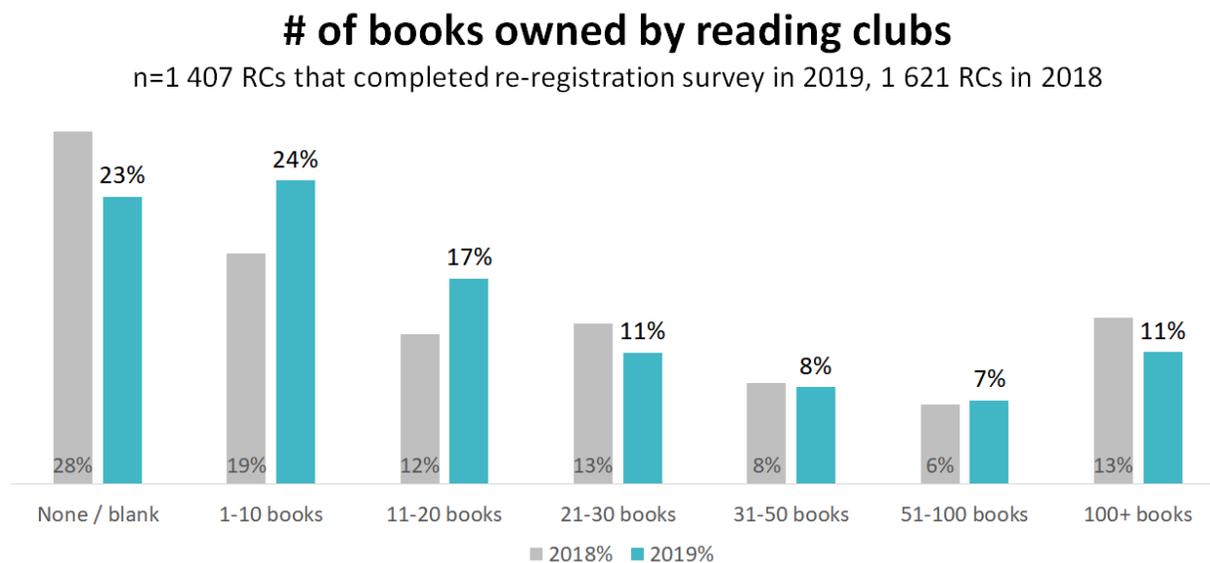
<sup>74</sup> Last year, we reported that 39% of reading clubs had supplements, 44% did not, and 17% did not answer the question. This year, we have re-analysed last year's data so we only examine those reading clubs that answered each question about resources. (Sometimes a reading club confirms it is active but does not have time to complete the full survey, or is confirmed active by a member of our field team; in such cases, we do not get to gather full data about reading materials.)

<sup>75</sup> Differences between 2018 and 2019 have not been tested for statistical significance; we can do this at year-end.

## ii. Books

77% of returning reading clubs report access to their own books,<sup>76</sup> up from 72% last year.

Only a quarter of reading clubs have more than 30 books. Book distribution does not appear to vary significantly when compared to last year, and is shown in the graph below.



## iii. Libraries

65% of returning reading clubs use books from a library,<sup>77</sup> up from 55% last year.

## iv. Nal'ibali online materials

43% of re-registering reading clubs (n=608 of 1429 clubs that answered the question) report that they use Nal'ibali online materials.<sup>78</sup> Of these, 11% (68) use them regularly, 29% (176) use them sometimes, and the rest did not specify how often they use them.

The rate of online materials use is:

- Slightly higher for those who do NOT have their own books (49% of those without books, vs 39% of those with own books) - perhaps because the need is greater.

<sup>76</sup> RCs re-reg in 2019: # of books: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077p5kUAA/view>

<sup>77</sup> RCs re-reg in 2019: use library books: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rQQUAY/view>

