



Tuesdays in the Trenches

A NASCEE Literacy Presentation Series
9 July 2024



Describe your project / programme



	Description	Detail				
1.	Process overview:	<p>Biblionef is a non-profit company that distributes and supports the effective use of new children's books in 11 languages to promote reading for enjoyment in South Africa. We do this through several programmes:</p>				
		Book Donations Programme	Supporting Foundation Phase Teachers	Supporting ECDs	Setting up School Libraries	Commissioning Publishing
		<ul style="list-style-type: none"> The donations programme is free; we buy books with funds raised from our donors and our sustainability efforts. Organisations can apply to us for a book donation via our website. Applications are assessed according to the organisation's book needs. Teachers have access to our online resources that outline how the storybooks can be used in the classroom as part of the lesson plan guided by the CAPS curriculum. 	<ul style="list-style-type: none"> In 2019, we began offering training to FP teachers on how to incorporate storybooks into their CAPS-aligned lesson plans. Two teachers per grade are selected from each participating school for the training. We encourage teachers to tell and read stories to their Grade 1 to 3 children and design post-story activities that give children opportunities to think, talk and write. Teachers have access to our online resources that outline how the storybooks can be used in the classroom as part of the lesson plan guided by the CAPS curriculum 	<ul style="list-style-type: none"> We provide storage solutions for this programme, namely: <ol style="list-style-type: none"> roller box (purchased locally from a supplier) steel trunk (purchased locally from a small business) hanging library (supporting two women-owned, local businesses by commissioning them to create the hanging libraries) Each ECD Centre receives ± 20 storybooks and ± 5 educational toys, puzzles and posters. 	<ul style="list-style-type: none"> We aim to implement at least one library programme yearly, preferably with a partner organisation. Schools eligible to receive a library revamp must have the following: <ol style="list-style-type: none"> Reading activities should be taking place at the school Available space to set up a library A library assistant or librarian Available funding for a library assistant 	<ul style="list-style-type: none"> When funding allows, we partner with local publishers to commission the reprint or publication of quality African stories. We commission the publication or reprints of at least one title annually.

Describe your project / programme



	Description	Detail				
2.	Aim / Objectives / Goals:	Improve children's access to appropriate and relevant home language storybooks. Give teachers and practitioners the opportunity to have quality resources to use in the classroom. Ensures that FP teachers know how easily storybooks can be incorporated into their lesson plans. Help maintain the availability of our beautiful childhood stories in the home languages.				
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	Our overarching aim for all programmes are to reach organisations in rural and peri-urban areas throughout SA.				
		Book Donations Programme	Supporting FP Teachers	Setting up School Libraries	Supporting ECDs	Commissioning Publishing
		Children aged 3 to 18 attending primary schools, high schools, and non-governmental organisations with an active reading programme.	Foundation phase teachers (Grades 1 to 3).	Criteria outlined above.	We partner with ECD Training Centres to support ECD Centres and the creches they support. The age group of learners supported in this programme is 0 to 6 years.	The books we commission for publishing are aimed at the ages of 6 to 18.
4.	Dosage:	Book Donations Programme	Supporting FP Teachers	Setting up School Libraries	Supporting ECDs	Commissioning Publishing
		Throughout the year. We attend to 20 applications per month.	Donor dependent. Programme length varies between 12, 24 and 36 months.	At least one library annually	At least 200 ECDs annually.	At least one title in four or more South African languages, annually.
5.	Footprint / Where do you work? (Provinces/Districts/Schools)	Mainly in rural areas throughout all 9 Provinces in SA.				

Your partnerships

Who are the project donors? Are you working with other NGOs?
What level of government (if any) are you partnering with?



Programme	Donors	Government	NGOs
Book Donations Programme	Sustainability programme Trusts and Foundations/Individuals	DBE District Director Chief Education Specialist District Subject Advisor Education Library Information and Technology (ELITS) Officials	If there is a literacy organisation working in the school, we will rely on them for feedback on how the books are being used at school.
Supporting FP Teachers	Corporate, Trusts and Foundations		While we are working with one or two partners, the areas we are working in are rural, and literacy organisations do not operate there.
Setting up School Libraries	Trusts and Foundations		Otto Foundation, the Bookery
Supporting ECDs	Trusts and Foundations		ECD Training Centres, e.g. ELRU, Kxanimamba, Thusanang Trust, Ubunye Trust. And organisations, e.g., Zero2Five, Starting Chance
Commissioning Publishing	National Lottery Commission	National Arts Council National Heritage Council	We donate these books to our beneficiaries or sell a percentage to organisations that have the funds to purchase them, i.e. sustainability plan.

