



Report

Evaluation of the Nal'ibali Reading Material Distribution Pilots

13 July 2018

Submitted by ikapadata (Pty) Ltd

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Executive Summary

ikapadata conducted a survey and focus group discussions for an external evaluation of the targeting, appropriateness, quality, use, messaging and cost-effectiveness of the Nal'ibali printed booklets and Free4All inserts. The booklets were distributed to potential readers and learners via the Pick n Pay magazine publications, and to schools via NAPTOSA teacher's union as well as the Free4All learner's newspaper.

A total of 418 face-to-face interviews were conducted for the survey at Pick n Pay stores in Gauteng, Northern Cape, Mpumalanga and North West Province. Four qualitative focus groups were arranged at schools: two schools in KwaZulu-Natal and two schools in the Western Cape.

The results of the evaluation indicate that whilst brand awareness/knowledge of the Nal'ibali print initiatives is relatively low there is great demand. Low awareness among the survey participants can be partly attributed to the respondent's being unaware that Pick n Pay magazines are available free to Smart Shopper card holders. Generally, survey respondents were willing to buy the booklet if sold separately; approximately 45% indicated a willingness to pay up to R10 to purchase the magazine directly.¹

Educators and parents who participated in the KwaZulu-Natal focus groups were enthusiastic about the potential uses of the Nal'ibali Lets Read magazine distributed by NAPTOSA. They highlighted the dual-language, colourfulness of the booklet, the pictures and activities, quality of the stories and translation as the most attractive features of the magazine. The flimsiness of the booklet, small print, low number of stories, and insufficient and infrequent distribution were seen as drawbacks to how much use they could make of the magazine.

The majority of the participants who participated in the focus group sessions in the Western Cape were not aware of the 8-page spread insert for the Free4All newspaper or Nal'ibali prior to reviewing the sample copy brought to the session.² After seeing the supplement, there was unanimous agreement about its value and potential use. The Free4All can also be an effective vehicle for distributing the supplement, provided it is delivered to schools consistently and in sufficient volumes. Wider distribution of the reading supplement should be combined with "product activation" activity to assist educators in incorporating the resources into the

¹ This percentage refers to all respondents, including those who had not come across the publications prior to the survey. Excluding those who were not aware of the publication prior to the survey, just under 20% of all respondents are prepared to pay up to R10 for the publication.

² Western Cape schools were selected for the focus groups on the advice of the distribution partners primarily on willingness to participate, rather than any indication that they had used the materials (which was not possible to know).

curriculum. However, awareness of the supplement could also be enhanced through product activation/awareness activities accompanying all distribution mechanisms.

For example, popular initiatives such as the audio stories can be leveraged to promote the print initiatives, as these were the most known Nal'ibali resources among the 42% of individuals surveyed who recognized the Nal'ibali "Let's Read" magazine (n=153) and were aware of other Nal'ibali resources. Similarly, at least 2-3 participants in each focus group had come across the audio stories aired on either isiZulu or isiXhosa language radio stations.

Based on these findings, it is recommended that Nal'ibali:

- Continues to distribute the "Let's Read" magazine and 8-page spread via the current methods, but that this be accompanied by an **activation workshop or media campaign**.
- **Leverages** their already very **successful campaigns** and distribution strategies – such as radio programmes and television advertisements - to market the underperforming print pilot initiatives.

In addition, we would make the following vehicle specific recommendations:

Pick n Pay magazines

- Continue to supply **magazine for free**, as survey respondents' reported willingness to purchase the magazine points to some appetite but is not sufficient to confidently advise a retail route in the short-term.
- Expand **marketing for greater consumer awareness of the publication** and the benefits associated with the Smart Shopper card (Free Pick n Pay magazines). In-store promotions, advertisements on the cover pages of the Pick n Pay magazines and on the Pick n Pay websites can be used to increase awareness. Depending on the available budget, the **marketing activity could be outsourced to Pick n Pay or an advertising agency**.

"Let's Read" magazines

- Nal'ibali should develop a strong **distribution strategy/plan** with the partner distributors, clearly outlining the target schools, consignments per school, and a feedback mechanism on how the schools use the resources.
- Improve targeting and encourage re-use at school or in the home by:
 - Improving **product packaging** (thicker/harder/**more durable**)
 - **Increasing font sizes** to facilitate use in foundational phase grades
 - Publishing **more editions** per term (e.g. 1 edition per month) or the **number of stories** in each publication.

Free4All with Nal'ibali 8-page spread:

- As above, Nal'ibali should develop strong distribution strategy/plan with the partner distributors.
- Publish **more editions** per term.

Nal'ibali should also **investigate alternative distribution channels to reach the target audience**, e.g. community newspapers, tabloid magazines and possibly religious organisations. This should be **supported by activation campaigns to raise awareness**.

Introduction

Nal'ibali recognises that access to reading material in all national languages is essential to fostering a reading culture among South African children and is therefore continuously seeking new ways to reach them.

Since its inception, Nal'ibali has used various distribution channels for print materials, formats and partnerships. The core of its offering is its 16-page bilingual reading-for-enjoyment newspaper supplement. Since its launch in April 2012, Nal'ibali has distributed 140 editions and more than 32 million copies of the supplement, which is both inserted into Tiso Blackstar (formerly Times Media/Avusa Media) publications and delivered directly to Nal'ibali supplement "subscribers" (including schools, libraries and reading clubs).

In addition to the supplement, Nal'ibali has run a number of pilots to test alternative material formats and distribution channels. These have included:

- two large book distribution drives with Wimpy in 2012 and 2013;
- two holiday-edition in-flight magazines for children with South African Airways in 2014 and 2015;
- Sunday Times story collections;
- magazine giveaways at Pick n Pay and Boxer stores in 2016 and 2017;
- hanging libraries, distributed to 480 schools and more than 200 homes in 2017 and 2018.

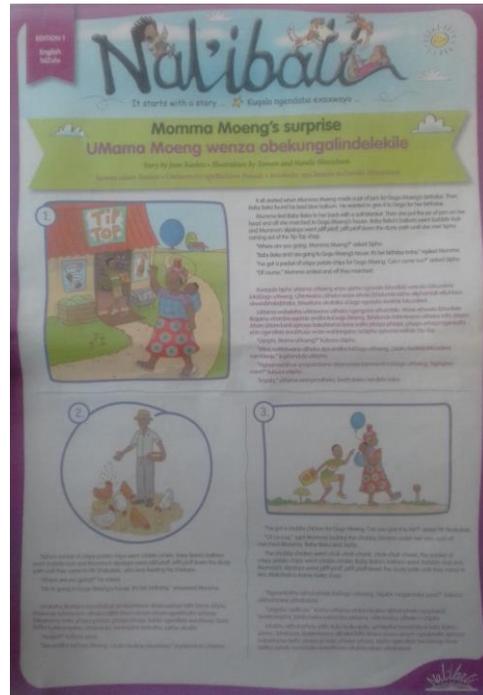
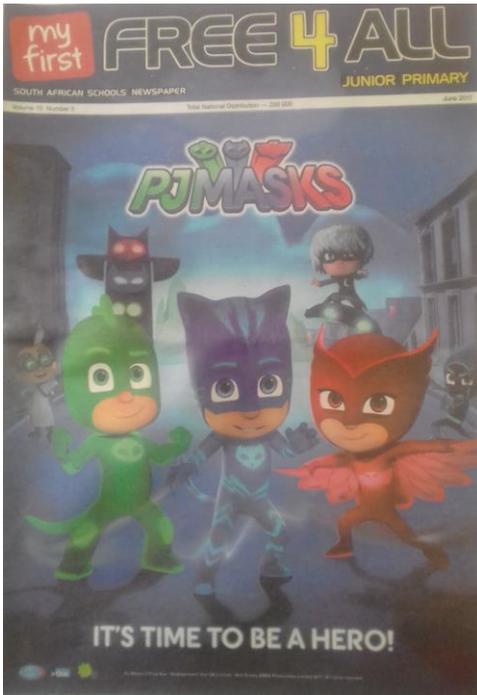
These efforts to curate, translate, design and distribute engaging bilingual reading materials have sought to (a) leverage existing distribution networks in the media and retail sectors and (b) test cost-effective formats to make engaging, high-quality reading material more accessible to children and families, as well as to increase the availability of African-language and bilingual reading material.

During the second half of 2017, Nal'ibali ran several pilots using innovative distribution channels and formats via partnerships with a number of distributors. These included:

Free4All

This newspaper-style literacy initiative promotes reading for enjoyment. It is also used as a teachers' aid in all schools (not resource-poor ones exclusively). Approximately 250,000 copies are delivered free to selected urban and peri-urban schools in the Western Cape, Gauteng and Kwa-Zulu Natal monthly. Five editions and 259 625 copies of the 8-page, full colour, double-sided Nal'ibali inserts were included in the Free4All, in English/Zulu and English/Afrikaans, targeting LSM 4-7. There were two distribution areas each in Gauteng and the Western Cape and one in KwaZulu-Natal.

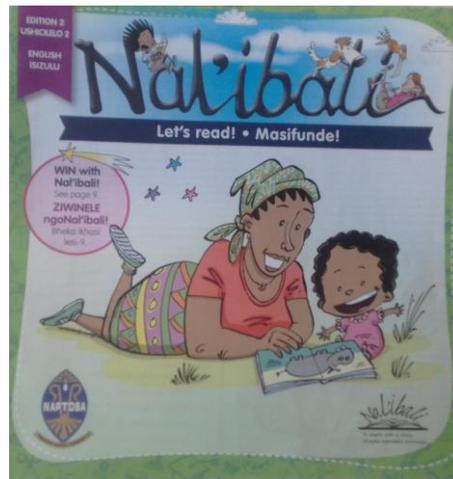
Figure 1: Free4All Magazine and Nal'ibali Insert



NAPTOSA

NAPTOSA is an independent teacher's union with access to and relationships with teachers and schools throughout South Africa. The Nal'ibali booklets were repurposed with the intention of learners taking them home at the end of the year to share with parents and other family members over the holiday period. Schools in greater need of the resource were identified in consultation with NAPTOSA, who distributed the materials at their own cost. Two editions and 160 000 copies of the 16-page, full colour, double-sided booklets were produced in English/Zulu, English/Afrikaans and English/Setswana, targeting LSM 4-7 (and lower in some cases). There were two distribution areas each in Mpumalanga/KwaZulu-Natal, Northern Cape/North West and Free State/Northern Cape.

Figure 2: Nal'ibali booklet distributed by NAPTOSA



Pick n Pay

Pick n Pay publishes a number of publications, including the long-running Fresh Living/Kook en Kuier (Afrikaans edition) and the newer pilot magazine My Stokvel. These are available to Pick n Pay Smart Shopper loyalty programme members at no charge. While Nal'ibali paid for magazine design, printing and insertion, delivery to Pick n Pay retail outlets was provided by John Brown (Pick n Pay's media partner) at no additional cost. Through Nal'ibali's partnership with Pick n Pay, 16-page, full colour, double-sided "Let's Read" magazines were distributed as inserts inside of these publications, with stickers placed on the outside magazine wrapper to indicate that the magazines were inside. Stores were identified by language in selected areas in the North West, Northern Cape and Mpumalanga provinces (three distribution areas each) for the Fresh Living and Kook en Kuier. Three editions and 73 470 copies of the magazine in English/Zulu, English/Afrikaans and English/Setswana, targeting LSM 7-10 were included in these publications. One edition and 100 000 copies of the magazine were included in My Stokvel nationwide (although concentrated in Gauteng) in English/Zulu, targeting LSM 4-7.

Figure 3: Pick n Pay Publications



Figure 4: Nal'ibali Booklet in Pick n Pay Publications

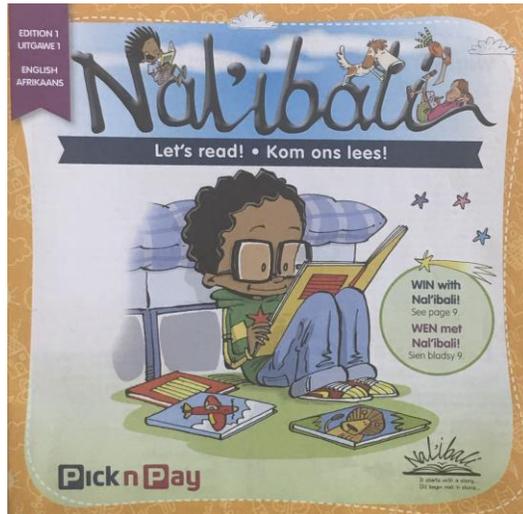


Table 1: Summary Table of Distributed Materials

Partner	Format	Dates	Provinces	Language(s)	Number of copies
Pick n Pay: My Stokvel	16 pgs, full-colour, double-sided, inserted into magazine	17-Sep	Nationwide with a heavier focus on Gauteng and northern regions	Eng/Zulu	100000
Subtotal					100000
Pick n Pay: Fresh Living / Kook en Kuier	16 pgs, magazine, full-colour, double-sided, 210mm ² , inserted into magazine	17-Dec	Northern Cape, North West & Mpumalanga	Eng/Afrikaans	7500
				Eng/Setswana	15500
				Eng/Zulu	2500
		18-Jan	Northern Cape, North West & Mpumalanga	Eng/Afrikaans	7500
				Eng/Setswana	15500
				Eng/Zulu	2500
		18-Mar	Northern Cape, North West & Mpumalanga	Eng/Afrikaans	7500
				Eng/Setswana	15500
				Eng/Zulu	2500
Subtotal					76500
Free 4 All	8 pgs, full-colour, double-sided, inserted into main newspaper body	17-Jun	KwaZulu-Natal	Eng/Zulu	52200
		17-Aug	Gauteng	Eng/Zulu	55090
		17-Oct	Western Cape	Eng/Afrikaans	42210
		17-Nov	KwaZulu-Natal	Eng/Zulu	52200
		17-Dec	Gauteng & KwaZulu-Natal	Eng/Zulu	57925
		17-Feb	Western Cape	Eng/Afrikaans	42210
Subtotal					301835
NAPTOSA	16 pgs, full-colour, double-sided, standalone booklet	17-Nov	Mpumalanga, KwaZulu-Natal	Eng/Zulu	56000
		17-Dec	Mpumalanga, KwaZulu-Natal	Eng/Zulu	56000
		17-Nov	Northern Cape, North West	Eng/Setswana	12000

		17-Dec	Northern Cape, North West	Eng/Setswana	12000
		17-Nov	Free State, Northern Cape	Eng/Afrikaans	12000
		17-Dec	Free State, Northern Cape	Eng/Afrikaans	12000
Subtotal					160000

Table 2: Number of copies of publications by (1) language and (2) province

(1) Language(s)	Number of copies	(2) Province	Number of copies
Eng/Zulu	436915	Northern Cape, North West & Mpumalanga	76500
Eng/Afrikaans	130920	Northern Cape & North West	24000
Eng/Setswana	70500	Northern Cape & Free State	24000
Total	638335	Mpumalanga & KwaZulu-Natal	112000
		Nationwide but focus on Gauteng/northern regions	100000
		Gauteng	55090
		Gauteng and KwaZulu-Natal	57925
		KwaZulu-Natal	104400
		Western Cape	84420
		Total	638335

The aim of these pilots was to expand the reach of the Nal'ibali print material and to encourage readers to enjoy and share the stories for longer.

Nal'ibali sought feedback on the effectiveness of these partnerships via a survey and focus groups conducted between May and June 2018.

Similar to the larger evaluation currently ongoing, the primary objectives of this research project were:

- Gain insight into how the format, content, quality, language and messaging of the different print materials distributed at schools and via Pick n Pay magazines are received and perceived by various audiences (children, parents and teachers) reached by these partners.

