



Shine Literacy Executive Director Maurita Weissenberg



DIRECTOR'S REPORT: 

Of the 44% of total CSI expenditure that was directed to the education sector in 2018, 30% went to maths and science, with just 10% invested in language and literacy.¹ This fact really hit me hard.

Research tells us that literacy skills equip children to reach their fullest academic and personal potential. Is the message not out there clearly enough that in South Africa 78% of our Grade 4 children cannot read for meaning? That what is happening to our children and youth is nothing short of a human rights violation? Let alone the long-term impact on our economy and unemployment. My mission this year is to work with our fellow literacy partners and advocate the importance of ensuring that funding needs to be focussed on early literacy programmes.

To be a leader in transforming the stubbornly low literacy rates in South Africa, it is important that we have a strategy that focuses our resources, drives growth, builds our national footprint and ensures the long-term sustainability of our organisation. Shine Literacy's 2018 - 2025 strategy will steer the organisation over the next seven years. It also gives us an opportunity to build deep partnerships across South Africa from which we can extend our national footprint and move us ever closer to fulfilling our vision of creating a culture of reading in order to build a nation of readers. We believe the area we need to work in is supporting children both during the school day and in the after-school space. We are deepening our partnerships with government in this regard. The overleaf snapshot of our reach and impact and our recent survey of evidence is hopefully an indication of what is possible.

I recently attended a course at the Bertha Centre called "Leading Innovative Partnerships in Extended Education", which was quite frankly nation building. Over five days, principals, government stakeholders and NGOs showed such dedication and passion to overcoming the challenges we find in our schools and it certainly renewed my commitment to our purpose, which is: "To support schools to become beacons of hope by inspiring communities to work together to embrace possibility, ignite potential and build an inclusive society."

Illiteracy affects our children and youth in their daily lives and jeopardises their future. We already see the effect on society, both socially and economically. The fact that the slow progress in changing the course of our children's lives could be due to a lack of funding for any early literacy organisation or institution is something that we need to confront and consider alternative courses of action.



¹Triologue *The Business in Society Handbook 20th Edition*, 2018.

OUR VISION We will create a culture of reading in order to build a nation of readers.

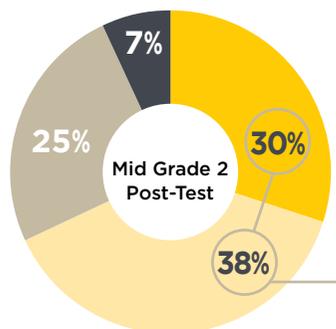
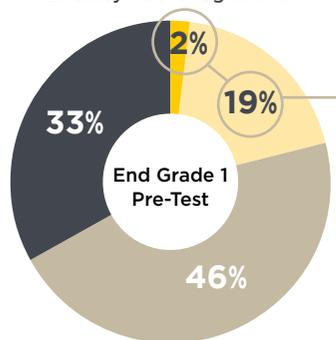
The Shine Literacy Hour Programme offers children the incredible gift of individualised attention. Meeting them where they are while offering encouragement and support.

In **2018** the Shine Literacy Hour Programme served **27 schools** and reached **1 730 children** with **1 067 volunteers** giving them individual support every week.

Several important pieces of work were completed: a *Survey of Evidence* with particular reference to Shine Literacy's programmes, the second edition of our *Shine Literacy Hour Handbook* and our *Quality Assurance Toolkit*. All towards ensuring that we can continue to scale this social franchise model, while still ensuring the quality of the Shine Literacy Hour Programme. **Most publications available at www.shineliteracy.org.za.**

2018 ASSESSMENT RESULTS

in schools hosting the Shine Literacy Hour Programme



At Risk
 Below Level
 Near Level
 On Level

Assessment results show that only

21%

of the children were 'on level' or 'near level' at the start of Grade 2.

After 6 months' participation in the Shine Literacy Hour Programme there was a significant improvement which showed

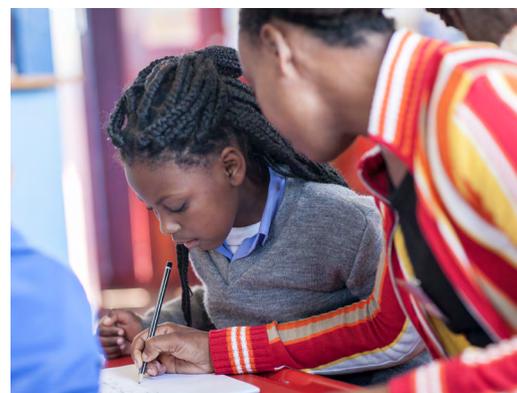
68%

of the children were 'on level' or 'near level'.

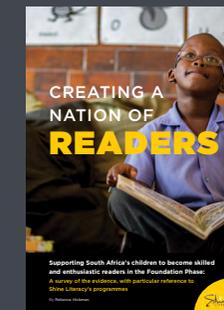
Using the potential of unemployed matriculants to solve a daily reading challenge in some of our poorest performing primary schools.

Khanyisa is implemented in 11 schools where 1 565 children in Grade 3 are given regular individual reading sessions using the Shine Literacy methodology for Paired and Shared Reading. A key impact of the programme was that it allowed children to get more reading opportunities during the school day. Children gained confidence and read significantly more texts with their Reading Partner than they would have without one.

An unexpected yet powerful effect of the programme is that a number of Reading Partners have become interested in teaching as a profession and have applied to study education at tertiary institutions. Being Reading Partners has afforded them work experience and skills in literacy that they will be able to pass on to others.



Shine honoured 41 volunteers who have given 10+ years of service and brought the gift of reading to so many children.



Survey of Evidence



Shine Literacy Hour 2018/19: A brief overview



Full Shine Literacy Hour Programme Report



Shine Literacy's Khanyisa Project 2018: A brief overview and key findings



Full Khanyisa Report



THE SHINE LITERACY HOUR HANDBOOK

Literacy Hour Handbook second edition