Indicators that you monitor

What indicators are you using to measure your outcomes or impacts?
What else are you measuring?



Programme	Core Activities	Impact Indicators	Other Measures
Book Donations Programme	<ul style="list-style-type: none"> Assessing whether applicants fall within our criteria Attending to 20 applications per month Couriering books to the beneficiaries 	<ul style="list-style-type: none"> Books are successfully delivered to the recipient Number of books donated in a 12-month period 	<ul style="list-style-type: none"> Beneficiary reports
Supporting FP Teachers	<ul style="list-style-type: none"> Selecting schools in partnership with the DBE Meeting and previsit with all stakeholders to get buy-in Select, source, cover and courier book packs to teachers Assist teachers in setting up book corners Prepare content for workshops that are CAPS-aligned and focused on shared reading and writing Provide 2/ 4 or 6 in-class mentoring Host 1/ 2 or 3 show and tell sessions for teachers and children Creating a WhatsApp group for ongoing communication and support 	<ul style="list-style-type: none"> Handing over the books to the teachers Classrooms become print-rich Classrooms have active reading corners Children are participating in answering questions Teachers develop a 'mediational' style of interacting with learners Teachers are eager to present and participate in the workshops 	<ul style="list-style-type: none"> Teachers' baseline questionnaire Facilitator's pre-visit form Facilitator's observation form Teacher feedback form Teacher's reflection activity
Supporting ECDs	<ul style="list-style-type: none"> Selecting participating ECD training centres in collaboration with the donor Invite ECD Practitioners/ Caregivers to give their input on book selection Assessing the baseline questionnaire and liaising with the Training Centres on ECDs needs Sourcing, selecting, covering and couriering books and educational toys to recipients Ensuring that the donated resources are either in a hanging library, roller box or steel trunk 	<ul style="list-style-type: none"> Proof that resources were delivered to the Centres and received by the practitioners (photographic evidence and waybill) The number of books donated The number of educational toys donated Number of storage solutions provided 	<ul style="list-style-type: none"> Baseline questionnaire Feedback received in the reports from the ECD Training Centres
Setting up School Libraries	<ul style="list-style-type: none"> Selecting school on own or upon the direction of partner Weed through the school's existing book stock Prepare the books for shelving Put the school's librarian into contact with The Bookery for additional training and support 	<ul style="list-style-type: none"> The school has a fully-functional library The librarian is implementing reading strategies for the learners Learners are increasingly attending the library for leisure reading or schoolwork Teachers are using the resources for their lesson plans 	