- Understand how the different print materials have been used. This includes who uses them, how often, for how long and where.
- Understand how and how often the audiences reached by these partners would prefer to consume the Nal'ibali reading materials.
- Conduct focus group discussions with users of the Nal'ibali booklet distributed at schools by NAPTOSA, as well as users of the Nal'ibali booklet distributed at schools through the Free4All publication in Kwa-Zulu Natal, Gauteng, and the Western Cape.
- Administer an adapted version of the comprehensive face-to-face survey in a choice of local languages with ad-hoc receivers of the My Stokvel publication in Gauteng, and the Fresh Living/Kook en Kuier publications in the Northern Cape, North West and Mpumalanga by fieldworkers located outside select Pick n Pay retail outlets.

Methodology

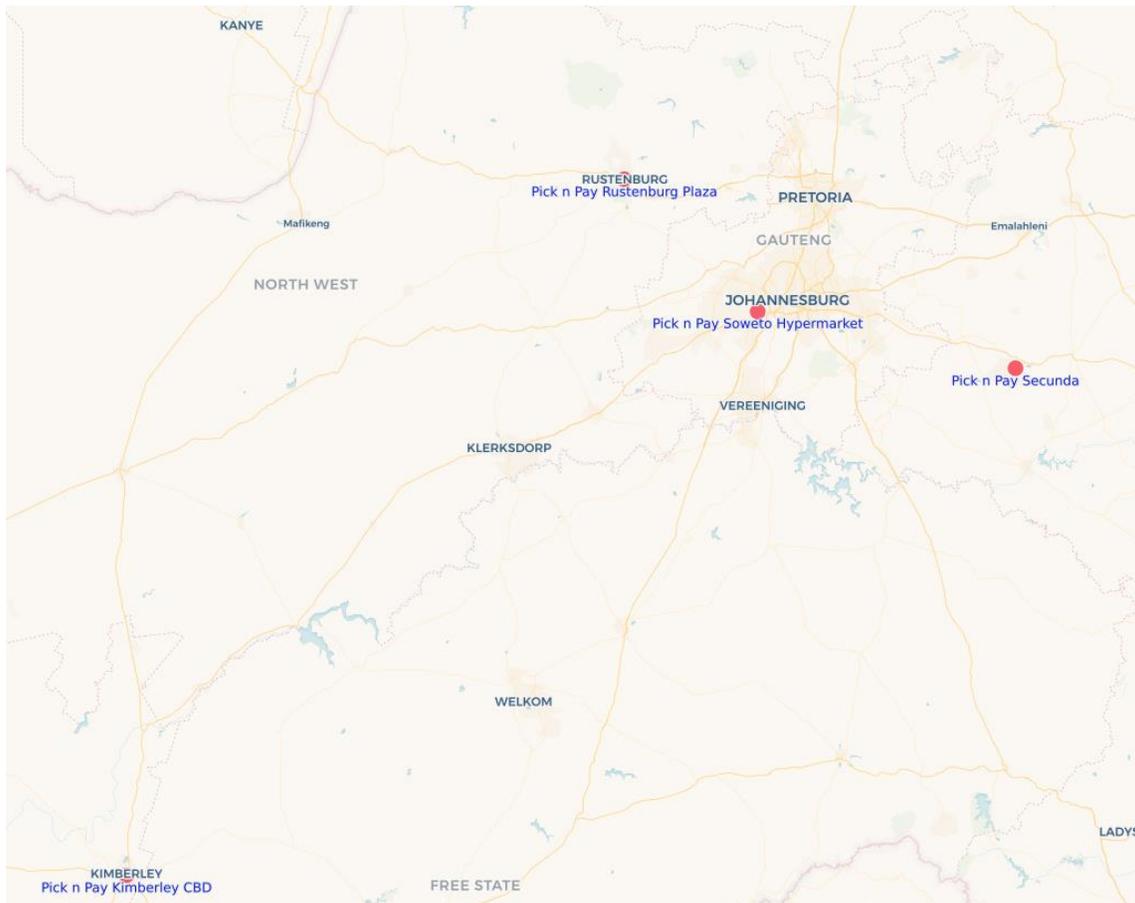
Survey

Sample

The intercept survey was conducted with shoppers at four Pick n Pay stores where the Nal'ibali print publications had been distributed. These were purposefully drawn from a list of distributing outlets that ikapadata had received from Nal'ibali and which were located in busy town centres or shopping malls within a reasonable driving distance if outside of Gauteng (except for the Northern Cape outlet in Kimberley). Each outlet had received a minimum of three consignments of the "Let's Read" booklet, starting in October 2017. The following outlets were included in the survey:

- **Gauteng:** Pick n Pay Soweto Hypermarket
- **Mpumalanga:** Pick n Pay Secunda Mall
- **North-West Province:** Pick n Pay Rustenburg Plaza
- **Northern Cape:** Pick n Pay Kimberley CBD

Figure 5: Selected stores



Fieldworkers were positioned in the exit area of the stores and were instructed to approach shoppers indiscriminately (“go to the person going through the exit area as soon as you have finished an interview”) to approximate a random sample of shoppers.

Questionnaire

ikapadata developed the survey instrument using questions from the pre-pilot survey and a bank of questions from previous Nal’ibali surveys conducted by ikapadata. The questionnaire included questions on most frequently visited supermarket stores, awareness of the Pick n Pay publications and reading booklet, examples of use, opinions on reading and reading culture, awareness of other Nal’ibali resources, ideal pricing for the booklet and demographic information. The instrument was circulated with the Nal’ibali research team for input and comments. Once the questionnaire was approved by all parties, the form was ported into the XLSForm format and SurveyCTO was used as the platform for the mobile data collection.

Fieldwork

ikapadata recruited a team of eight fieldworkers and one supervisor from Gauteng, who were fluent in English, Afrikaans, isiXhosa/isiZulu, Sepedi and Sesotho. Five members of the team had

worked in the broader Nal’ibali Survey conducted in partnership with JET Education services, and were familiar with Nal’ibali and the questions and ikapadata’s quality control protocols. The team was trained on the 28th of May 2018 by two senior ikapadata consultants. The training session covered questionnaires, devices, SurveyCTO, capturing the GPS coordinates and professionalism in conducting interviews. Fieldworkers were also given an opportunity to rehearse the questionnaire in English and agree on any suitable language translations.

Fieldwork for the face-to-face surveys ran from the 30th of May until the 6th of June 2018. On average, it took a day and a half to complete a minimum of 95 successful interviews at each site. The interviews were administered using the mobile data collection platform SurveyCTO running on Android devices. Fieldworkers used Xiaomi Redmi 4X devices as they offer very long battery life and an unusually precise GPS chip with an accuracy of 10m. The team leaders were equipped with Samsung Galaxy tablets for communication via Slack, viewing quality control dashboards and completing administrative tasks.

ikapadata contacted all of the selected Pick n Pay’s 48 hours in advance to notify them of the survey, confirm contact person, operating hours and teams’ survey locations. On the day of the survey, the fieldwork supervisor was responsible for locating the store manager/contact person, introducing them to the team and confirming the work space for the day. Gauteng, the North West Province and Mpumalanga were one day trips, and Northern Cape was an overnight trip.

Based on the low response rate of the Pre-pilot survey, in order to incentivize the respondents, a R10 airtime voucher and entrance into a prize draw was given to any respondent who completed the survey and had a valid cell phone number to receive the airtime. The prize for the draw was one of five Pick n Pay shopping vouchers, valued at R1000 each. A note on the incentive and prize draw was included in the introduction of the survey. Prize winners were drawn upon completion of fieldwork at each site and their interview key ID’s were included (blind) into the back-check interview list. Once the interview was verified, winners were notified telephonically.

Table 3: Face-to-face Interviews

Province	Number of people approached	Number of people who consented	Response Rate (consented/ approached)
Gauteng	112	112	100%*
North West	118	97	82%
Mpumalanga	115	96	83%
Northern Cape	133	113	85%
Total	478	418	87%

*This group of fieldworkers may not have recorded interviews where they approached people but were denied consent

Quality control

Strict data quality control measures were applied to the face-to-face survey component of the evaluation. The in-office team monitored the fieldwork team’s progress via Slack and a project dashboard. Data were monitored daily, including consistent checking of key variables and ensuring there was no duplication of interviews. The fieldwork team supervisor was able to address any data quality issues in real time over Slack and two ikapadata office team members were added to the fieldwork team WhatsApp group to facilitate immediate responses to any situations occurring in the field. As an additional measure, backcheck calls were conducted on 10% of all successful interviews submitted by each fieldworker.

Backcheck calls were an additional quality control measure to ensure that there were no falsified interviews, check on the professionalism of the fieldworkers and ensure that the respondent received his/her airtime incentive. ikapadata conducted back-checks calls on 10% of the total successful interviews submitted by each fieldworker, plus all prize winners, where applicable. The sample for this was drawn automatically from the dataset using a Stata script. The calls were either carried out by one of the ikapadata in-office staff or the fieldwork supervisor and captured using a backcheck form loaded onto SurveyCTO. The back-check questionnaire consisted of questions which were designed to check key constant variables, for example, age, gender, home language, number of children, being at the interview location, knowledge of the interview, the number used to receive the airtime incentive and other key indicators from the main survey. For this survey, we also included questions on awareness of the Pick n Pay publications, awareness of the Nal’ibali magazine and whether or not it was received. ikapadata’s protocol for backchecks is that in an event where a large proportion of interviews per enumerator are found to not match the original interviews across all or most of the control variables, the enumerator is contacted to clarify what happened case-by-case. All non-matching interviews that are not accounted for are then dropped from the survey. In this survey, only one interview contained a gender mismatch which was corrected and included in the analysis.

Focus Groups

ikapadata conducted four focus groups (two in KwaZulu-Natal, two in the Western Cape) with a total of 29 participants.

Table 4: Focus Group interviews

Province	Publication/ distributor	School	Participants
Western Cape	Free4All	Good Hope Primary School	10
Western Cape	Free4All	Factreton Primary School	7

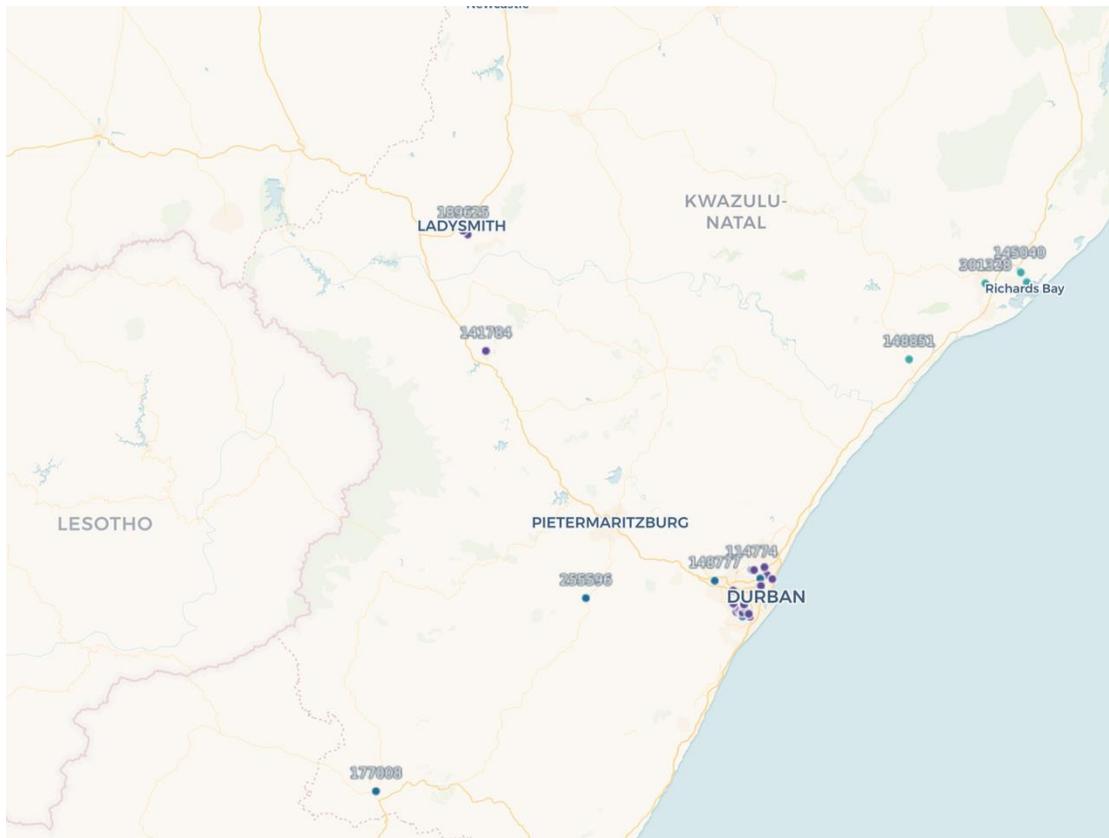
Kwa-Zulu Natal	NAPTOSA	Gingindlovu Primary School	6
Kwa-Zulu Natal	NAPTOSA	Floraton Primary School	6

Sample – KwaZulu-Natal

Recruitment of KwaZulu-Natal focus group participants was initially a joint effort between NAPTOSA and ikapadata. NAPTOSA was responsible for supplying ikapadata with their distribution lists for sampling, making initial contact with schools to determine interest and availability to participate in the sessions, and liaising with the schools on behalf of ikapadata. Invitation letters for principals and parents at all the selected schools were prepared by ikapadata and emailed/hand delivered to the schools by NAPTOSA. However, due to time and capacity limitations faced by NAPTOSA in sending initial invitations to the schools and sharing contact numbers of schools, the rest of the follow-up and coordination was undertaken by ikapadata.

According to NAPTOSA, the Nal’ibali “Let’s Read” magazines were distributed to schools during site visits and NAPTOSA shop steward meetings and workshops. The union did not maintain a central database or distribution list. The list shared by NAPTOSA contained 33 schools who were said to have received the magazine through one of the abovementioned distribution mechanisms. The map illustrates the geographic distribution of the schools.

Figure 6: Initial Sample for KwaZulu-Natal Focus Groups



The preliminary sample was purposefully drawn by ikapadata consisted of 10 schools; 5 located in Northern KwaZulu-Natal and 5 located in Central Durban. The sampling criteria took into consideration the school's location (rural, peri-urban/township and urban), the proximity of the schools to each other, and proximity to Durban. Considering that the distribution list received from NAPTOSA contained only two rural schools - one in northern KwaZulu-Natal and another in Central KwaZulu-Natal - both schools were included in the initial sample. Selected urban schools were no more than 30 minutes' drive of each other. Each cluster contained at least one school from a rural area, a peri-urban area/township and an urban area. Tabled below is a list of the sampled schools (those marked * were in the final sample).

Table 5: Initial sample for KwaZulu-Natal focus groups

Group 1: Northern (14 May 2018)		Group 2: Central (15 May 2018)	
Emis	School Name	Emis	School Name
103415	Arboretum	114774	Castle Hill Primary
145040	*Floraton Primary	148777	Gillitts Primary
148851	*Gingindlovu Primary	161838	Inanda Special School
255337	Bay Primary	177008	Kokstad Primary
301328	Zululand Remedial	255596	Richmond Primary
		287823	Umhlatuzana Primary

Central Region schools declined to participate 24 hours before the focus group session, citing a very busy school schedule, too short notice (normally prefer a month's warning) and unavailability of parents. In the Northern Region, two schools (Arboretum and Zululand Primary) refused to participate, citing delays in implementation of the isiZulu curriculum. One school (Bay Primary) had not received any reading materials and was therefore dropped from the sample. The final sample consisted of two schools, one rural (Gingindlovu Primary, focus group held on 17th of May 2018) and one urban (Floraton Primary, 18th of May 2018). The language of teaching and learning in both schools is English, and isiZulu has been introduced as a second language at Gingindlovu Primary.