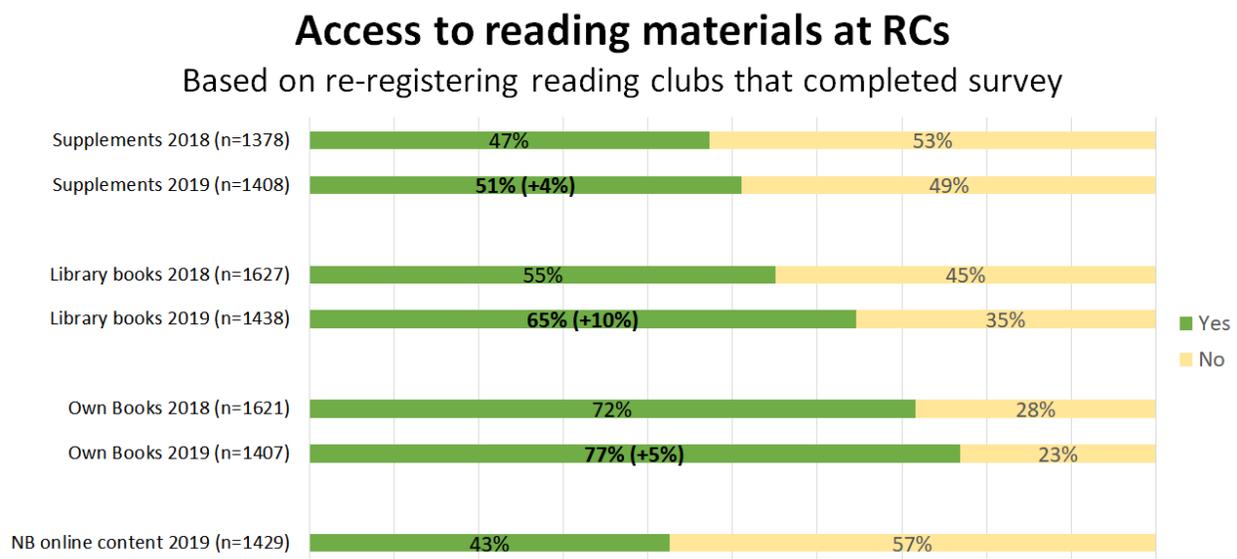
<sup>78</sup> RCs re-reg in 2019: use online materials: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077sFOUAY/view>

- Slightly higher for those who DO receive supplements (47% for those with supplements, vs. 39% for those without supplements) - perhaps because they are more regularly pointed to Nal'ibali online resources.
- Slightly higher for those who DO use library books (46% of those who use books from a library, vs 37% of those who do not).

## v. Reading materials: yes/no by type - overview

A comparison of access to supplements, books and library books (as reported in the 2018 and 2019 reading club re-registration drives) is illustrated in the graph below. The graph also includes access to online materials for 2019.

It is encouraging to see an upward trend on all counts, though we have not yet tested whether they are significant.



## vi. Reading materials: # of types/combination of materials<sup>79</sup>

Encouragingly, the percentage of returning reading clubs that reported having all 3 of the above types of reading material increased significantly - from 14% of clubs last year to 25% this year (a 73% improvement).<sup>80</sup>

<sup>79</sup> This analysis focuses on physical reading materials and excludes the question about whether reading clubs access Nal'ibali online materials.

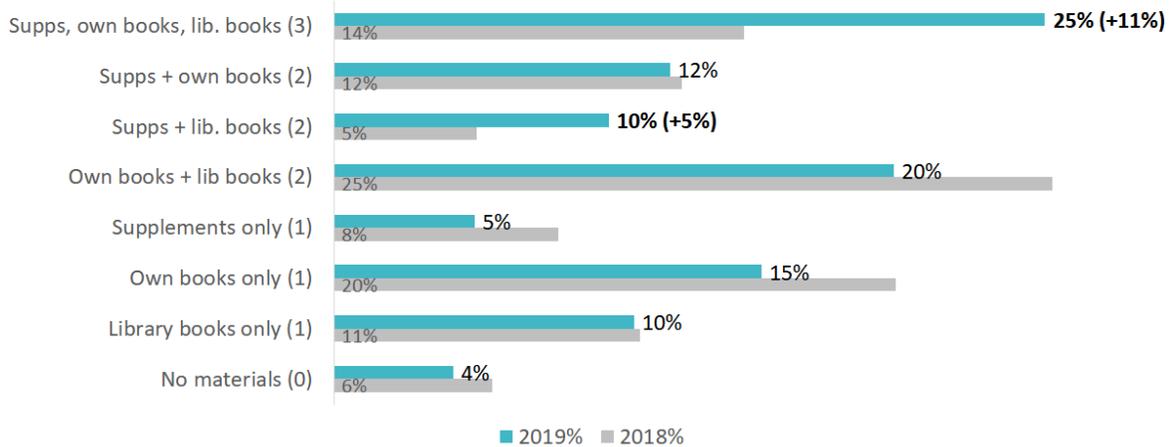
<sup>80</sup> RCs re-reg in 2019: all materials: <https://nalibali.lightning.force.com/lightning/r/Report/0000N0000077rQfUAI/view>

The percentage of reading clubs that report access to supplements and library books also, increased from 5% to 10% (a 93% improvement).

This is shown in the graph below.