Indicators that you monitor

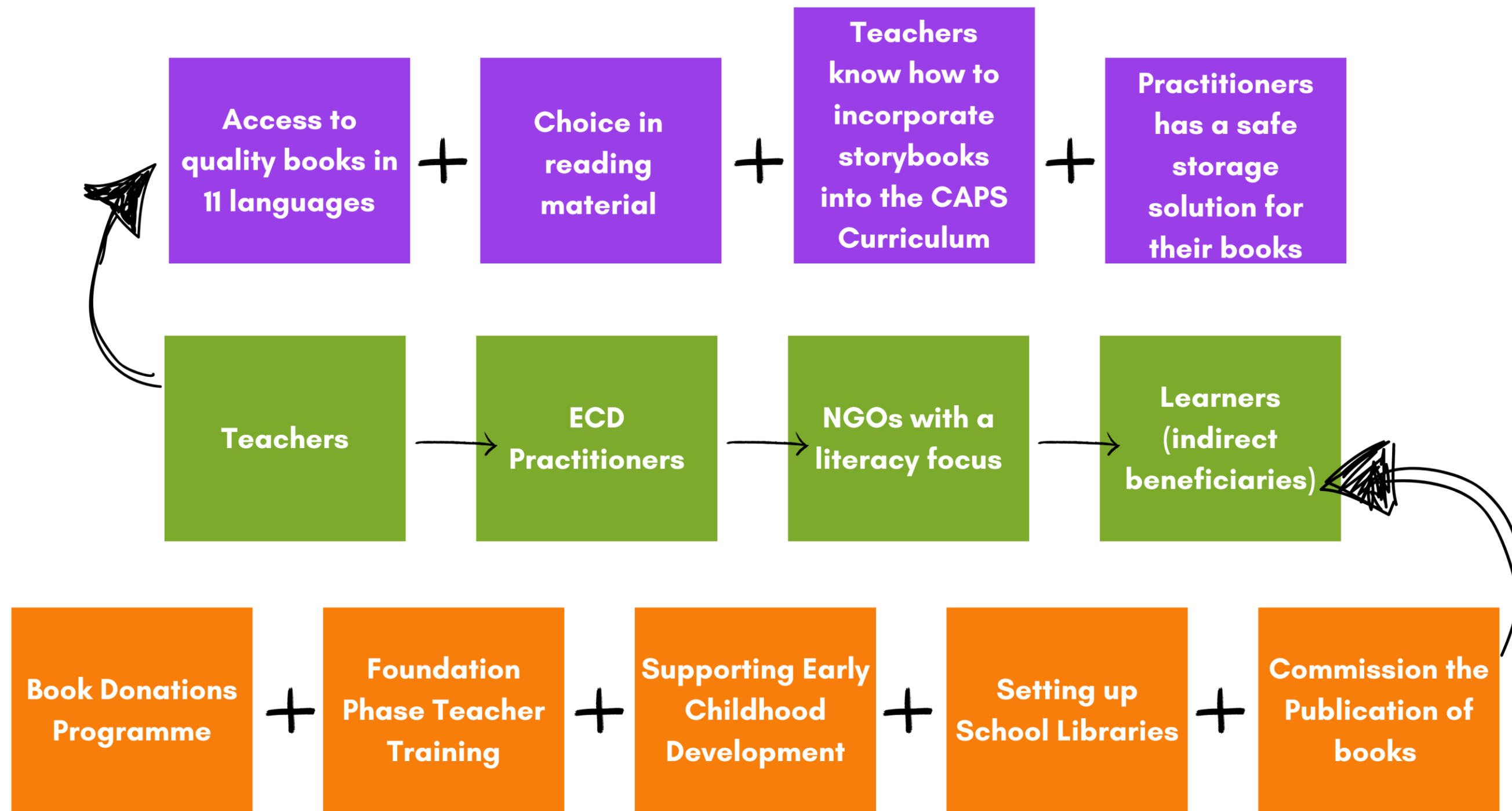
What indicators are you using to measure your outcomes or impacts?
What else are you measuring?



Programme	Core Activities	Impact Indicators	Other Measures
Commissioning Publishing	<ul style="list-style-type: none">• Select the book that we want to be reprinted/published, the languages and number of copies in collaboration with the Publisher• Once the books are printed, we receive them and begin donating them to our beneficiaries	<ul style="list-style-type: none">• Increased pool of new titles available in the official languages• Make available important children's stories that were out of print• South African schools and organisations in rural areas have access to beautiful South African books that they otherwise would not have access to	

Theory of Change

Impact: Adults begin to see the importance of reading to children in their mother tongue, and children, in turn, want to read for enjoyment, thereby improving their ability to read with comprehension.



Biblionef implements several programmes to reach our vision of distributing and supporting the effective use of new children's books in 11 languages to promote reading for enjoyment in South Africa.

Evidence of Impact

What impacts are you seeing? How do you measure them?



1998 - 2023 Achievements



Evidence of Impact

What impacts are you seeing? How do you measure them?



How access to books brought a new dimension to classroom life:

SCHOOLS IN APRIL 2016



SCHOOLS IN APRIL 2017

STORYTELLING

- › No teacher was aware of CAPS' endorsement of the role of stories in early childhood literacy, namely: "Stories are at the heart of a balanced reading programme."
- › Only one of the 12 teachers in the two focus group schools regularly told or read stories in class.
- › CAPS requirements were flagged in all workshops, school visits and lessons taught.
- › Whilst CAPS set the minimum teaching and learning requisites, teachers worked with raised expectations, e.g. story complexity and associated talk and writing tasks.
- › Eleven of the 12 teachers in the two focus group schools started reading or telling the stories used in workshops, in class.

READING RESOURCES IN CLASSROOMS

- › No picture storybooks.
- › No non-fiction picture books e.g. dictionaries, first word books, nursery rhymes or information books, etc.
- › Each classroom received a pack of *Star Story* readers, 40 picture books, an anthology and a *Big Book*.