Sample - Western Cape

Given the time and budget constraints, and expected rate of refusal, ikapadata adapted a recruitment strategy based on lessons learnt in the KwaZulu-Natal recruitment process. The distributor, Free4All, was asked to identify and share contact details of four beneficiary schools that would most likely be willing to participate in focus group sessions. An ikapadata consultant then contacted the schools directly to invite them to participate and to extend the invitation to parents. Two schools volunteered, and the sample size at each school was ten participants (five educators and five parents). Both schools were urban schools. Focus groups were held at Good Hope Primary School in Kuils River on the 30th of May (consisting of five educators and five parents) and Factreton Primary School in Factreton on the 6th of June (five educators and only two parents attended, even though a further three had initially agreed to participate).

Data Collection and Analysis

Focus groups guidelines were developed as per the scope of work and shared with Nal'ibali for comment. The questions included: contextual information (about the school and the learners); internal distribution of the magazine/newspaper in the case of the Free4All; who the users were

and how were they using the material; frequency of use; perceptions of the material (quality of stories, language used and translations, targeting and appropriateness); activities enjoyed by the users (if known); household reading values/culture; importance of English versus mother tongue reading; parental involvement in reading versus helping the child to study; and knowledge of any other Nal'ibali resources.

The focus group sessions were held at each of the participating schools (after school/non-teaching hours). At the beginning of each session, an informed consent was read to all in attendance. Those who wished to participate then gave verbal consent (including being recorded and filmed). Each session was recorded using a Zoom H5 Handy Recorder and filmed using a Xiaomi Redmi 4X device.

A light lunch/snacks were provided at most sessions. Participants at each location were given a participation incentive of R150 per core participant to offset transportation costs and for inconvenience caused/extra coordination cost they may have incurred to participate. The money was sent to each participant's cell phone number via eWallet.

The recordings were then transcribed and analysed by two ikapadata consultants using thematic coding on Airtable. The interviewing consultant created the primary codes and completed the first round of analysis which was reviewed and recoded where necessary by another consultant who was not present at the session. This methodology is also known as theoretical triangulation. Any recoding of text was tracked on Airtable.

Challenges and Limitations

- Relying on NAPTOSA to coordinate the invitation process increased the time it took to secure confirmations from the schools. Unfortunately, this project conflicted with their own scheduled programmes and only one person was assigned to assist. He was not able to reach all the schools timeously due to his own work load pressure.
- NAPTOSA does not maintain a central distribution list. Instead, each officer has his/her own separate distribution list. Therefore, once the list of schools was requested, it still took close to a week for the organisation to collate the information. Furthermore, some schools that were on the list shared by NAPTOSA had not actually received the magazine. This suggests that the distribution of the supplements happened in an ad hoc manner with limited coordination/distribution strategy.
- The focus groups coincided with a busy time at the schools and educators struggled to recruit parents.
- Teachers were unable to avail themselves for the full hour, as they were often rushing to catch transport home. The sessions were in turn approximately 45 minutes at both schools. Contact persons recommended that future sessions be held during school

time, as it is difficult to get educators to participate in non-departmental activities outside of school time.

- Too short notice: Some schools declined to participate, stating that they did not have enough time to coordinate the sessions internally and to get parents to participate. For future focus groups, it is ideal to give the schools at least one month's notice.
- Not all participants were present at the sessions had interacted with the magazine prior to attending the session. This limited their participation/answers/inputs to face-value insights.
- Given the time constraint and the lack of information on the distribution mechanism/strategy of NAPTOSA and the schools, it would have been more appropriate to conduct key informant interviews (to determine distribution strategy) and conduct follow-up in-depth interviews with specific educators and parents who were actively using the material in order to better assess use and appropriateness.
- Participants in the Western Cape had not received the Nal'ibali spread in the Free4All newspaper at all. Also, the Free4All was not distributed frequently to the schools. In addition, learners are the primary users of the Free4All paper and therefore potentially better suited to respond to some of the questions.

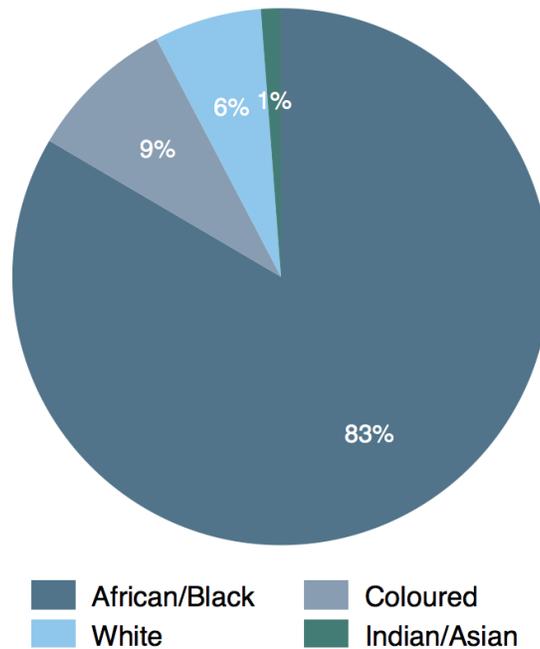
Results

Survey

Demographics

The sample was predominantly Black/African, with 9% identifying as Coloured and less than 10% as either White, Indian or Asian.

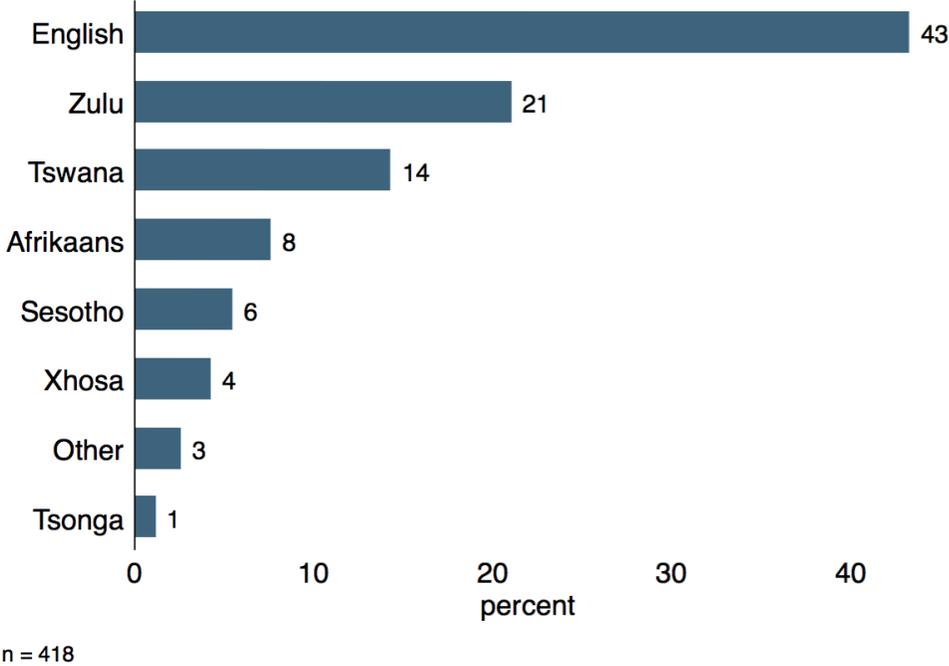
Figure 7: Population Group of Respondents



n = 417

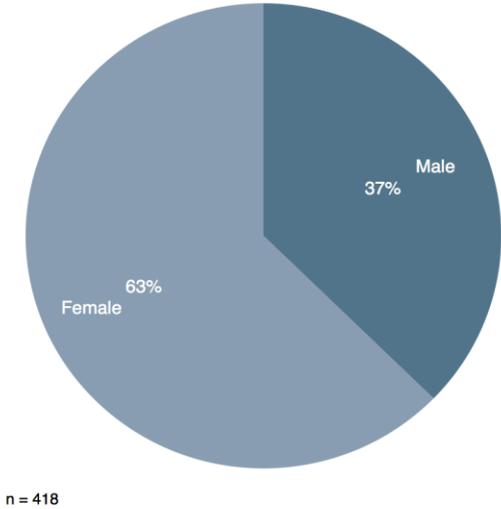
The most common home languages are Setswana (27%), isiZulu (25%) and Afrikaans (12%). Although only 4% of the respondents identified English as their home language, it is the preferred language of communication (43%), followed by Zulu (21%) and Tswana (14%). English (83%), isiZulu (41%) and Tswana (36%) are also the most read and spoken languages among respondents.

Figure 8: Preferred Language of Communication



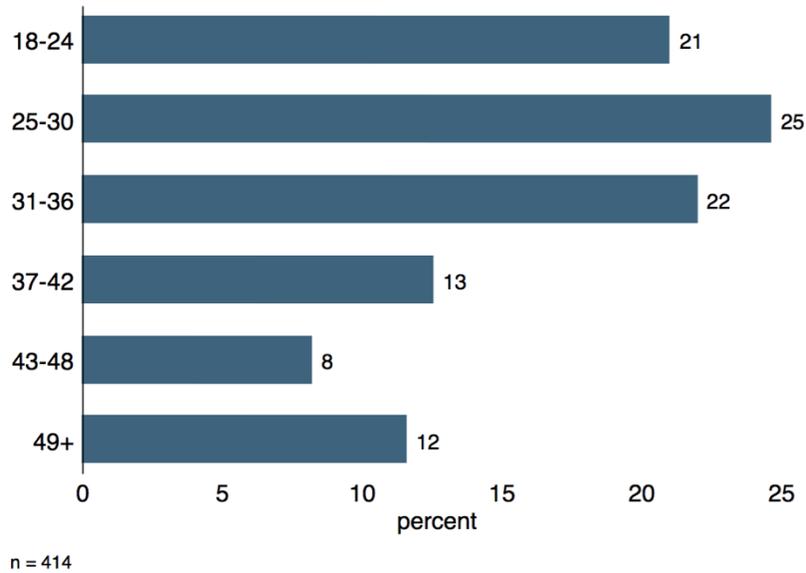
The sample was 63% female and 37%. This distribution is an accurate reflection of the demographics of shoppers at the supermarkets based on the observations of the fieldworkers on site.

Figure 9: Gender of Respondents



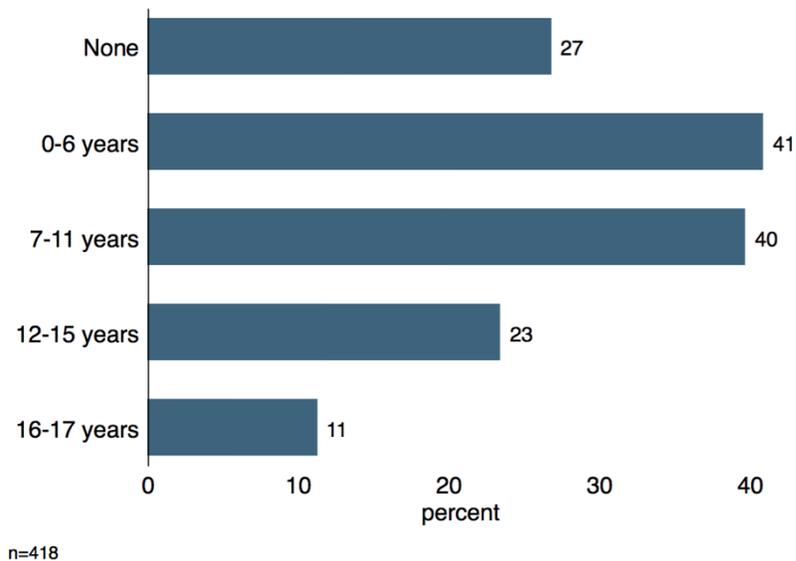
The average respondent was 34.4 years old.

Figure 10: Age of Respondents



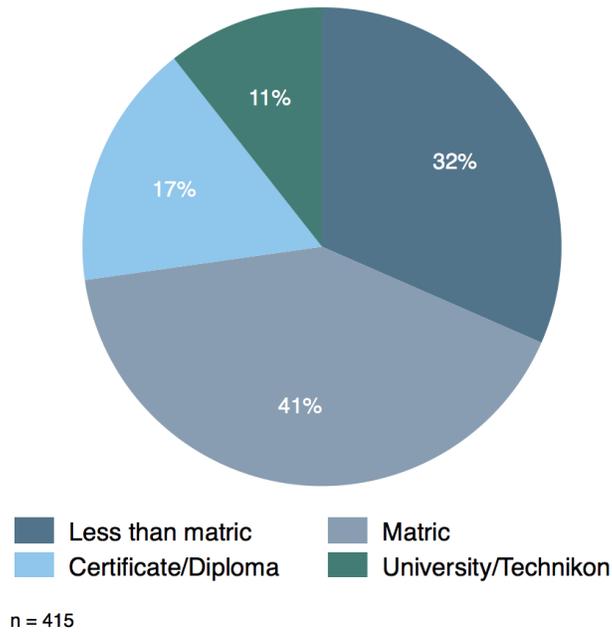
Three out of four (73%) respondents had children under the age of 18 living with them. Only 27% (112) of respondents did not.

Figure 11: Respondents Living with Children by Age Group of Children



Only 28% of the respondents had tertiary education. Just under a third (32%) had less than matric.

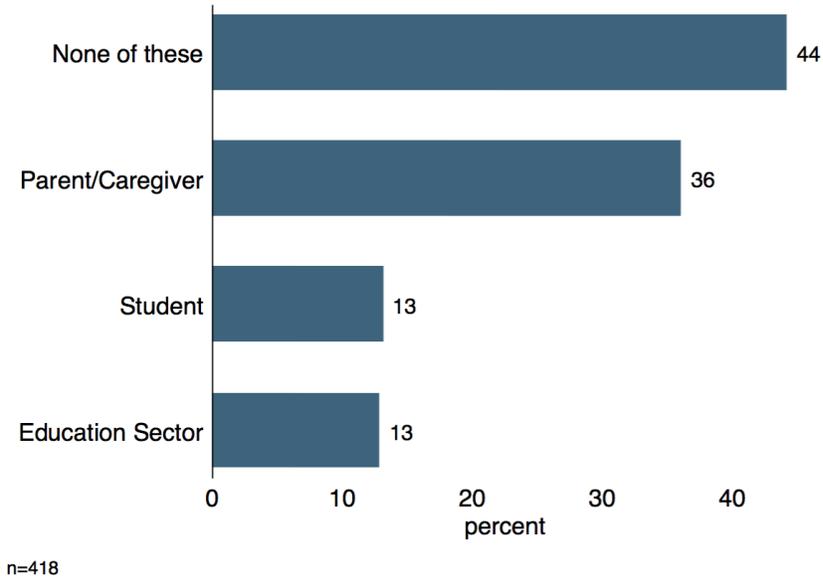
Figure 12: Highest level of Education Completed by Respondent



Selection Criteria

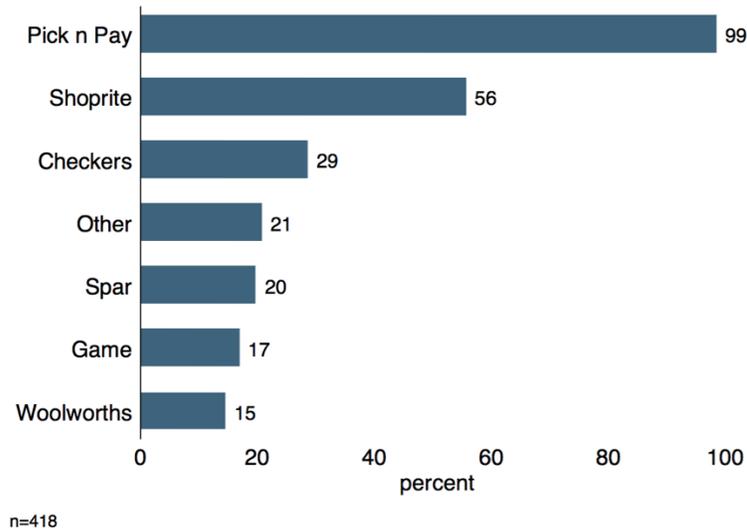
Thirty-six percent of respondents described themselves as a parent/caregiver. Thirteen percent said that they worked as educators, ECD practitioners, library practitioners or NGO practitioners or volunteers.