### Types/variety of reading materials at RCs

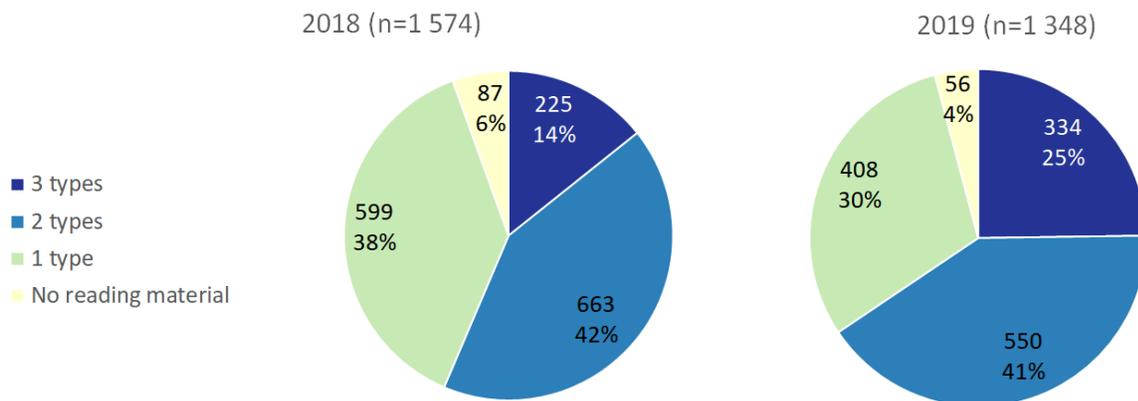
n=1348 re-registering RCs in 2019, 1574 in 2018



Overall, reading clubs are more likely to report having more different types of materials, as shown by the graphs below. The percentage of reading clubs that report only having access to one or none of these three reading material types has decreased, from 44% last year to 34% this year.

### # of types of reading materials available

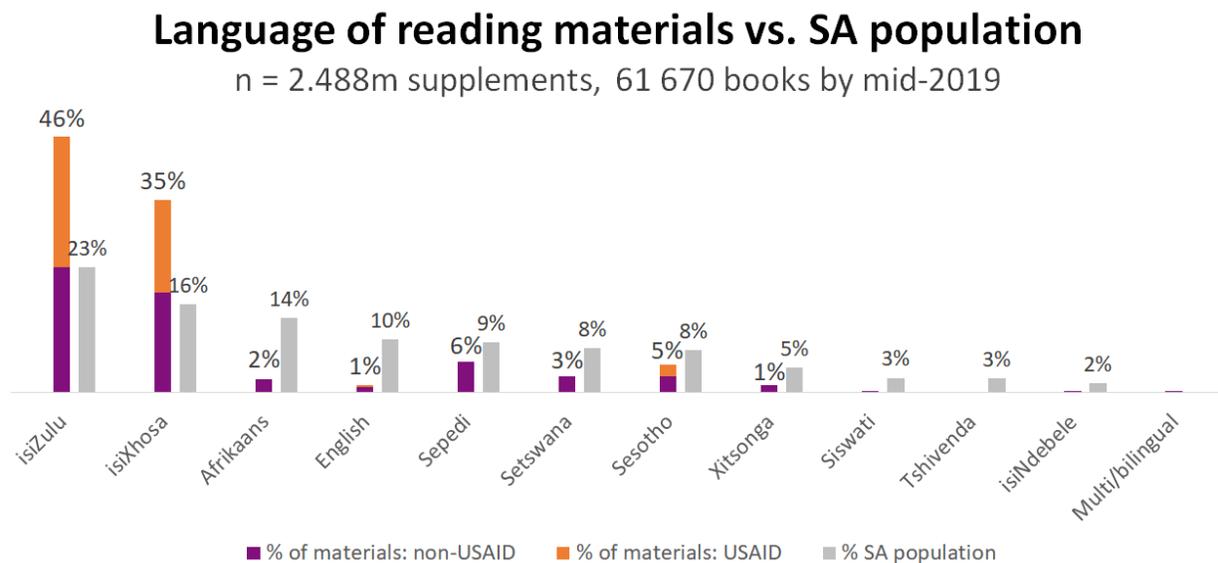
Re-registering reading clubs - comparison of 2018 and 2019



## c. Reading materials by language, vs. SA population

The graph below shows the % of reading materials distributed per language, in relation to the % of South Africans who speak each language as their mother tongue.

The purple vs. orange shows how much of the strong skew towards isiZulu-isiXhosa is due to the Story Powered Schools project: USAID distribution is orange, while distribution to other audiences is in purple.



## Additional analysis topics

In our year-end report, we would like to look more closely at:

- **Knowledge and awareness:**
  - More analysis about the nature of face-to-face events and activations - for example, types of venue, type of event, media presence, FUNda Leader support
- **Role models:**
  - Further analysis of FUNda Leader activities outside of running reading clubs, and degree to which this is reported to have increased/decreased
- **Opportunities to read:**
  - Relationships between (a) reading club continuation or termination in 2019 and (b) quality indicators, including access to reading materials, adult-to-child ratio, number of volunteers reported, and degree of support received.
- **Access to reading materials:**

- FUNda Leader access to reading materials (comparing 2017, 2018 and 2019 FL surveys)
- **Process indicators**
  - Analysis of response times when people join our network, 2018 vs 2019 - for example, when people attend a training or sign up a reading club, how long does it take for them to be captured on our database (and able to receive communication from Nal'ibali)?

Additional suggestions are welcome.