BOYS' INTERESTS AND READING PREFERENCES

- › No awareness or consideration of boys' preferred reading interests, e.g. action and non-fiction.
- › Increased attention to boys' interests and preferences, e.g. book choice and choice of writing tasks.

NON-FICTION (NF)

- › South African reading series seldom introduce non-fiction to children. This absence was evident in the sets of class readers in the focus schools: *Boet en Saartie* and *Doen en Leer* contain no non-fiction. *Storieboom* (Oxford Reading Tree) includes a rare non-fiction text.
- › An entire workshop was dedicated to NF.
- › Here we created NF texts linked to stories. Teachers unanimously rated this workshop the highest of all workshops with regard to teacher learning and the provision of texts that children could read.
- › Teachers received a range of children's NF texts, which they worked with in the workshop, and then used in classrooms.
- › NF texts introduced: graphs, mindmaps, street maps, story maps, information texts, biographies, recipes, instructions and descriptive texts were visible on walls, on chalk-boards and in children's written work.

Systemic Reading Test Results for the schools participating in the pilot project: 2016 to 2018

	Pass Percentage			Average Percentage		
	2016	2017	2018	2016	2017	2018
(a) School 1: <i>Afrik HL</i>	6.9	13.2	33.1	24.7	29	37.9
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(c) quintile NQ 3	36.5	36.6	25.4	36.5	41.9	33.8
(a) School 2: <i>Afrik HL</i>	3.1	6.9	19.8	20.4	27.1	29.6
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(c) quintile NQ 3	24.9	36.6	40.2	36.5	41.9	41.9
(a) School 3: <i>Afrik HL</i>	7.1	11.8	14.7	23.3	28.6	30.3
(b) province	41.6	44.6	45.8	45.1	47.3	45.4
(c) quintile NQ 1	19.8	24.6	25.4	34.3	36.2	33.8
(a) School 4: <i>Afrik HL</i>	22.5	28.6	46.6	34.2	34.7	30
(b) province	41.6	36.6	45.8	45.1	47.3	45.4
(c) quintile NQ 3	24.9		40.2	36.5	41.9	33.8
(a) School 5: <i>isiXhosa HL</i>	8.3	10	12.3	28.1	30.8	27.8
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(a) quintile NQ 3	36.5	41.9	41.9	36.5	41.9	41.9
(a) School 6: <i>Afrik HL</i>	14.9	10.5	12	33.1	27.7	28
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(c) quintile NQ 3	24.9	36.6	40.2	36.5	41.9	41.9
(a) School 7 - <i>Afrik HL</i>	9.1	8.8	16.2	28.5	25.8	18.6
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(c) quintile NQ 2 (rural school)	29.2	40.8	41.9	9.1	44	42.5
(a) School 8 - <i>Afrik HL</i>	17.1	29.3	21	30	37.4	33.6
(b) province	41.6	46.6	45.8	45.1	47.3	45.4
(c) quintile NQ 3	24.9	36.6	40.2	36.5	41.9	41.9
(a) School 9 - <i>Afrik & Eng</i>	60.3	50	72	54.9	52.4	61.1
(b) province	41.6	46.6	45.8	45.1	47.3	45.8
(c) quintile NQ 5	66.8	66.6	66.9	57.8	57.9	57.6

Evidence of Impact

What impacts are you seeing? How do you measure them?



This methodology will go places at our schools. It turns stones into bread. We have been underestimating kids with the wealth of knowledge they possess, but with this method, kids can express themselves and come up with rich ideas. Thank you, Biblionef. So many schools are fighting for this project because it is progressive. Thank you.

filo Majozi, ELITS Representative



We had never seen learner attainment in reading for meaning improve to at least 90% in the schools where Biblionef's programme has been implemented.

Ms N. Shabablala, Curriculum Support at ELITS



[The teachers] said that before the Biblionef project started, the way they were reading with the children was different. They did not link reading with thinking, writing, understanding and enjoyment. Before, the children were not focusing. The teachers said they did not know how to do mind maps, ask questions, or get responses from the children, but they could now see the difference – the children were focused and enjoying themselves. The teachers stated they could now see how important the children's enjoyment was. Teachers saw the purpose of reading stories aloud to children as developing listening and thinking skills. They saw the link between being read to and writing as very important. When they write and draw after listening to the story, that shows they understand what they have heard."

Extract from the first external report from Biblionef's project in KwaZulu-Natal, in the Inchanga Circuit



Thank you!

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