Figure 13: Background of Respondent



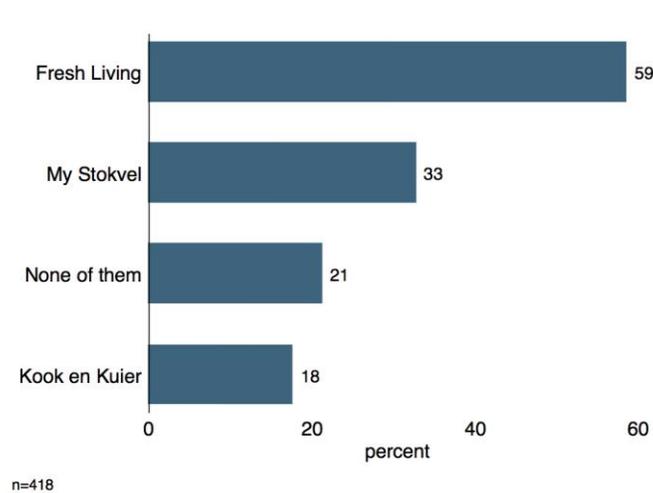
When asked which supermarkets respondents had frequented at least three times in the 30 days before the interview, Pick n Pay was the most popular choice (unsurprising, given that the interviews were being conducted there). Shoprite was by the far the most popular second choice, with 56% having been to one of their outlets at least three times in the past month. Almost three quarters (71%) of interviewees were Smart Shopper card holders/subscribers, making them potential ad hoc recipients of the Pick n Pay publications.

Figure 14: Most Frequented Stores



The Fresh Living was the most recognised magazine of the Pick n Pay publications. Nearly 60% of the respondents at all locations indicated that they had seen the magazine.

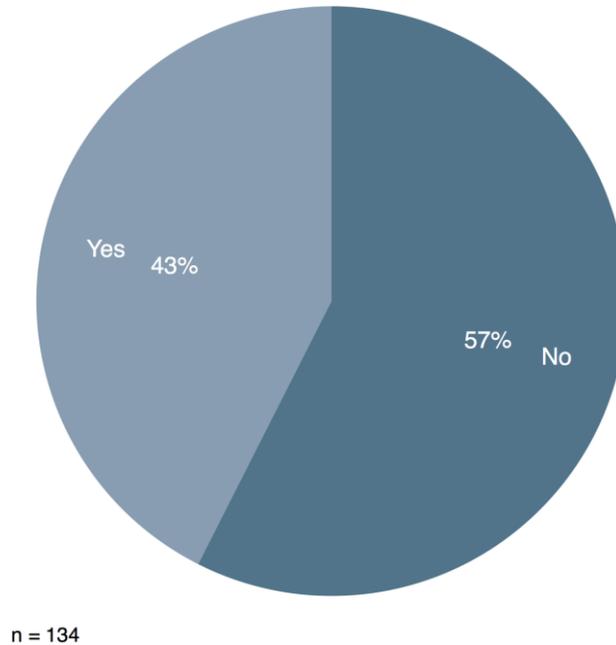
Figure 15: Awareness of Pick n Pay Publications



However, only 43% of respondents who had seen a My Stokvel, Fresh Living or Kook en Kuier and recognised the Nal'ibali reading booklet were aware that the magazines were free to Smart Shopper card holders. It is likely that this could have had an impact on the number of respondents

who were aware of/had received the Nal’ibali “Let’s Read” magazine/booklet in their Pick n Pay publication.³

Figure 16: Awareness of Free Publications for Smart Shoppers



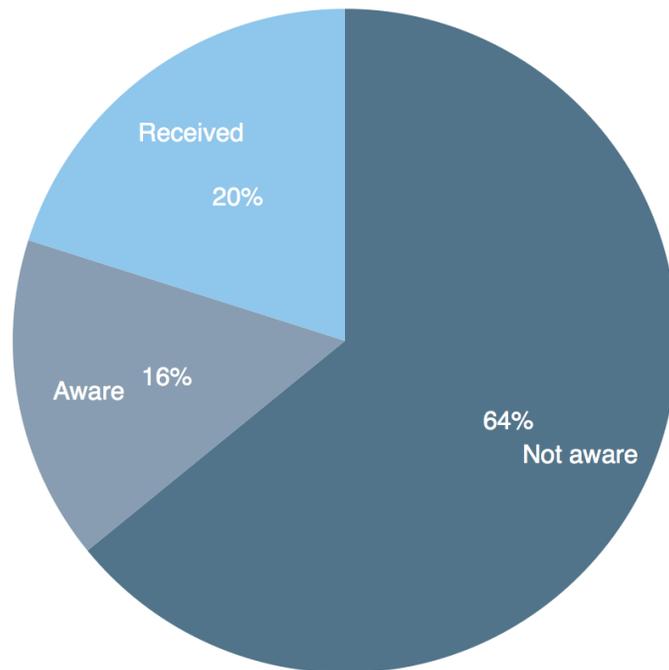
n = respondents who had seen a PnP publication and recognised the Nal’ibali booklet

Awareness and Reach

Fieldworkers showed images of the various Pick n Pay magazines to respondents and asked them to select the publications which they had seen before. Respondents who selected any of the three publications were then showed an image of the Nal’ibali booklet and asked to indicate if they recognised it. Those who recognised the booklet were then asked if they had received it in any of the Pick n Pay magazines. Of the 418 respondents, 150 recognised the booklet and 84 indicated that they had received it in one of the Pick n Pay publications. Sixty-four percent of shoppers were not aware of the Nal’ibali “Let’s Read” publication.

³ This excludes the 16 people who recognized the booklet but were unaware of the Pick n Pay publications; hence, n=134.

Figure 17: Overall Awareness and Reach



n = 418

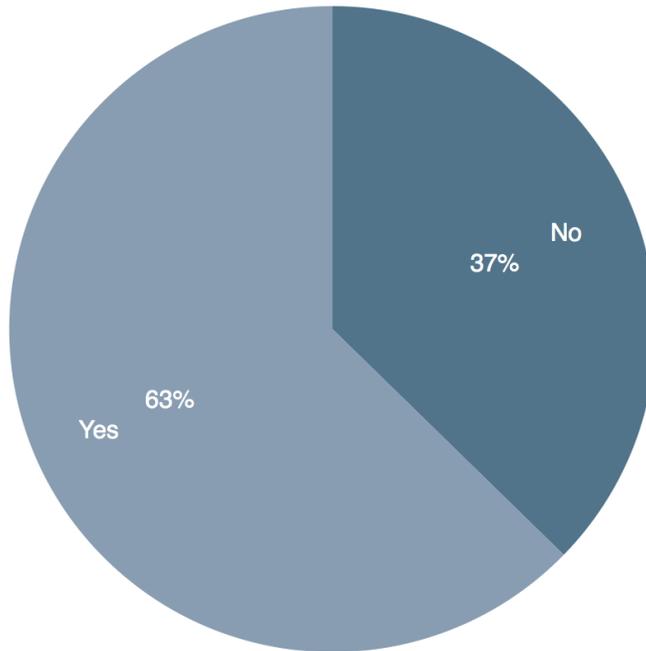
A higher percentage of those not living with children were unaware of Nal'ibali than those living with children (74% versus 60%). Perhaps surprisingly, a similar percentage of those who reported being caregivers and those who were not, were aware of Nal'ibali (17% and 15% respectively). Of the respondents interviewed, those in the North West Province and Gauteng were most aware of Nal'ibali (21% and 19% respectively), with much less awareness in Mpumalanga and the Northern Cape (only 15% and 10% respectively of respondents were aware of it). There did not seem to be a consistent relationship between awareness of Nal'ibali and highest education level. Respondents with Smart Shopper cards also did not seem to be more aware of Nal'ibali than those without (15% versus 16 % respectively).

Table 6: Awareness by Selected Characteristics of Respondents (%)

	Not aware	Aware (not received)	Received	Aware Total	Total
Living with children					
<i>No Children n=112</i>	74	15	11	26	100
<i>Children n=306</i>	60	16	24	40	100
<i>Total n=418</i>	64	16	20	36	100
Province					
<i>Gauteng n=112</i>	60	19	21	40	100
<i>Mpumalanga n=96</i>	62	15	23	38	100
<i>Northern Cape n=113</i>	75	10	15	25	100
<i>North West n=97</i>	58	21	22	43	100
<i>Total n=418</i>	64	16	20	36	100
Parent/Caregiver					
<i>No n=267</i>	67	15	18	33	100
<i>Yes n=151</i>	60	17	23	40	100
<i>Total n=418</i>	64	16	20	36	100
Education					
<i>Less than matric n=131</i>	66	16	18	34	100
<i>Matric n=171</i>	57	18	25	43	100
<i>Certificate/Diploma n=69</i>	72	10	17	27	100
<i>University/Technikon n=44</i>	68	16	16	32	100
<i>Total n= 44</i>	64	16	20	36	100
Smart Shopper					
<i>No n=118</i>	70	16	14	30	100
<i>Yes n=296</i>	62	15	23	38	100
<i>Total n = 414</i>	65	15	20	35	100

Just under two thirds (63%) of those who had recognised the booklet reported receiving the Nal'ibali booklet in their Pick n Pay publication.

Figure 18: Received Booklet

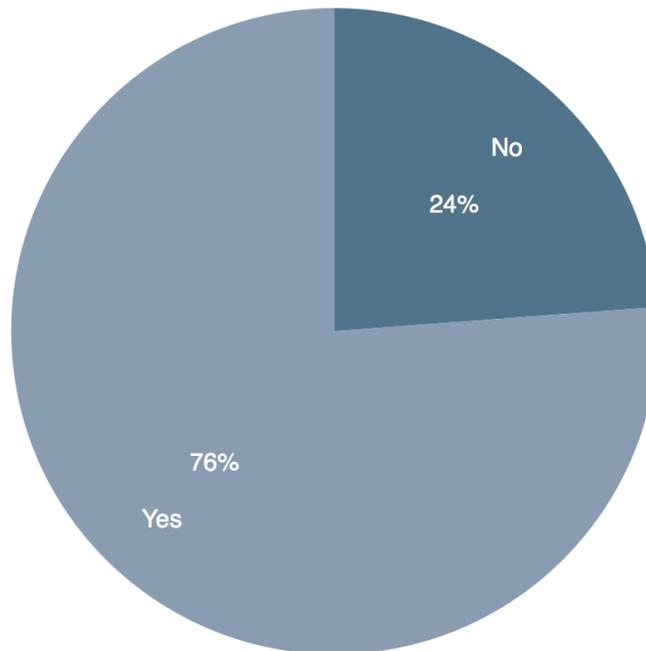


n = 134

n = respondents who had seen a PnP publication and recognised the Nali'ibali booklet

Approximately three quarters (76%) of those who had recognised the booklet and received it in their Pick n Pay publication reported that it was in their preferred language.

Figure 19: Received Booklet in Preferred Language

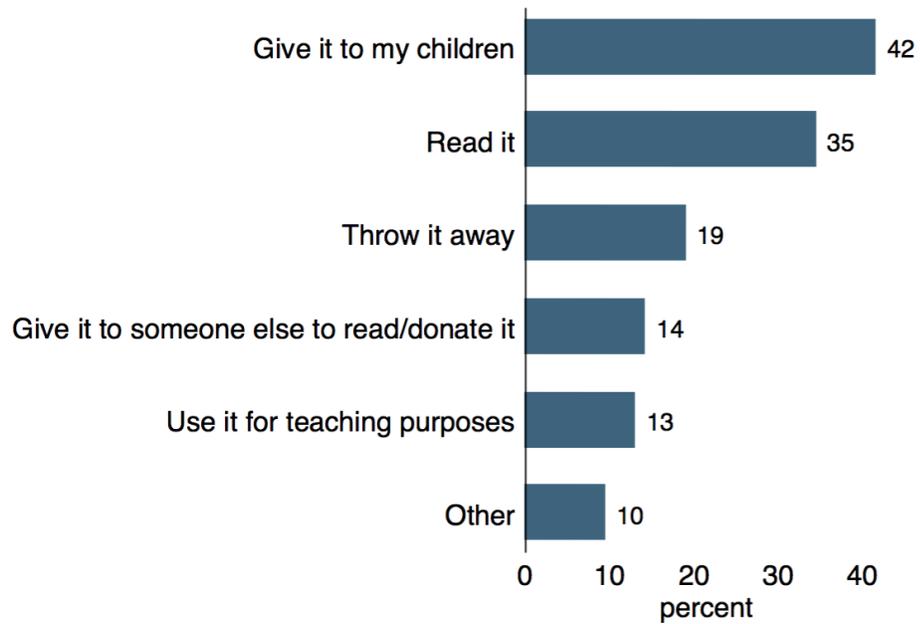


n = 84

n = respondents who recognised the Nali'ibali booklet and received it in a PnP publication

Most of the those who received the booklet in their Pick n Pay publication actually made use of it. Respondents either gave them to their children (42%), read it themselves (35%), donated it (14%) or used it for teaching purposes (13%). They usually only do one of these things with the booklet (77% of cases), and if they do more than of these things they typically read it themselves and give it to their children. The vast majority of the 24% who threw it away or recycled it did not receive it in their preferred language.

Figure 20: Use of Booklet

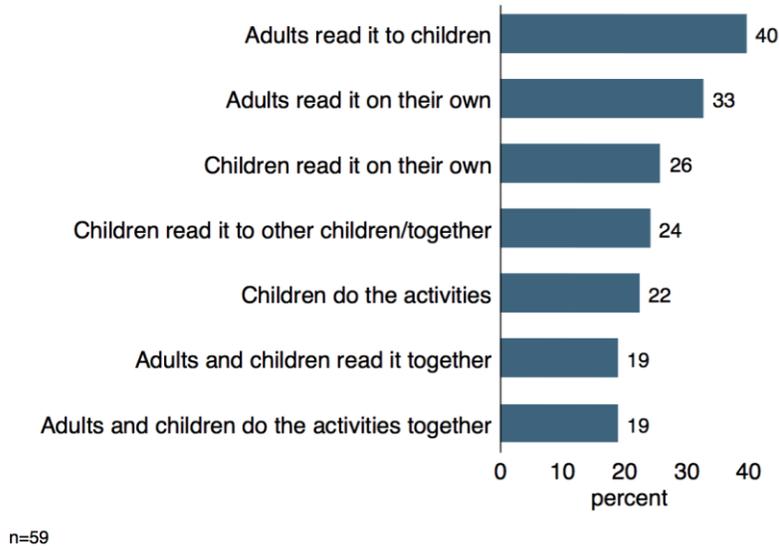


n=84

N = respondents who recognised the Nali'ibali booklet and received it in a PnP publication

Respondents who received the booklet and used it (read it, used it for teaching purposes or gave it to their children) were further asked how they used the book at home. As illustrated in the graph below, the booklets were often used by parents together with their children, with either the parent reading to the child or doing activities and reading together.

