

NAL'IBALI - THEORY OF CHANGE

Nal'ibali
IT STARTS WITH
A STORY.

IMPACT GOAL

A sustained culture of reading cultivates lifelong literacy skills within South Africa

Home, schools and communities in South Africa contribute to a literacy ecosystem that supports and promotes reading for leisure and enjoyment

TARGET OUTCOMES (24 MONTHS+)

Children have improved their reading ability, comprehension, listening skills and writing skills in their home language

Children have adopted reading as part of their daily lifestyle and read independently

ECD practitioners, teachers and parents have identified their contribution to children's reading abilities

Cultures of reading are strengthened in communities, nationally and within targeted areas

Innovative evidence-based work influences best practice for literacy development and models for reading behaviour change

Improved monitoring and accountability strategies amongst Nal'ibali personnel and stakeholders

INTERMEDIATE OUTCOMES (12-24 MONTHS)

Children's motivation to read has increased

Children's confidence in and enjoyment of reading and literacy activities has increased

Children's critical thinking skills (prediction, creativity, and problem solving) is increased through reading

Adults demonstrate sustained commitment to regular reading and storytelling

Children identify as readers

IMMEDIATE OUTCOMES (<12 MONTHS)

Children acquire age-appropriate language skills

Exposure to reading opportunities is increased

ECD practitioners and teachers are confident and committed in nurturing reading cultures in children

Adults and other family members have improved their engagement in reading with their child for leisure and meaning

Increased frequency of active storytelling and reading throughout households

Adults model the importance of reading and literacy skills

Emergence of a data-driven and learning-oriented culture within the Nal'ibali team results in improved data collection and use

Data and insights gathered continuously inform programme design, implementation and data collection methods

Increased understanding and appreciation of Nal'ibali's literacy model

OUTPUTS

All children access various reading materials in their home language

ECD practitioners and teachers are sufficiently trained to employ various storytelling and reading approaches

Adults outlook and awareness on the value of storytelling and children's literacy is improved

Adults have the available resources, tools and guidance necessary to promote reading and storytelling

ACTIVITIES

Accessible reading material is provided in child's home language

Provide training opportunities for role models (ECD practitioners, teachers and parents) to create positive reading experiences

Provide training opportunities for community actors in reading clubs, parent networks and communities of practice

Establish campaigns to raise awareness of the value of storytelling

Create positive and fun learning experiences and environments in community living and learning spaces



FOCUS AREAS

Child* Literacy Development:

1. Early language and literacy development in children under 6 years
2. Build and strengthen reader identity and behaviour in children under 12 years

*Child development pathway focuses on both able-bodied children and children with disabilities.

Strengthening Community Literacy Ecosystems

1. Upskilling of adults to drive reading culture in community settings
2. Increasing and strengthening community reading opportunities

Learning, Advocacy and Innovation:

1. Build bodies of knowledge and share insights for learning, influence and advocacy
2. Challenge beliefs, norms and cultures around reading
3. Develop innovative tools and solutions for measuring and enhancing reading and literacy