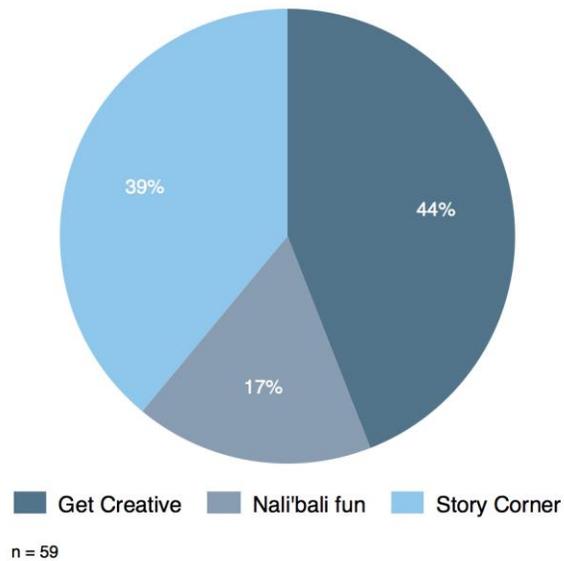
Figure 21: How the Booklet is used at Home



n = respondents who had read the booklet, used it for teaching purposes or given it to their children

When asked which part of the booklet they found most enjoyable, the 'Get Creative' segment was mentioned most frequently (44%), closely followed by the 'Story Corner' segment.

Figure 22: Segments Most Enjoyed



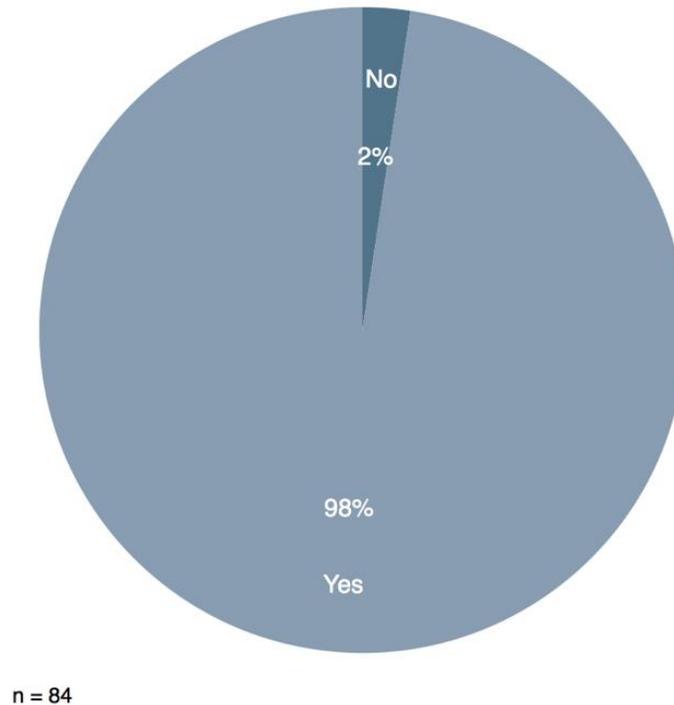
n = respondents who had read the booklet, used it for teaching purposes or given it to their children

Appeal and Quality

The following charts illustrate the responses to questions about the appeal of the Nal'ibali magazine and the language use. Specifically, respondents who use the booklet were asked about the accuracy of translation, whether or not the language is understandable and consistent with everyday use, as well the frequency/use of English words.

Almost all respondents who had received the booklet found its design and cover visually appealing (98%).

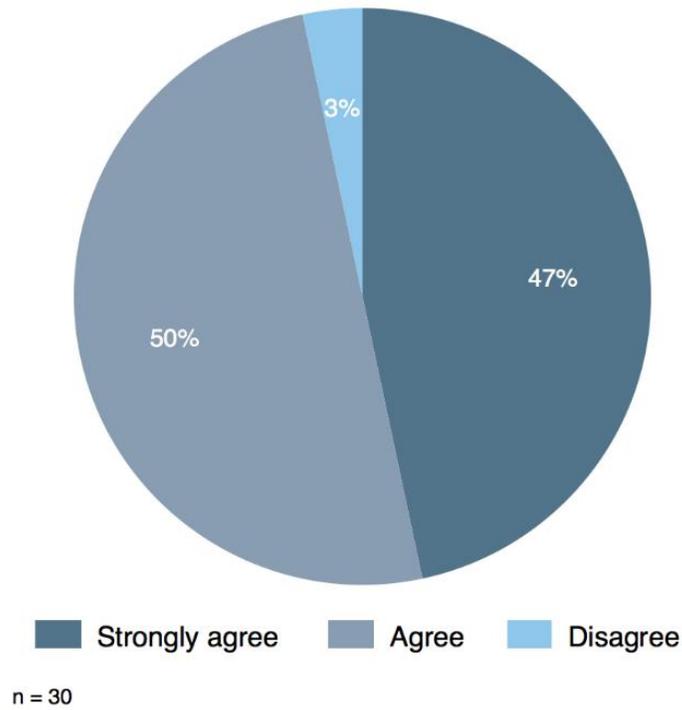
Figure 23: Visual Appeal



N = respondents who recognised the Nal'ibali booklet and had received it in a PnP publication

Also, almost all respondents who had received the booklet in their home language found the way the home language was used was accurate/correct (97%).

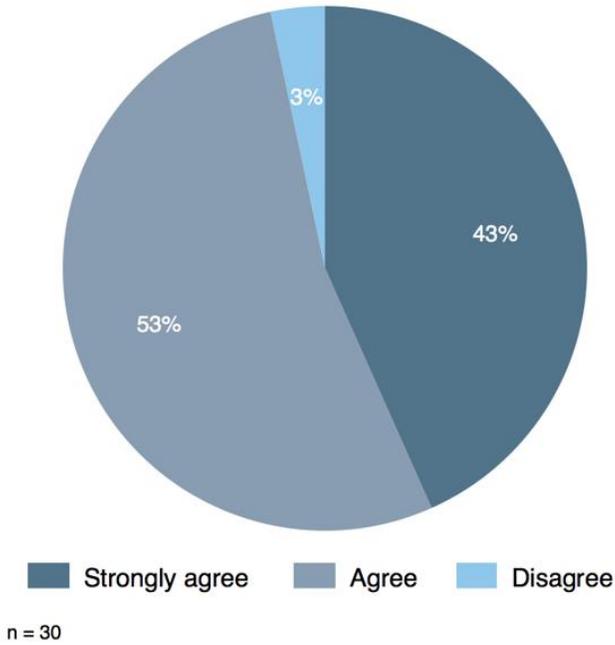
Figure 24: Accurate Use of Home Language



n = respondents who recognised the Nali'ibali booklet and received it in a PnP publication in their home language

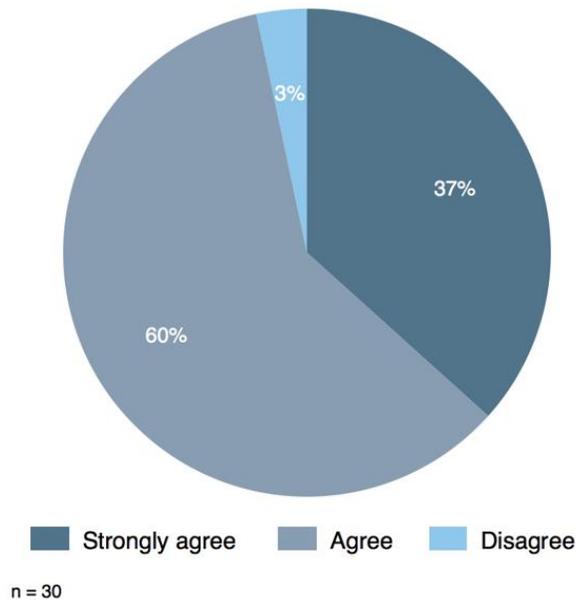
Similarly, almost all users agreed that the language used in the Nal'ibali booklet is similar to how they use language on a daily basis and that it was easy to understand. It is worth pointing out that only a one person disagreed with each of these statements, but in each case it was a different person.

Figure 25: Language use similar to Everyday Language Use



n = respondents who recognised the Nali'ibali booklet and received it in a PnP publication in their home language

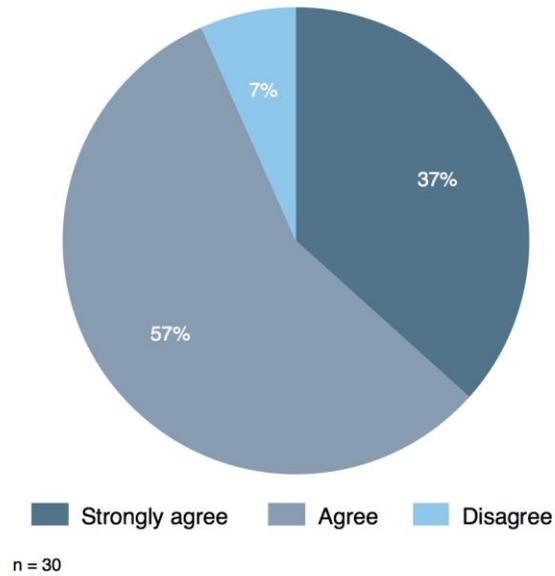
Figure 26: Language Easy to Understand



n = respondents who recognised the Nali'ibali booklet and received it in a PnP publication in their home language

The great majority (93%) of users reported that words in their home language were used instead of English words wherever possible.

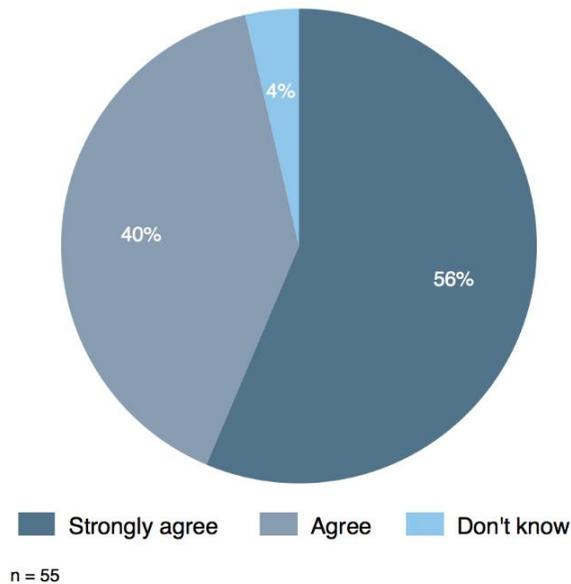
Figure 27: Vernacular used instead of English



n = respondents who recognised the Nali'ibali booklet and received it in a PnP publication in their home language

Virtually all respondents who used the booklet at home and lived with children agreed that the children enjoyed the stories in the Nal'ibali booklet.

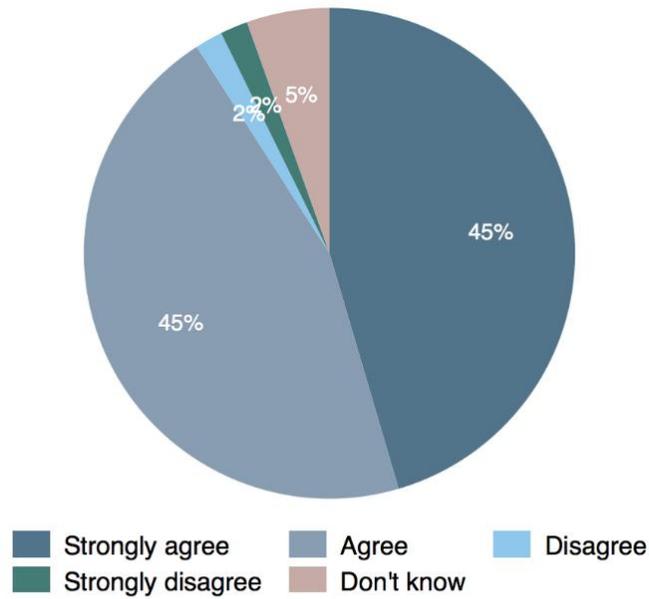
Figure 28: Children Enjoyed the Stories



n=respondents who live with children and used the booklet at home

Similarly, almost the same proportion of all respondents who use the booklet at home and live with children agreed that the children enjoy the activities in the Nal'ibali booklet.

Figure 29: Children enjoyed the Activities

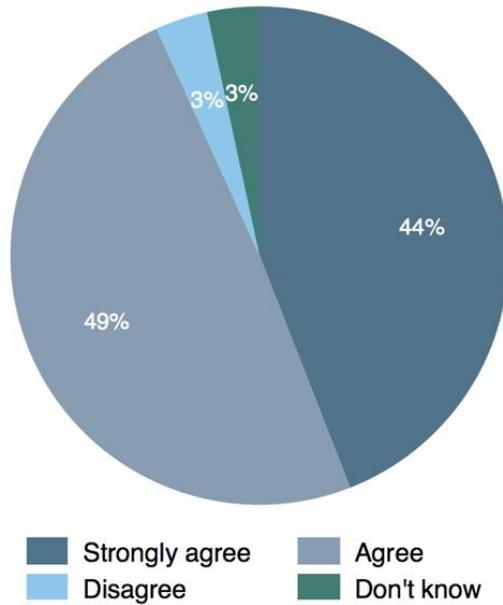


n = 55

n=respondents who live with children and used the booklet at home

Respondents who use the booklets at home were asked if they themselves enjoyed reading the stories, which almost all of them answered affirmatively.

Figure 30: Respondent enjoyed the Stories



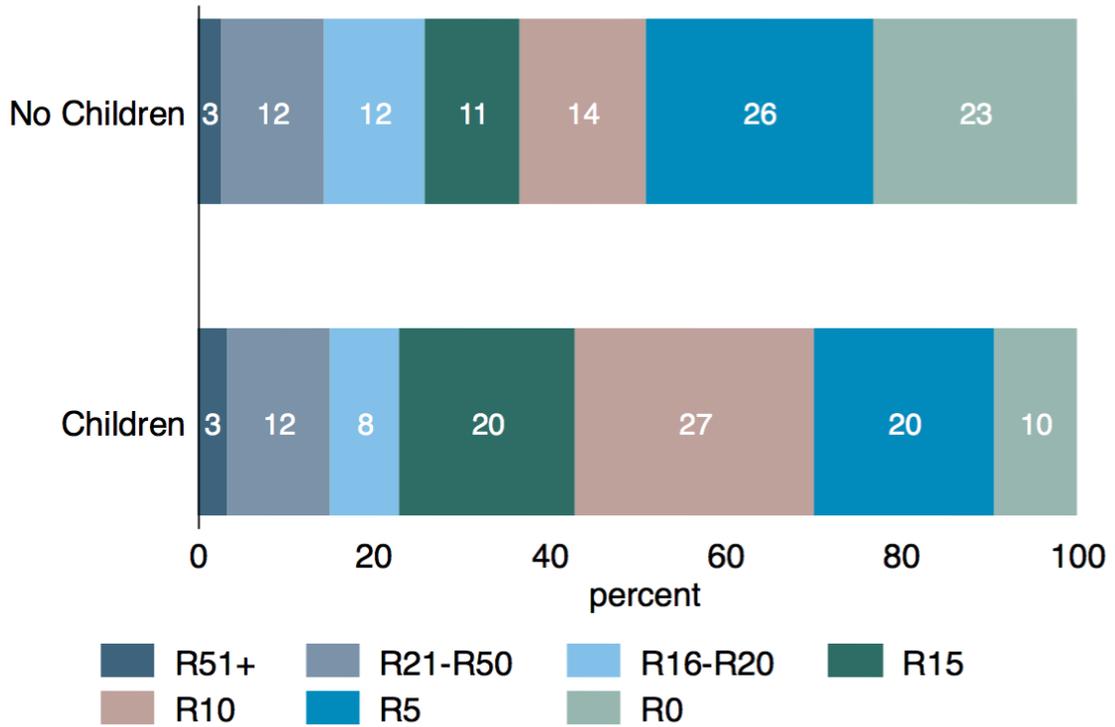
n = 59

n = respondents who used the booklet at home

Market Value

Respondents were also asked if they would purchase the booklet if it were sold on its own. Those who indicated that they would were also asked what price they would be willing to pay for the publication (R5, R10 or R15). The graph compares the responses of respondents who live with children and those who do not. Generally, respondents who lived without children were less likely to spend money on booklets than their peers with children (23% of those without children would not buy it versus just 10% of those with children). Forty-three percent of respondents living with children reported that they would be prepared to spend more than R10 on a booklet while only 38% of those not living with children were prepared to do the same.

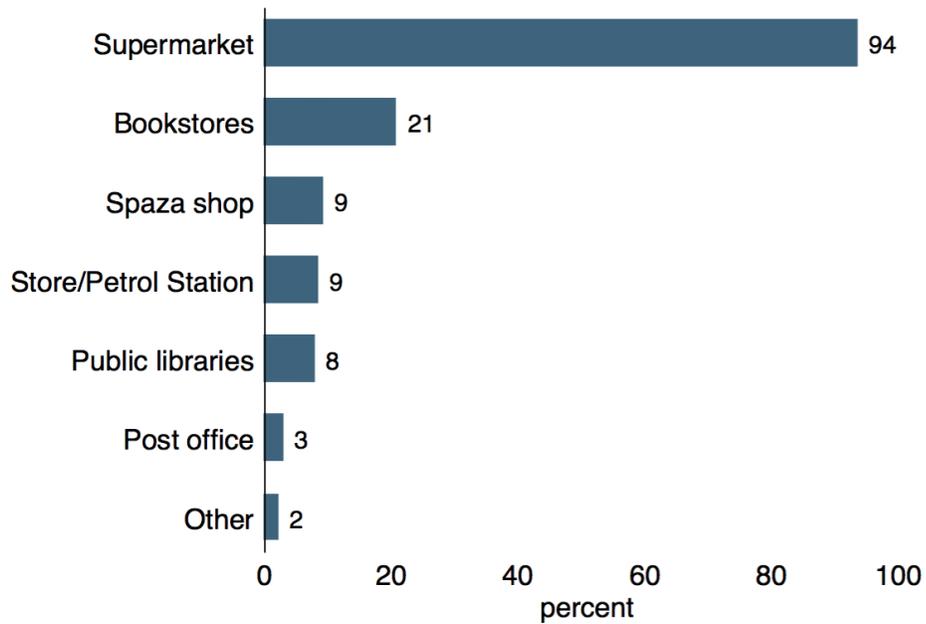
Figure 31: Acceptable price points



n=417 n(children)=305 n(no children)=112

The most popular place anyone who reported being willing to pay for a supplement would like to purchase it was a supermarket (specifically Pick n Pay, Shoprite and Game, respectively), although this finding is likely to be biased by the location where the survey took place.

Figure 32: Preferred Vendor for purchasing the Nal'ibali Magazine



n=363

n = respondents who said they would be willing to pay for the Nal'ibali magazine if it were sold separately

Other Nal'ibali Publications

To gauge overall brand awareness/exposure among respondents who were aware of the Pick n Pay publications and the Nal'ibali "Let's Read" magazine, the question "Are you aware of other reading materials produced by Nal'ibali?" was asked. Eighty-five respondents who answered 'yes' were provided with a list of resources available in the public domain and asked to indicate the ones to which they had been exposed.

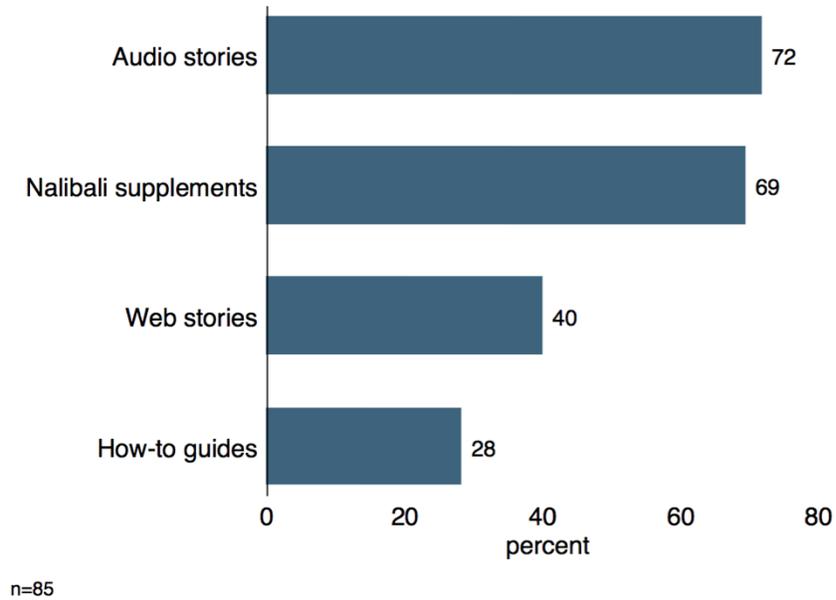
Nal'ibali audio stories were the most recognised Nal'ibali resource, with 72% of those aware of other Nal'ibali publications mentioning them.

The Nal'ibali supplement was the second most popular resource amongst those who answered this question, with 69% indicating that they had seen/heard of or had a copy of the supplement at home.

With respects to the web-stories, 40% of the sample indicated that they had seen/heard of the resource.

The "How-to" (How-to-guides or Story Power guides, Activity sheets and Tip sheets) resources were the least known resource. Twenty-eight percent of the sample indicated to have seen/heard of or had the "How-to" resources at home.

Figure 33: Awareness of other Nal'ibali Publications or have them at home

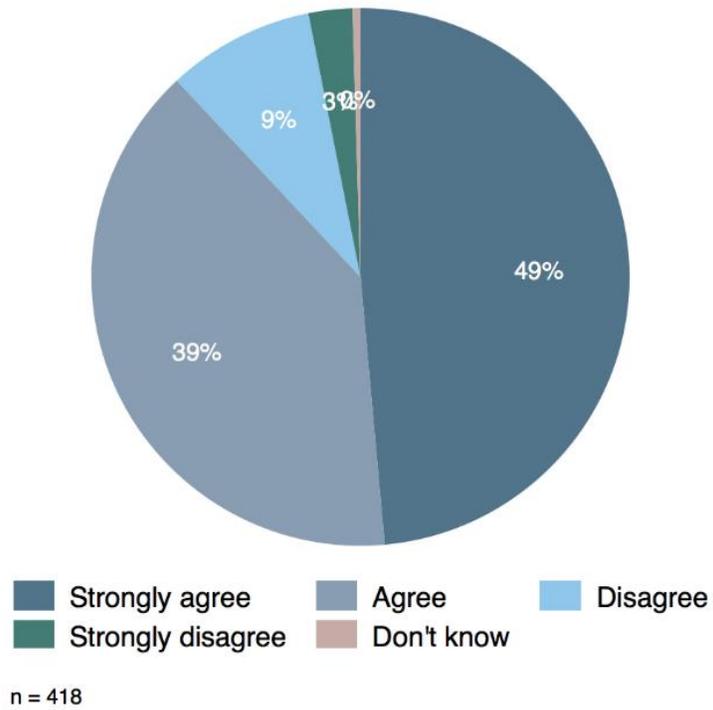


N = respondents who were aware of the PnP publications and the Nal'ibali "Let's Read" magazine and were aware of other reading materials produced by Nal'ibali.

Reading Habits

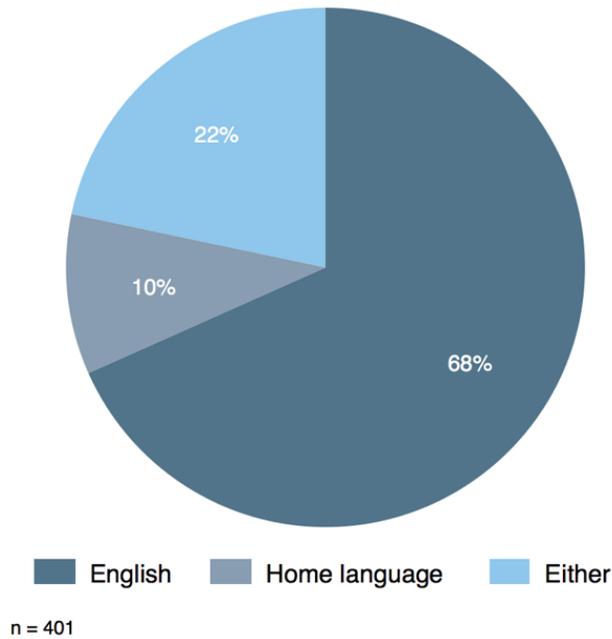
Survey respondents were also asked if they were read to as a child, as well as a series of questions to assess their exposure to reading, and values and beliefs on reading. The majority of respondents (88%) said that they enjoy reading in their spare time.

Figure 34: Enjoy Reading in Spare Time



About two thirds (68%) of respondents whose home language is not English indicated that they preferred to read in English, with only 10% clearly preferring their home language.

Figure 35: Preferred Language for Reading



N = respondents whose home language is not English

Notably, at the respondents' homes, adult reading material was more common than children's material. The majority of the respondents indicated that they had newspapers and/or magazines⁴ (85%) and books for adults (52%) in their homes. Less than half of the interviewed respondents indicated that they had books for children with pictures (42%) in their home⁵. Children's books without pictures and Na'ibali supplements were the least available reading materials at the respondents' homes, each at 19% and 6%, respectively.

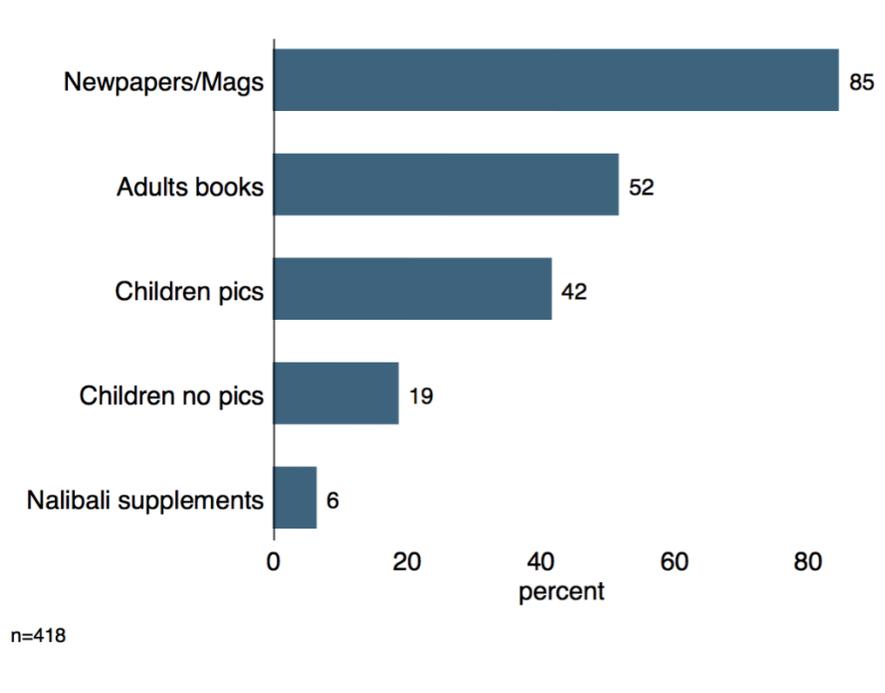
Sixty percent had more than one type of reading resource available to them at home. When asked to select the reading resources they had at home, only 169 (40%) out of the sample selected only one resource type (newspapers/magazines in 77% of cases).

The most frequent combination of reading resources were Books for adults (including textbooks) plus Newspapers and/or magazines; this option occurred 66 times. Children's books with pictures plus Books for adults (including textbooks) and Newspapers and/or magazines was the next common combination (52 respondents). Thirty-five respondents mentioned all of the previous together.

⁴ Participants were not asked to indicate which Newspaper/ Magazines they read.

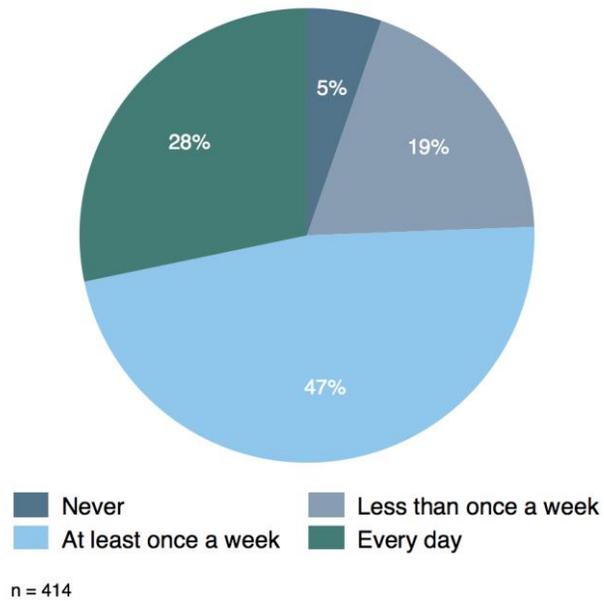
⁵ Language of the books respondents had at home was not included.

Figure 36: Access to Reading Material at Home



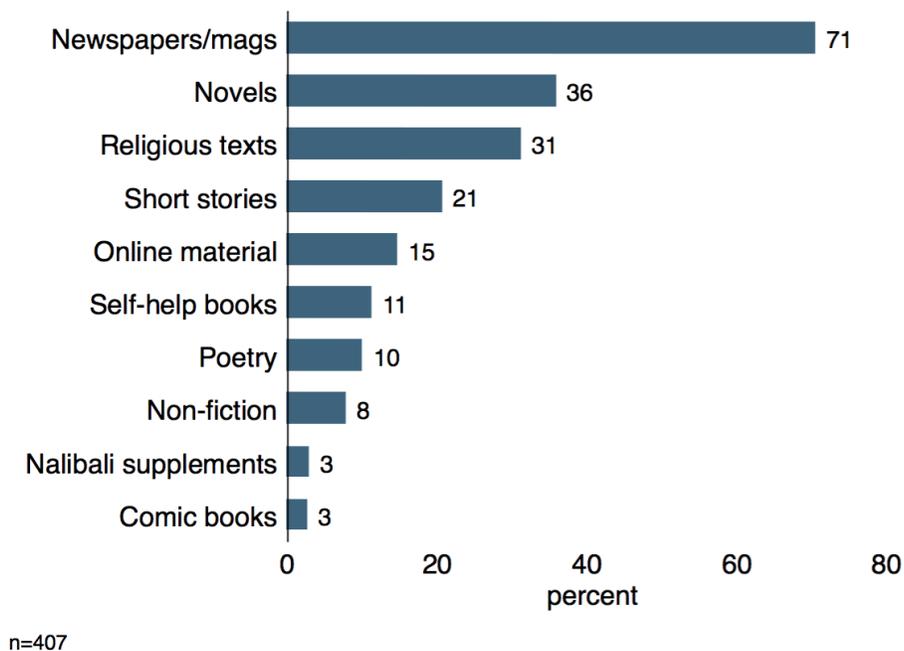
Respondents were also asked how often they read for enjoyment. Only a few respondents indicated that they never read for enjoyment, and three quarters said that they read at least once a week.

Figure 37: Frequency of Reading for Enjoyment



Among those who read for enjoyment, newspapers and magazines (excluding Nal'ibali supplements/magazine) were the most popular reading materials (71%), followed by novels (36%) and religious texts (31%). Nal'ibali supplements were mentioned by only a small minority.

Figure 38: Materials Read for Enjoyment



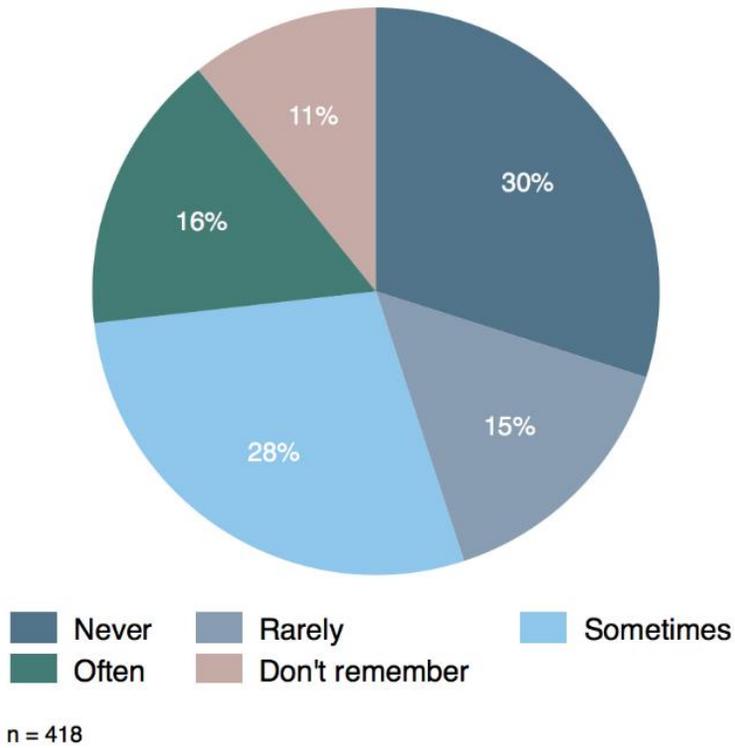
n = respondents who read for enjoyment

Reading to Children

This next section relates to respondents' opinions about reading to children. They were first asked how often they were read to as a child and then asked to rate their level of agreement with statements about reading to children. The following graphs illustrate their responses.

Out of 418 interviews, 185 (44%) survey respondents indicated that they remember being read aloud to as a child often or sometimes. Forty-five percent indicated that they were either never or rarely read aloud to as a child and 11% could not remember.

Figure 39: Remember being Read Aloud to

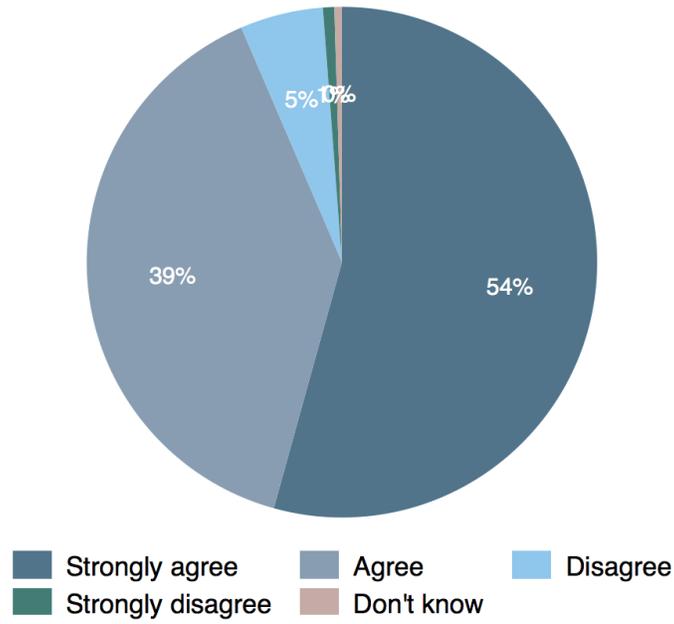


Respondents were then asked to rate their level of agreement with the following statements:

- It is important for adults to read aloud to children.
- It is more important for adults to help young children study than to read to them.

More than half of the respondents (n=266) strongly agreed that it was important for adults to read aloud to children.

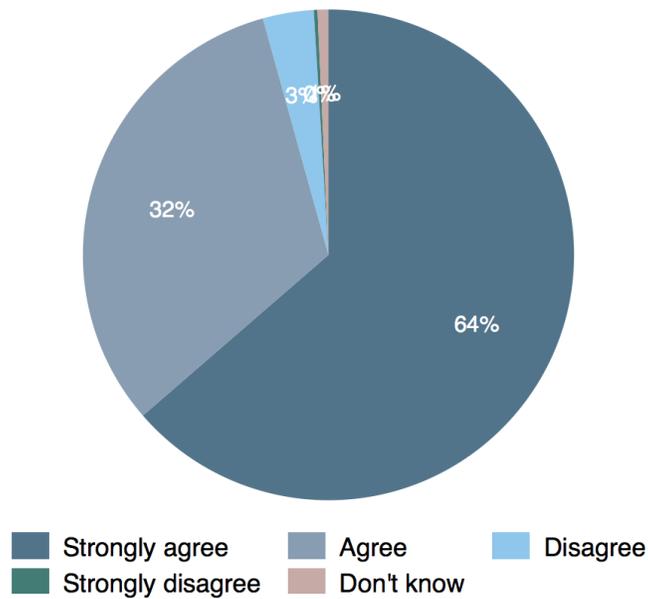
Figure 40: Importance of Reading Aloud to Children



n = 418

A similar proportion indicated that it was **more important** for adults to help children study than to read to them. This prioritizing of studying over reading may indicate that respondents view reading as a leisure activity and studying as an important step towards educational attainment.

Figure 41: Importance of Helping to Study versus Reading



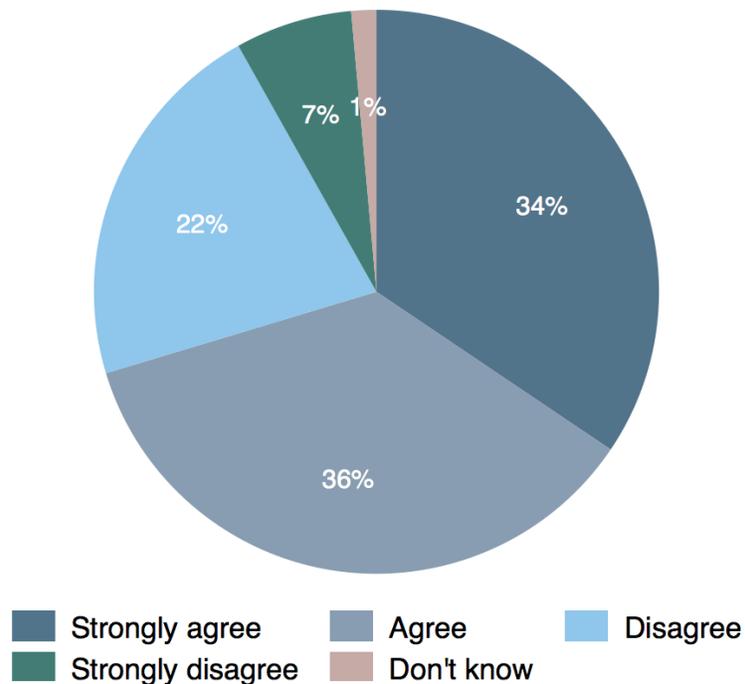
n = 418

Thereafter, respondents were asked to rate their level of agreement with the statements:

- It is more important for children to learn to read in English than in their home language.
- Reading stories aloud to children will help them do better in school.

More than half of the respondents (n=294) agreed that it was **more** important for children to learn to read in English than in their home language. This attitude is consistent with the reading behaviour among the sample population. The majority preferred to communicate and read in English more than their home language. It is likely that English is perceived as a valuable language, which is necessary and more important for education and securing future employment in comparison to other languages.

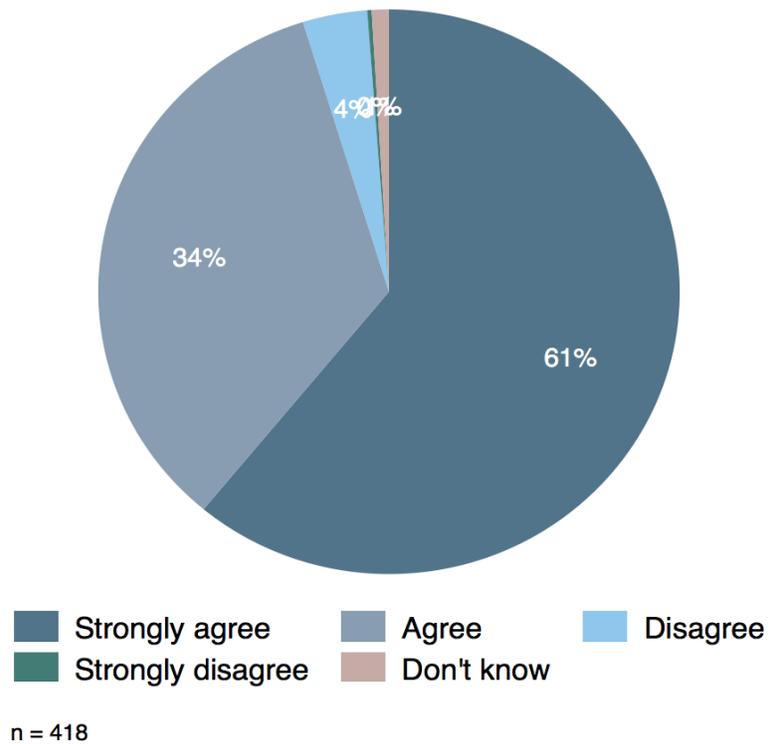
Figure 42: Importance of Reading in English



n = 418

With regards to the influence of reading stories aloud to children on school performance, up to 61% of respondents indicated a strong agreement with the statement “Reading stories aloud to children will help them do better in school”. A further 34% agreed with the statement.

Figure 43: Reading and School Performance



Summary/Key Lessons

- There was relatively little (less than 50%) awareness of the Pick n Pay publications, and relatively little awareness that they are free to Smart Shopper card holders. Not many respondents had received the magazine.
- Most individuals who received the magazine in their preferred language made use of it. Only about 24% did not receive it in the preferred language, which may be the reason they discarded/recycled the booklet.
- Almost all respondents who live with children and make use of the booklets at home said that both the children as well as themselves read the stories.
- Positive values on reading, and reading to children, but few respondents indicated that they had reading material for children at homes.
- Respondents were keen to purchase the Nal'ibali supplement at a supermarket if it was going to be sold separately. Forty-three percent of respondents living with children reported that they would be prepared to spend more than R10 on a booklet while only 38% of those not living with children were prepared to do the same
- Audio stories were the best known other Nal'ibali resources.

Focus Groups

Western Cape – Nal’ibali

Awareness

Awareness of the Nal’ibali reading campaign among the participants of the two focus groups was generally poor. Only three teachers and none of the parents in either of the two focus groups conducted at Western Cape primary schools had heard of Nal’ibali. Both teachers and parents were aware of the Free 4 All newspaper, but the copies they had received/seen did not contain the Nal’ibali reading supplement. Interestingly, even though so few teachers were aware of Nal’ibali, one reported being exposed to it through multiple means, including her students, radio programmes, and a fellow teacher at a previous school who she said had CD’s of Nal’ibali stories. The other two teachers had come across the Nal’iabli booklets in the Sunday Times.

Distribution

None of the Free 4 All newspapers that the schools received contained the Nal’ibali reading supplement. In addition, focus group participants reported receiving the Free 4 All very seldom. Given the limited number of editions and omission of the reading supplement, the Free 4 All newspaper did not seem to be a particularly effective vehicle for distributing the Nal’ibali reading supplement in these two schools.

Uses and potential uses

It is important to note that even though only three teachers were aware of Nal’ibali, they had all made use of the materials in their classes.

The teachers felt it could also be used for a variety of purposes, e.g. spelling lessons, comprehension tests and as a source of oral topics:

“...children had to listen to the story I read and they had to answer the questions.... We already have stories in the text books, but this was just something a bit more [at] their level.”

Evaluation of the supplement

Overall, there was a positive reaction to the Nal’ibali reading supplement during the focus group interviews. One of the features most appreciated was that the supplement can be folded into a booklet form. In this way, learners could collect the booklets and use them repeatedly over time.

The bilingual nature of the supplement was identified as particularly useful for learners whose home-language is not English (the language of instruction at the schools). Learners still learning English could refer to the version the story in their home-language to help them understand the English.

“The Nal’ibali’s very good, I think, because it’s in two languages, the English and the Xhosa. ... the kids take it home; the parents cannot actually help them with the comprehension if they don’t understand the English part of it. The parents can read the Xhosa part and be able to assist the kids with whatever English they can help with. And that’s what I found very, very useful.”

Western Cape – Free 4 All

Awareness

All of the teachers and most of the parents had at least been exposed to, if not having actively interacted with, the Free 4 All. Several of the findings discussed here can be applied to the Nal’ibali reading supplement too.

Distribution

The newspaper is usually received by the secretary who either delivers it to the classes or gives it to a teacher who then distributes it to the individual classes. The teacher responsible for distributing the newspaper in the one school pointed out that they had not received enough copies for each learner to have one as the school had grown in size. Thus, whole classes of learners would not receive certain editions of the Free 4 All when it was delivered to the school, as the teacher would rotate which class would not receive the newspaper due to shortages.

Uses

Whether or not the subject matter was related to the syllabus, it was felt the Free 4 All encouraged the learner to read more. However, curriculum-related subject matter did make it easier to integrate the Free 4 All into the class work. Other uses included spelling, vocabulary and comprehension development and testing. The vocabularies of non-English home-language speakers in particular expanded after working with the Free 4 All. One teacher described how she used it for reading:

“I’m using it as a reading material in my class. First thing in the morning we need to have that thirty minutes reading time. If we’re not taking reading books, we’re taking Free 4 All and then I tell them the page number. They read it there, one by one, or they choose their own story that they can find in there and then they read and then we get to retell the story. Each learner must retell the story in their own words...”

The same teacher also described how she used the newspaper for mathematics exercises, substituting the Free 4 All “mental maths” sums for the text book. As each child has a copy of the newspaper, the class can also do corrections as a group. Several teachers also reported that the learners seemed more interested in the work when making use of the Free 4 All instead of the textbooks:

“...they’re excited, yes. I actually use it as an incentive ‘If you can finish your work, then we can all, you know...’. ... they don’t realise that sometimes we’re using it as work. They think it’s more of a fun activity, so they don’t see it as work.”

In younger learners, the pictures in particular were utilized for class work, e.g. cutting out animals for a presentation, and downscaling and copying of a picture of a clock face.

Some teachers felt that the syllabus was already very full and did not incorporate the Free 4 All. Some did however send the newspapers home with the learners and felt that it had great value in exposing them to different topics and mental exercises:

“And so it was good...the word search...and also spot the difference. [It] really teaches them to be more susceptible, you know to look out. And, of course, they also speak about the recipes like real people...as if they can follow what is happening and so it is interesting.”

Some teachers gave learners instructions to take the newspaper home and read it while others simply left them in the classroom for the learners to help themselves to. Some parents reported their children bringing the Free 4 All home and completing the word searches and crosswords. They also seemed to enjoy the jokes and riddles.

Appropriateness

Learners appear to have a particular affinity to Free 4 All. Teachers described how the characters on the cover caught the learner’s attention because they could identify with them. Foundation phase learners in particular seemed to be able to identify with the characters in the Free 4 All and one teacher commented:

“I was very, very amazed, and surprised, delighted, that they’ve actually got the foundation phase one. You know, on their level.”

Several respondents felt the questions posed made the children think but were still accessible and the design of the newspaper engaging enough that the children often wanted to persevere with the various activities.

Reading culture

There was general agreement on the importance of reading aloud to children, especially to help them apply the correct pronunciation of words, appropriate pause length, inflection for questions and overall tone. Making children read aloud themselves was also identified as important:

"I listened to an old teacher say that it's important for children to read aloud to hear their own voice...I almost encourage silent reading ... but, I realise it is important for them to actually hear their own voice and to make that connection...."

Some parents reported reading aloud with their younger children and encouraging their older children to read at home. Some reading material was obtained during library visits. One parent encouraged their children to read the local community newspaper in addition to the Free 4 All. Some also encouraged reading in more than one language, especially in households where the parents had different home-languages.

One teacher reported that the Free 4 All allowed her learners to bond with their parents or aunts and uncles at home at night when reading it to them and looking at the pictures together. However, several parents reported not having the time to sit and read with/to their children. Teachers also said that few of the parents read to/with their children at night. It was felt that the Free 4 All was particularly useful in this scenario, as the material engaged the children and they could work with it and read it on their own. The draw of electronic media also posed constant competition for children's time and attention.

In terms of helping children study versus reading to them, most respondents stated they were both equally important. However, most agreed that once the child can read, he/she can study unassisted:

"I think if we can get the kids to read, or teach them to read, or you read to them, then the study will follow on its own. So, I would stress reading in the foundation phases or phase. And then as they go through the other phases, the parents don't have to help them with reading as much but focus on studying then, is what I would do."

The two schools had very different responses to the question about learning to read in one's home language versus English. In the one school:

"Most of the times our children here do not speak their home language at home. So, I've even asked them...words in Xhosa but then they will say, 'No, teacher, we speak English at home. We don't speak Xhosa at home. I don't know that language.'"

English was also the *lingua franca* in the homes of children whose parents had different home-languages. For one respondent who has a different home-language to her spouse though:

"But because there's too many languages in my house I think the English ... is more important in our house because ... you can use it internationally. So, yes, I think English."

Many parents seemed to view English as the priority:

"...if I speak to parents and they say 'No, I'm speaking my language at home and my child needs to learn English at school because I want my child to have a good education, a good future', because that's what is associated with English."

However, where many learners were not home-language English speakers, learning in an English medium school was particularly challenging. Some teachers felt that it was more important for children to be taught to read in their home-language initially to avoid confusion and give them a stronger foundation for learning later on in their school career.

Requests and recommendations from participants

- Sending back copies of Nal'ibali to the schools for teachers and learners to keep and as a potential resource in the school library.
- Incorporating a third language into the Nal'ibali reading supplement, e.g. English, Afrikaans and isiXhosa.
- Incorporating other African languages into the Nal'ibali reading supplement, e.g. Shona for Zimbabwean learners.
- Nal'ibali CD's, books and flashcards to be made more widely available to schools
- Not supplying the answer in the same supplement to questions/riddles, but only printing them in the following issue of the Free 4 All to encourage more children to (a) read subsequent issues and (b) persevere with problem solving rather than giving up and simply checking the readily available answer.
- Competitions amongst the schools in the Free 4 All to encourage learners to participate more and generate wider interest.
- Grade-specific Free 4 All newspapers
- More regular delivery: There is a definite demand for more regular delivery/editions of Free 4 All. Some respondents reported seeing the newspaper once a term only and would even like a new edition once a week. Some schools seem to need larger volumes too in order for each learner to receive a copy of each edition.
- Using community newspapers as delivery vehicles: Respondents reported regularly receiving a community newspaper. Community newspapers could be an effective, efficient means of delivering the Free 4 All and by extension the Nal'ibali 8-page supplement it contains, or separate Nal'ibali "Let's Read" magazines to a wider audience.

KwaZulu-Natal

Awareness

There was mixed awareness of Nal'ibali amongst participants. Some respondents had seen the booklets by chance through their children or relatives. Others had seen Nal'ibali on TV but not the reading supplement (until participating in the focus group). As in the Western Cape focus groups, some participants had come across the Nal'ibali booklet in the newspaper (Sunday

Times). The teachers at Gingindlovu Primary seem to have been made aware of it through one of their heads of department. This school was proactive in their use of the booklet, particularly the language educators. In some instances, educators made additional attempts to find out more about Nal'ibali and to source more resources. The library teacher, also from Gingindlovu Primary, made an additional effort to access the Nal'ibali website and Facebook page. This teacher described attempting to find the radio stations that hosted Nal'ibali stories, but without success. An attempt to register the school on the Nal'ibali website for the reader's reading club had also proven unsuccessful.⁶

Distribution

Distribution in KwaZulu-Natal was primarily via the teacher/shop steward workshops. At both schools, the Heads of Department (HOD) of the language departments had received their consignment whilst attending a NAPTOSA workshop. Internal distribution at each of the schools differed slightly. At Gingindlovu Primary, the first edition magazines were given to teachers of Grades 3, 4, 5 and 6. The teachers decided on whether they preferred to use the magazines in their classrooms or give them to the learners to take home. The language educators opted to use the booklets for their isiZulu lessons. Others opted to keep them as 'a silent reading' resource in the classes reading corner and some gave them to learners to take home. A portion of the booklets was also kept at the school library as an additional reading resource. The second edition magazine was also issued to the foundation phase teachers for them to use during their story time with the learners.

At Floraton Primary, however, the HOD together with the educators decided the booklets were more suitable to give to the learners to take home. The major reason for this was that the booklets were too delicate for class use.

Uses

Some teachers reported reading the Nal'ibali stories to their learners. Teachers also had the learners read aloud from the booklets. They were also used for the reading period in class, as well as isiZulu lessons, on a daily basis. One teacher found the booklets particularly popular among the learners:

"...when I give them these books, I just heard a 'Yes!' from few learners, and when I ask them ... they tell me 'We will be able to read, Miss. See, there's something in isiZulu'."

The booklets were so popular among the learners they even continued with the exercises during their break time.

⁶ The participants who raised this point said that the website failed to go beyond the registration page.

Some teachers also used the booklets in the reading corner in the classroom, where they are encouraged to make and create their own interesting reading resources.

One respondent gave it to her daughter to read to her children too.

Appeal and Usability

Several teachers praised the illustrations in the booklet in particular. The pictures also proved popular among weaker readers and very young learners (e.g. grade R). In these cases, the teacher was still able to make use of the booklet:

"...I ended up making a copy, so that maybe I will make them sequence the story, because we do have some weak learners that they can't read. Maybe if they can sequence it and just make some sentences out of those pictures, because I could see that they enjoy it but it's just that it's difficult for them if you make them read."

For younger learners though, the print was too small and teachers reported that a parent would have to read with the child if using the Nal'ibali booklet. The texture of the pages was also too soft for younger learners to grip. These views were expressed in both KwaZulu-Natal focus groups.

The "softness" of the pages was also mentioned as a concern around the durability and longevity of the booklet. If the booklets were to be used over many years, say, for example, as a library resource (particularly in under-resourced rural schools), they would need to be more robust:

"...maybe if the cover page can be a little bit thicker, maybe the other pages can be softer. It can be much better, because with some of the books I already have, some of them are already torn and some of them are squashed because you find out sometimes they will be fighting for the books."

Overall, it was felt the books were easy to grasp and fun to read because they are compact and there is only one story.

The bi-lingual nature of the stories is another strength of the booklets. isiZulu home-language speakers often struggled with English and the booklets were reported to be particularly useful in helping them to read English:

"So, to them, it relates both well the languages, in my class they learn more in Zulu and then translate it to English and then can relate. So, I realized, for that it's helped them more and more..."

However, one teacher noted that the IsiZulu used in the stories was hard for even some home-language isiZulu speakers to understand at times.⁷ In these instances, the level of English used seemed to be more accessible.

Reading Culture

With regards to the reading culture, focus group participants, who were mostly educators, spoke on this topic from their perspective as educators and parents. They were generally avid readers and promoted reading within their households and classrooms. They provided a narrative of reading as a window to the world and society, as illustrated in the quote below:

“Each and every day, we have reading period which takes about fifteen to twenty minutes, of reading each and every day, we are trying to instil a culture of reading to the learners and we encourage each and every learner to pick up the book because with reading. You can travel the world while still around here and it opens your eyes to so many things, now you cannot do anything without reading, as we know. Even learning in class, it helps if the learner is more equipped with reading because you can give instructions but if they cannot read, it’s quite like very, very difficult. I encourage my learners to pick up anything and read. Sometimes I even say when their parents finish reading the papers, you know their grannies and grandfathers that normally read, to pick the paper, even if its two lines it makes something to you.”

Some made use of the library with their children, whilst others made use of the reading material they used for learners at their schools - including the Nal’ibali magazine. The magazine was a particularly handy resource for those who were Zulu speakers as they used this resource to help their children improve their Zulu reading and language skills.

“I think it’s a good book for the kids and I like it because it’s in Zulu and English, especially in our school a lot of Zulu children, they can read in Zulu and again in English that will help them.”

One of the two parents who attended the focus group at Floraton Primary noted that he had seen improvements in his sister’s Zulu reading and that he now reads with her daily:

“I’ve seen it from my sister, getting more familiar because at first it was no isiZulu. Right now, we are reading every afternoon, they even asking me some questions...”

During the focus groups sessions, participants were asked to comment on the importance of children learning to read in their home language versus in English. There was consensus among the participants that competence in English was important for assimilating into society, communicating at schools and in preparing for the working world. However, knowledge of home

⁷ Although this was not stated explicitly, it seemed that the language difficulty was as a result of the learners not being familiar with reading in isiZulu. While isiZulu is a home language for the learners, they are not as exposed to reading and writing in isiZulu as in English. It’s worth noting that at both schools the Language of Teaching and Learning (LOLT) is English. isiZulu is being taught as an additional language at Gingindlovu Primary.

language was viewed as equally important, as it is most likely the first language that learners hear when they begin to talk and it was felt home languages need to be preserved (closely associated with preserving culture).

“I think it’s important for them because they come to our school and they learn English... I think it’s very sad for a child not to be able to construct a sentence, written sentence in their mother tongue and they go home and they speak this language. Sometimes they are going to have their own kids teaching them their mother tongue, they can speak it but they’re not able to read it.”

Requests and recommendations from participants

- More booklets to enable each learner to have a copy to facilitate use in class group work
- Larger print for younger learners
- More durable construction of booklet for ease of use for younger learners and longevity
- Grade-specific booklets, especially for the younger learners
- Assistance with accessing further resources and in the reading clubs

Focus Groups Summary

Participants in the focus group had not fully engaged with the Nal’ibali resources- with the exception of one school in KwaZulu-Natal. Upon reviewing the resource, participants noted the bilingual stories were most valuable, and that the activities in the materials could be used in the class and at home, and that learners would enjoy them.

All participants expressed an interest in receiving the material on a regular basis, and on using it more in their classrooms. In the Western Cape, infrequent delivery of the Free4All newspaper was a major drawback. Whilst in KwaZulu-Natal, educators were sure how to secure the material, and their attempts to secure it via the website were not successful.

Conclusion and Recommendations

The results of the evaluation indicate that whilst brand awareness/knowledge of the Nal'ibali print initiatives is relatively low, the demand and appetite for the reading material Nal'ibali piloted is high among the sampled populations, in both the face-to-face survey(s) and in the focus groups. The low brand awareness can possibly be attributed to gaps in the marketing and distribution strategies associated with the various print pilots in question.

Among the survey participants, respondents who had received the Nal'ibali "Let's Read" magazine made use of the material and it seemed to inspire child-parent engagement. Most of those surveyed selected newspapers and magazines, religious texts and novels as resources they had at home or read for enjoyment. Not many respondents selected children's books as a resource they had available in their homes. This, together with the respondent's willingness to purchase the magazine, is an indication of demand for the material. Low awareness is likely due to a large number of survey respondents who are Smart Shopper card holders not being aware that the Pick n Pay publications were a free benefit to them. That said, the retail option needs to be dealt with cautiously, taking into account the target audience, cost associated with marketing and the distribution channel.

Notably, although respondents could read and speak in their own home language, they demonstrated an affinity towards reading in English. This behaviour was further translated to their beliefs about children reading in their home language, with the majority of the respondents indicating that it was more important for children to learn to read in English than their home language, albeit one focus group thought it to be equally important. One of the most valuable attributes of the Nal'ibali magazine is that it is bilingual and would therefore not discriminate between English and home language reading. Having both English and one's home language in the booklets helps readers that are weaker in either language to understand the text (stories) better.

With respects to the materials delivered to the schools via NAPTOSA and Free4All, it is also vital that Nal'ibali designs a detailed distribution strategy in partnership with the distribution partners, outlining the target schools, frequency of delivery and a mechanism to measure/track reach. In addition, it is advisable that Nal'ibali engage the beneficiary schools on how they can optimise the benefits of the magazine. This can be done through product activation or workshops at the partners' distribution points. For example, in KwaZulu-Natal, NAPTOSA leveraged the teacher union workshops as a key delivery vehicle. Nal'ibali can avail themselves of these workshops and offer demonstrations or talks to educators advising them on how to use the material. Similarly, the events can also be used as a vehicle to survey and track awareness and reach of the magazine.

Going forward, it is essential that Nal'ibali strengthens its marketing and distribution efforts to ensure that the piloted texts reach wider audiences. Popular initiatives such as the radio stories

can be leveraged to promote the print initiatives as several participants in the survey and the focus groups were aware of the audio stories. This can be a good medium to use to drive up demand for the other initiatives. For example, an advert script can be included before or after a radio audio story directing listeners to get a copy of the stories in one of the Pick n Pay publications, Free4All, at the next NAPTOSA workshop or to purchase at selected supermarkets.

Based on these findings, it is recommended that Nal'ibali:

- Continues to distribute the “Let’s Read” magazine and 8-page spread via the current methods, but that this be accompanied by an **activation workshop or media campaign**.
- **Leverages** their already very **successful campaigns** and distribution strategies – such as radio programmes and television advertisements - to market the underperforming print pilot initiatives.

In addition, we would make the following vehicle specific recommendations:

Pick n Pay magazines

- Continue to supply **magazine for free**, as survey respondents’ reported willingness to purchase the magazine points to some appetite but is not sufficient to confidently advise a retail route in the short-term.
- Expand **marketing for greater consumer awareness of the publication** and the benefits associated with the Smart Shopper card (Free Pick n Pay magazines). In-store promotions, advertisements on the cover pages of the Pick n Pay magazines and on the Pick n Pay websites can be used to increase awareness. Depending on the available budget, the **marketing activity could be outsourced to Pick n Pay or an advertising agency**.

“Let’s Read” magazines

- Nal'ibali should develop a strong **distribution strategy/plan** with the partner distributors, clearly outlining the target schools, consignments per school, and a feedback mechanism on how the schools use the resources.
- Improve targeting and encourage re-use at school or in the home by:
 - Improving **product packaging** (thicker/harder/**more durable**)
 - **Increasing font sizes** to facilitate use in foundational phase grades
 - Publishing **more editions** per term (e.g. 1 edition per month) or the **number of stories** in each publication.

Free4All with Nal'ibali 8-page spread:

- As above, Nal'ibali should develop strong distribution strategy/plan with the partner distributors.
- Publish **more editions** per term.

Nal'ibali should also **investigate alternative distribution channels to reach the target audience**, e.g. community newspapers, tabloid magazines and possibly religious organisations. This should be **supported by activation campaigns to raise awareness**.